

Positive Predictors of Postschool Success for Students with Disabilities

Presented by
Crystal Emery and Deanna Taylor

What do you know about postsecondary transition?

- Get with a neighbor or few
- Introduce yourself (if needed)
- Come up with a definition of postsecondary transition.
 - If you don't know, guess
 - If you do know, define it in a way that anyone can understand it

What is Postsecondary Transition?

- Postsecondary transition planning is a process beginning at age 14 in Utah (or earlier if appropriate) designed to help students reach their potential as they transition into adulthood.
- Postsecondary transition is a student-centered process that includes ongoing assessment, services, instruction, experiences, opportunities, and supports designed to elevate students' in-school and post school outcomes.

Learning Intentions and Success Criteria

1. You will learn about the postsecondary transition process for students with disabilities
 - You will articulate the postsecondary transition process for students with disabilities
2. You will learn about predictors of post school success for students with disabilities and their impact on student outcomes
 - You will identify and implement activities that predict positive post school outcomes for students with disabilities
3. You will learn about postsecondary transition resources and services available in Utah
 - You will access and utilize postsecondary transition resources and services available in Utah

Learning Intention 1

1. You will learn about the postsecondary transition process for students with disabilities
 - You will articulate the postsecondary transition process for students with disabilities

Postsecondary Transition Is...

- ✓ A Plan for after high school
- ✓ Goal setting and action steps
- ✓ Self-advocacy/Self-determination
- ✓ Change
- ✓ Based on a student's interests, preferences, strengths, and needs
- ✓ Career exploration
- ✓ Adult living skills
- ✓ Work experiences
- ✓ Connecting students and families with adult services



What does the research say?

Contemporary transition policies and practices are grounded in the belief that students with disabilities are far more likely to achieve their aspirations for life after high school if provided the right combination of opportunities, instruction, services, and supports [in high school]. (Trainor et. al., 2019)

Let's Talk about Student Outcomes (2023)

Only 18% of SWDs in Utah go on to college the year after high school

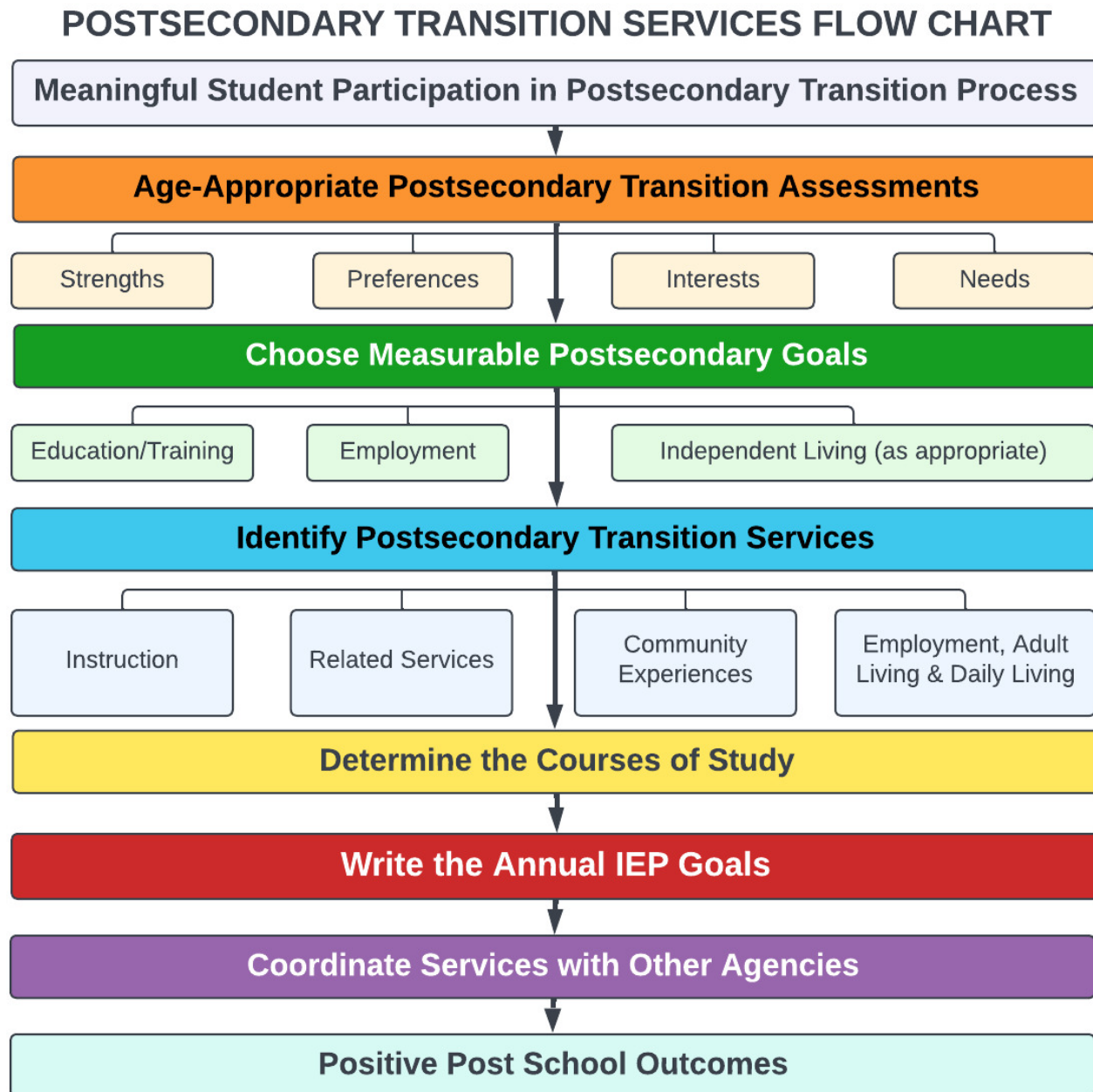
16% of SWD in Utah are not engaged in any type of employment or further education/training after high school

