

Unlocking Potential...

Harnessing Protective Factors and Predictors of
Post School Success for Lifelong Resilience for
Students with Disabilities

Presented by
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What do you know about the postsecondary transition process?

- 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 the Postsecondary Transition Process?

- Postsecondary transition is a process beginning at age 14 in Utah (or earlier if appropriate) designed to help students with disabilities plan for and reach their potential as they transition into adulthood.
- It 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

1. You will learn about the process of preparing students with disabilities for adult life
2. You will learn about predictors of post school success for students with disabilities , how they relate to protective factors, and their impact on student outcomes
3. You will learn about postsecondary transition resources and services available in Utah

Learning Intention 1

1. You will learn about the process of preparing students with disabilities for adult life
 - You will articulate the formal process of preparing students with disabilities to transition to postsecondary settings

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)

The postsecondary transition process is designed to help students and their teams identify that “right combination”

Let's Talk about Student Outcomes (2024)

Only 17% of SWDs in Utah go on to college the year after high school

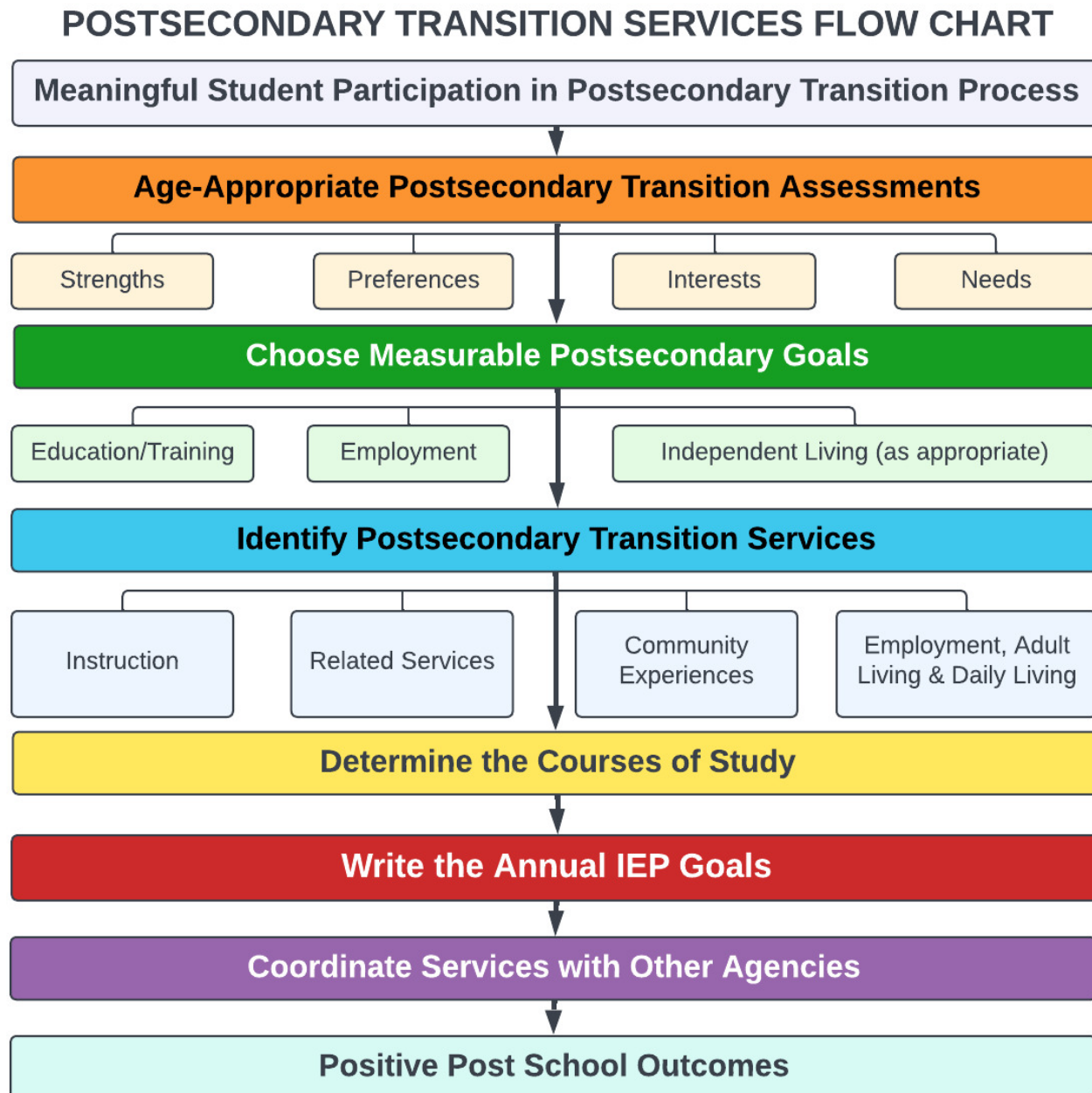
19% of SWD in Utah are not engaged in any type of employment or further education/training after high school

44% of students with Intellectual Disabilities are not engaged in any type of employment, or education/training after leaving school

32% of students with Autism are not engaged after leaving school

- www.utahposthighsurvey.org

Postsecondary Transition Process



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

Learning Intention 2

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

How Can We Prepare Students for Post School Success?

