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# **Research & Resources: Improving Post-School Outcomes of Students with Disabilities**

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# Objectives

- Increase knowledge of predictors of post-school success
- Increase understanding of application of predictors to high school and postsecondary program planning
- Increase awareness of universally available resources



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## NTACT's areas of focus

- School completion
- Quality transition planning
- Academic rigor and college preparation & access/  
success
- Career development and employment  
preparation & access/ success
- Data analysis and use to improve practices and  
programs



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# Practices vs. Predictors

**Practices** = classroom and community-based instructional strategies derived from experimental research studies

- Practices are established from experimental/ causal research

**Predictors** = interventions or factors that occur while a student is in-school that lead to improved post-school outcomes; derived from correlational research studies

- Predictors are established from correlational research





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# Effective Practices

1. Who's doing this work? **NTACT**, What Works Clearinghouse, Mathematica, universities
2. Search the literature
3. Review studies for adherence to **quality indicators**
4. Count how many studies support the predictor (correlational) or practice (intervention), noting the rigor of each study
5. Compare to criteria to determine the **level of evidence**



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## Quality Indicators

- Set of criteria for different research methodologies, and if present, indicate study is acceptable quality
  - Group Experimental (Gersten et al., 2005)
  - Single-Case (Horner et al., 2005; Kratochwill et al., 2010)
  - Correlational (Thompson et al., 2005)
  - Qualitative (Brantlinger et al., 2005; Trainor & Graue, 2014)
  - Coming soon.....Mixed Methods (Onwuegbuzie & Poth, 2016)



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## NTACT's Levels of Evidence

- Refers to the amount and quality of research supporting a practice or predictor
- NTACT has four levels of evidence:
  - Evidence-Based Practices
  - Research-Based Practices
  - Promising Practices
  - Unestablished Practices
- Both quality and quantity are needed to move up levels

More detail at [www.transitionta.org](http://www.transitionta.org)

# Predictors of Post-School Success

- Career Awareness
- Career & Technical Education
- Occupational Courses
- Paid Employment\*
- Work Study
- Community Experiences
- Exit Exam Requirements/  
Diploma Status
- Inclusion in General  
Education\*
- Program of Study
- Interagency Collaboration
- Parent Expectations\*
- Parent Involvement
- Student Support
- Transition Program
- Goal Setting
- Self-Determination Skills\*
- Self-Care Skills\*
- Social Skills
- Transportation/ Travel Skills
- Youth Autonomy/ Decision  
Making Skills

[Alphabetical List of Predictors, Organized by Outcome Area](#)





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# Predictor Implementation Self-Assessment

- Essential characteristics
- Rating of level of implementation
- Rating of degree of evidence of implementation

[Link to Predictor Implementation Self-Assessment](#) (need a login at [www.transitionta.org](http://www.transitionta.org) to access)





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# Student Support

Network of people who provide services and resources in multiple environments to prepare students to obtain their annual transition and postsecondary goals aligned with their preferences, interests, and needs



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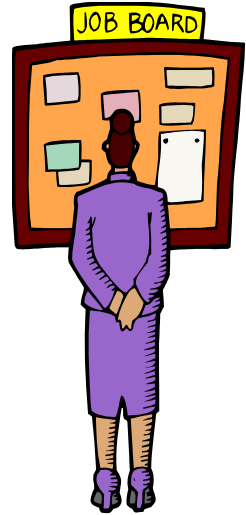
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# Student Support Essential Characteristics

1. Develop and implement procedures for cultivating and maintaining **school and community networks** to assist students in obtaining their postsecondary goals.
2. Provide students access to rigorous, **differentiated academic instruction**.
3. Link students to appropriate individuals who can assist student in obtaining **access to assistive technology resources** and teach students to use technology to enhance their academic and functional performance.
4. Link students to appropriate individuals that can provide **support for financial planning, navigating the health care system, adult services, or transportation**.
5. Link students to a community **mentor** and/or school based mentor/ graduation coach.
6. Provide opportunities for **meaningful engagement in the community** (e.g., clubs, friends, advocacy groups, sports, etc.).
7. Ensure teachers and other service personnel provide ongoing transition assessment to assist in **planning for needed supports** and resources in school and beyond.



## Career-Related Predictors



- Teach connection between academic skills and careers
- Instruction in how to obtain a job
- Incorporate universal design for learning principles in CTE programs
- Provide a connection to postsecondary through site visits
- Provide career counseling
- Provide opportunities to participate in job shadowing, work-study, apprenticeships, or internships
- Conduct job performance evaluations
- Link eligible students to appropriate adult services for employment

# Structure-Related Predictors

- Develop a receptive school atmosphere for inclusion
- Provide professional development and administrative support to educators of students with disabilities in general education classrooms
- Develop formal interagency agreements for service delivery
- Coordinate policies and procedures for service delivery
- Instruction provided in natural environments





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## Student Support Predictors

- Provide relevant information about transition planning to parents
- Share transition assessment results with parents
- Link to outside supports, as needed
- Ensure students know how to access supports
- Provide opportunities for meaningful campus engagement
- Link social and academic mentors



# Skill-Related Predictors

- Social skills
- Self-advocacy
- Decision-making
- Goal-setting
- Daily living
- Self-care
- Personal finance
- Reading
- Writing
- Math
- Technology





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## A new resource!







## Table of Contents

- Section I: Rationale
- Section II: What is Postsecondary Education & Training
- Section III: What skills do students need to succeed?
- Section IV: How can SWD plan to access PSET?
- Section V: What effective practices and strategies exist to prepare students?
- Section VI: What can be done to increase the likelihood of success once enrolled?
- Section VII: What additional resources are there to help me, my child, or my students/ consumers?
- References



## Success in PSET

- Let's talk about UDL
  - [UDL On Campus Resources from CAST \(National Center on Universal Design for Learning\)](#)
- [Characteristics of Model Programs for Students with ID](#) (PERC, 2007 & Think College, 2012)
- [Strategies to increase community college completion](#) (NCWD-Youth, 2016)
- [Examples of model programs for all college students](#) (US DOE, 2016)



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## Generally

- An MTSS lens on preparing for college...this resource is for all students with disabilities
- Reflects EBPs
- Intersects with other NTACT Toolkits and resources
- Navigable online (but, can print out as well)
- An Ever Expanding Resource!



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# NTACT's Toolkits

- Competitive Integrated Employment
- Interagency Agreement
- School Completion
- *Postsecondary Education and Training Preparation*
- Evaluation
- Transition Assessment
- Transition Fair
- Transition Institute
- Team Leader Sustainability



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# Additional Resources

- Effective Practices
- Lesson Plan Starters
- [Competitive Integrated Employment Quick Guide](#)
- [Financial Literacy Annotated Bibliography](#)
- [Mental Health & Transition Annotated Bibliography](#)
- [Family Engagement Annotated Bibliography](#)
- [Self-Advocacy Conflict Resolution Strategies \(SACR\)](#)
- [Age of Majority Resources for Parents](#)







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## Engage with us!

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- **Explore our website:** [www.transitionta.org](http://www.transitionta.org)
- **Sign up for our listserv:**  
<http://uncc.surveymshare.com/s/AYASDJA>
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