Only 58% of students with Intellectual Disabilities are engaged in employment, or education/training after leaving school

26% of students with Autism are not engaged after leaving school

- www.utahposthighsurvey.org

Postsecondary Transition Services Process



Adapted from Johnson, C. E. (2012). Transition Services Flowchart.
Center for Change in Transition Services, Seattle University, Seattle, WA

Access to school counselors

Students with disabilities must have access to **school counselors** for the purpose of planning and must be actively invited and included (when appropriate) in **school activities which address course planning** (including online courses), graduation, and post-secondary education and employment (i.e., college week, scholarship opportunities, ACT, and concurrent enrollment).

(SpEd Rules VII.B.5.c.)



Learning Intention 2

2. You will learn about predictors of post school success for students with disabilities and their impact on student outcomes
 - You will identify and implement activities that predict positive post school outcomes for students with disabilities



What do we need to know?

Research suggests youth with disabilities are less likely to experience positive outcomes compared to peers without disabilities. Identifying in-school predictors of postschool success can provide [educators, other service providers, and families] with information to design, evaluate, and improve transition programs.

(Mazzotti et. al., 2020)

Secondary Transition Predictors of Postschool Success (Mazzotti et. al., 2020)

- Career Awareness
- Career and Technical Education**
- Community Experiences
- Exit exam requirements / High School Diploma Status
- Goal Setting*
- Inclusion in General Education*
- *Interagency Collaboration*
- Occupational Courses
- Paid Employment / Work Experiences
- Parent Expectations
- Parental Involvement
- Program of Study
- Psychological Empowerment
- Self-Advocacy / Self-Determination
- *Self-Care / Independent Living Skills*
- Self-Realization
- Social Skills
- Student Support
- Technology Skills
- Transition Program
- Travel Skills
- Work Study
- Youth Autonomy / Decision-Making

** EBP for employment and RBP for education

*RBP in all three areas

Turn and Talk:
**How can you support
SWD to improve their
post school outcomes?**

How can you help improve student outcomes?

- Hold **high expectations** for students with disabilities
- **Align** the student's CCR plan with their transition IEP
- **Attend** transition IEP meetings for students 14 and older
- Share student's **career interest inventory** (or other assessments) results with special education case manager
- Become familiar with **disability resources** such as Pre-Employment Transition services (**Pre-ETS**), Vocational Rehabilitation(**VR**), and **college** disability services and programs
- Encourage students to explore **CTE pathways** including **Work based Learning Internships**

How Can We Prepare Students for Post School Success?

- Inclusion in general education leads to positive post school outcomes
- Compliant and quality postsecondary transition plans support positive post-school success
- Predictors for post-school success
 - The research has identified 23 predictors for post-school success for students with disabilities
- Competencies for Post-school success (Utah specific tool)

Competencies for Post-School Success

- Self-advocacy
- Social interactions
- Time management/organization
- Problem solving
- Emotional regulation
- Adult living skills
- Safety and wellness
- Community navigation
- Career development
- Technology skills