- 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)
- Encouraging the development of Protective Factors



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)

Predictors of Post School 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

Protective Factors

- Protective Factors are things that contribute to mental health and allow a person to be resilient in the face of challenges.
- They are characteristics or conditions that reduce or buffer the effects of risk, stress, or trauma.

Three Levels of Protective Factors

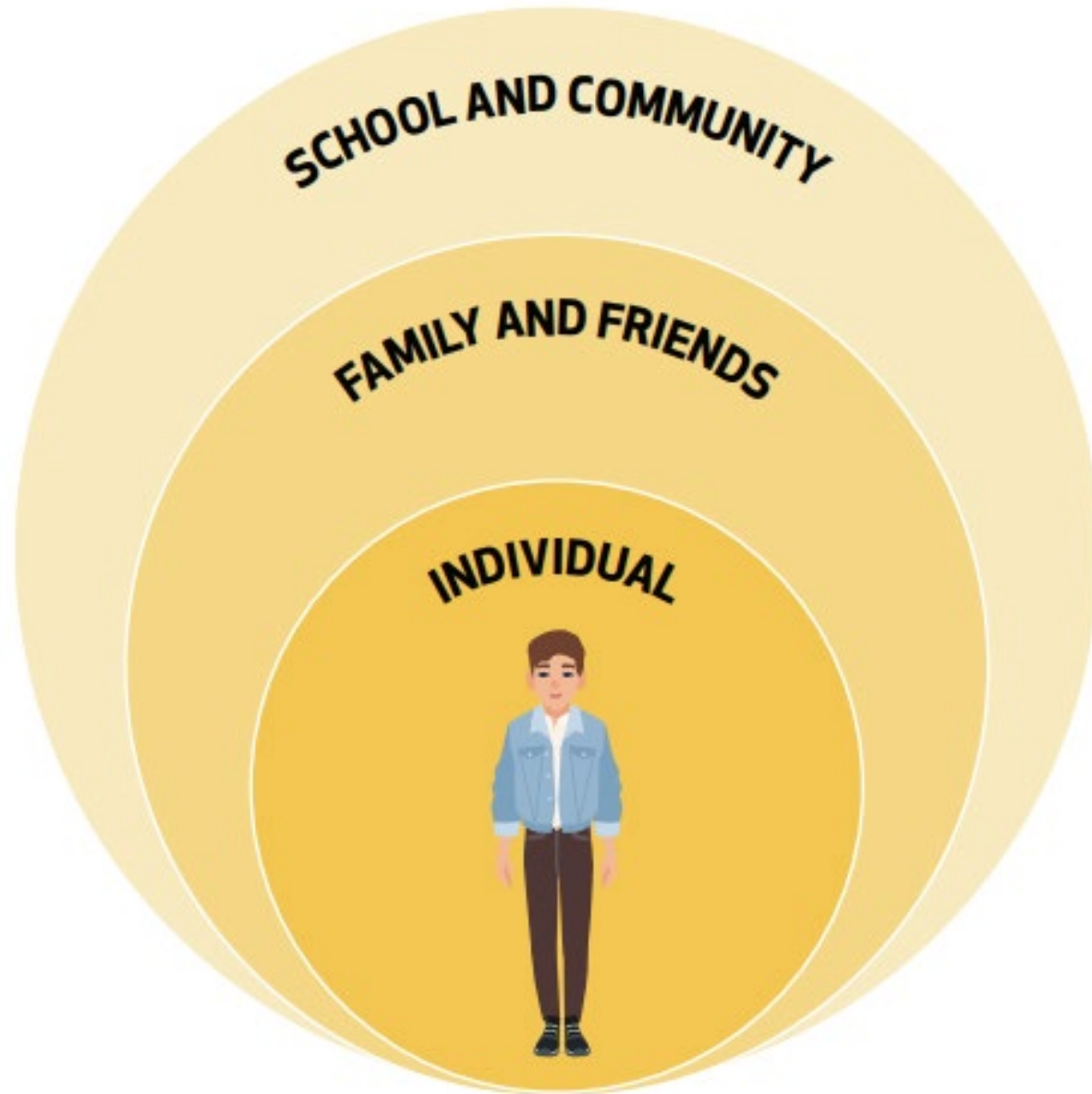


Image from the New Brunswick Health Council, "Balancing Treatment and Prevention for Better Child and Youth Mental Health", 2020. [Online].