Postsecondary Transition Skills Mapping Tool

Postsecondary Transition Skills Mapping Tool				
Domain Area	Pre-K	K-5	6-8	9-12+
Self-advocacy	<ul style="list-style-type: none"> Pointing to show or <u>request</u> Verbal requesting Saying "No" to refuse Expressing preferences 	<ul style="list-style-type: none"> Making choices Knows name, address, phone <u>number</u> Communicating wants and <u>needs</u> Awareness of own disability Asking for help 	<ul style="list-style-type: none"> Knowing when to ask for help when <u>needed</u> Declining assistance when appropriate Describing own strengths and support needs Explaining own disability Describing own interests and preferences Actively participating in IEP 	<ul style="list-style-type: none"> Advocating for own needs Incorporating own strengths in decision making Discussing own disability Communicating & using accommodations Leading own IEP and postsecondary transition planning
Social interactions	<ul style="list-style-type: none"> Participating in conversations Responding to questions Sharing items of interest Turn-taking with <u>peers</u> Initiating basic pretend play Playing alongside peers 	<ul style="list-style-type: none"> Showing empathy and perspective taking Remaining quiet when others are <u>talking</u> Using basic manners Asking questions to show interest in <u>others</u> Playing <u>cooperatively</u> with peers Incorporating others' ideas into play 	<ul style="list-style-type: none"> Understanding social cues when joining a group Introducing oneself in new situations Respecting others' space and property Responding to specific topics without getting off track Waiting to interject in a <u>conversation</u> Maintaining appropriate proximity in a conversation Politely refusing ("no thanks") among peers 	<ul style="list-style-type: none"> Demonstrating personal vs professional communication Navigating social media responsibly Using text messaging appropriately Receiving feedback without getting upset Using supporting comments to remain engaged in <u>conversations</u> Engaging in appropriate non-verbal communication
Time management / Organization	<ul style="list-style-type: none"> Following simple routines & schedules Sorting objects Putting away toys/materials Recognizing different activities for different days of the week Verbally articulating what <u>day</u> it is 	<ul style="list-style-type: none"> Staying on task to complete an assignment/<u>activity</u> Turning assignments in on time Telling time Setting simple goals Keeping track of events on a calendar Following a classroom schedule 	<ul style="list-style-type: none"> Using graphic organizers Using spellcheck Following a daily schedule independently Organizing school materials in backpack/desk Using a planner and/or Learning Management System to track assignments & <u>activities</u> Arriving to class on time 	<ul style="list-style-type: none"> Using online calendar for scheduling Using time management reminders (phone/Apps) Using task lists Prioritizing tasks

Resource Padlet



Padlet Postsecondary Transition in Utah + 1 + 4d
Preparing Students with Disabilities for Success in Postsecondary Programs
 A skills timeline and resources for practitioners

About & Resources

Utah's Portrait of a Graduate

Portrait of Meaningful Inclusion

Meaningful Inclusion for Students with Disabilities Implementation Guide
 Utah State Board of Education | Technical Assistance Document

PDF
 USBE Meaningful Inclusion for Students with Disabilities PRINT (2023)

Predictors of Post School Success

Predictor/Outcome	Education	Employment	Postsecondary
• Career Preparation	Research-based	Research-based	Research-based
• Career Technical Education/Work-Based Learning	Research-based	Research-based	Research-based
• Internship Experiences	Research-based	Research-based	Research-based
• Exit Exam Requirements/High School Diploma Status	Research-based	Research-based	Research-based
• Dual Enrollment	Research-based	Research-based	Research-based
• Academic Readiness	Research-based	Research-based	Research-based
• Involvement/Engagement	Research-based	Research-based	Research-based
• Disruptive Incidents	Research-based	Research-based	Research-based
• Self-Management/Student Experience	Research-based	Research-based	Research-based
• Social Skills	Research-based	Research-based	Research-based
• Health/Well-being	Research-based	Research-based	Research-based

PDF
 TransitionPredictorsPostSchoolSuccess

FAQs about College Programs for Students with Intellectual Disabilities

Utah Programs

utahparentcenter.org
 Disability Resource Centers at Institutes of Higher Learning - Utah Parent Center

UVU Passages Program

uvu.edu
 index

Webster State University CATT Program

weber.edu
 CATT Peer Mentoring

Postsecondary Transition Skill Mapping Tool

DOCX
 Transition Skills Mapping Tool

College Readiness: Assessments

Wolverines Elevated Readiness Scale

PDF
 Preparing Students with Disabilities for Success in Postsecondary Programs

Aggies Elevated Educator Questionnaire

PDF
 educator questionnaire

Aggies Elevated Student Questionnaire

PDF
 student questionnaire

Learning Intention 3

3. You will learn about postsecondary transition resources and services available in Utah
 - You will access and utilize postsecondary transition resources and services available in Utah

Resources Supporting the Predictors in Utah

- Career and Technical Education (CTE)
- Work-based learning
- Interagency collaboration
- Transition Elevated Planning App
- Vocational Rehabilitation
- Pre-employment transition services (Pre-ETS)
- Transition Programs for Students with Intellectual Disabilities (TPSID)

Transition Elevated App



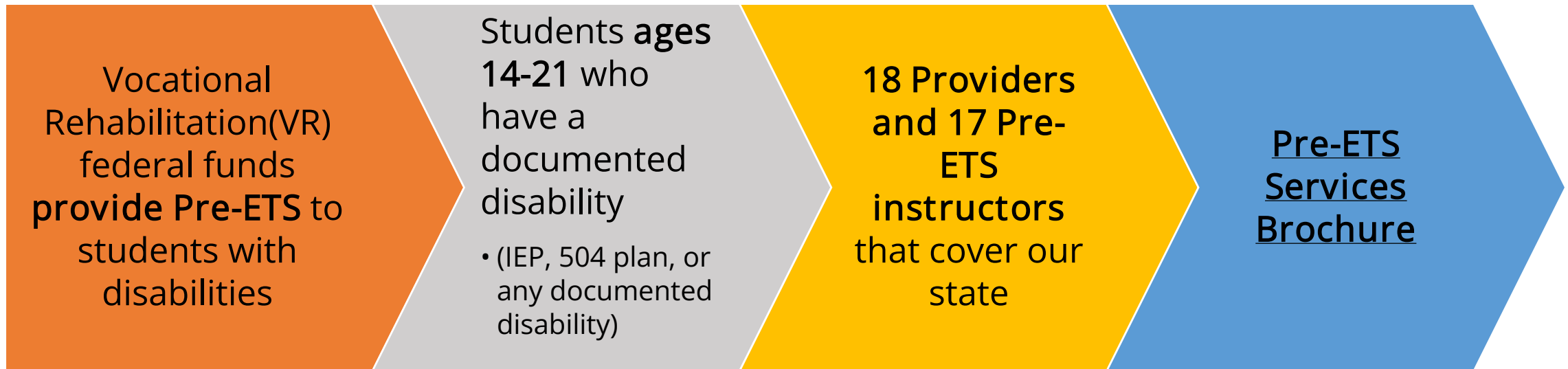
Vocational Rehabilitation (VR) Services

- [VR services](#) can begin at age 14 or anytime throughout a person's lifespan
- [Postsecondary Transition Services](#) are for youth 14-24
- Referrals for VR services can be made by counselors, educators, disability services, medical providers
- Eligibility process takes about 30 days

VR Services Can Include:

- Supported Employment
- Work adjustment & life skills training
- Career exploration assessments
- Assistive technology
- Social Security Work Incentive Planning
- IEP meetings & technical assistance
- Job Readiness Workshops (at your school)
- Counseling and guidance
- Transition coordination
- Disability evaluation and assessment
- Restoration & disability treatment
- Job training & placement supports
- Work based training experiences
- Education & training

What are Pre-Employment Transition Services (Pre-ETS)?



Pre-ETS 5 Core Services

- Workplace readiness training
- Job exploration counseling
- Work-based learning
- Counseling on postsecondary education
- Training in self-advocacy

What Do We Need to Know About Pre- ETS?

- Pre-ETS services are offered at **no cost** to an LEA or student
- Individual or group **delivery of services**
- **In or out** of school
- **After school or summer**
- Referrals can be made by parents, **counselors**, teachers, 504 coordinators

Supports for all Students with Disabilities in College

All colleges have disability services where students can apply for supports:

- Accommodations
- Assistive Technology

Some colleges in Utah have additional supports:

- **Student mentors** -Southern Utah University (SUU), Weber State University (WSU),and Utah Valley University (UVU)
- **Disability specific supports** - PASSAGES @ UVU, for students with Autism, and University of Utah mentors for students with Autism

College Programs for Students with Intellectual Disabilities

- Postsecondary Transition Programs for Students with Intellectual Disabilities (TPSIDs)
 - Each grant-funded TPSID focuses on students ages 18 to 26 years who have Intellectual Disabilities

TPSID Programs in Utah

- There are three TPSID programs in Utah:
 - [Aggies Elevated-Utah State University \(USU\) Logan](#)
 - [Aggies Elevated-USU Eastern- Price](#)
 - [Wolverines Elevated- Utah Valley University \(UVU\)- Orem](#)
- There are 316 of these programs nationally. For more information visit [ThinkCollege.net](#)

Utah Postsecondary Transition Resources

- The USBE Postsecondary Transition team has developed multiple Padlets to support educators, other agencies and families
- The [Utah Postsecondary Transition Padlet](#) is a centralized resource linking to Padlets in many relevant categories



Need Help?

Please contact any of the USBE Postsecondary Transition Specialists for help or questions:

Crystal Emery

crystal.emery@schools.utah.gov

Lavinia Gripentrog

lavinia.gripentrog@schools.utah.gov

Deanna Taylor

deanna.taylor@schools.utah.gov

Thank you for coming!!

Questions?