Personal Protective Factors



For protective factors at the family and community levels, visit nbhc.ca/resilience



New Brunswick
Health Council

Conseil de la santé
du Nouveau-Brunswick

Individual Level Protective Factors

- Academic and personal achievement
- Positive self-esteem
- Emotional self-regulation skills
- Coping and problem-solving skills
- Engagement and connection in at least two contexts (i.e., school, peers, athletics, employment, religion, and culture)
- Sense of personal agency
- Optimism and resilience

Predictors Related to Individual Level Protective Factors

- Psychological Empowerment
- Self Advocacy / Self-Determination
- Self-Care / Independent Living Skills
- Self-Realization
- Social Skills
- Technology skills
- Travel skills
- Youth Autonomy / Decision-Making

Family Level Protective Factors

- Supportive and nurturing parents
- Effective parenting including structure, limits, rules, monitoring, and predictability
- Supportive relationships (e.g., strong family bonds and close friends)
- Open communication
- Clear expectations for behaviors and values
- Parental involvement in education

Predictors Related to Family Level Protective Factors

- Parent Expectations
- Parent Involvement
- Social Skills
- Student Support
- Goal Setting
- Self-Care / Independent Living Skills
- Travel Skills

School and Community Protective Factors

- Mentors and support for development of skills and interests
- Opportunities for engagement in school and community
- Access to quality programs
- Supportive teachers and staff
- Clear expectations for behavior
- Physical and psychological safety
- Sense of belonging

Predictors Related to School and Community Level Protective Factors

- Career Awareness
- Career and Technical Education
- Community Experiences
- Exit Exam / High School Diploma Status
- Inclusion in General Education
- Interagency Collaboration
- Technology Skills
- Occupational Courses
- Paid Employment / Work Experience
- Program of Study
- Student Support
- Transition Program
- Travel Skills
- Work Study

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 transition IEP with their CCR plan and IPE
- Invite a **variety of team members** to transition IEP meetings for students 14 and older
- Share **transition assessment results** among relevant team members
- Collaboratively implement needed **accommodations and modifications**
- Become familiar with **disability resources** such as **Pre-ETS**, Vocational Rehabilitation (VR), and **college disability services** and programs
- Encourage students to explore **CTE pathways** including **work-based learning internships**

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 Related to 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

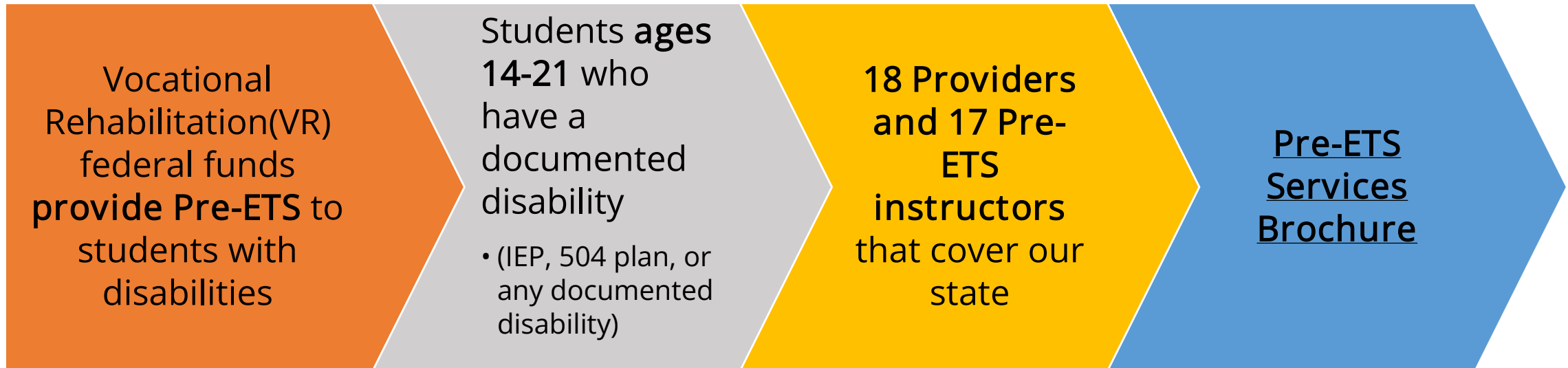
- [VR services](#) can begin at age 14 or anytime throughout a person's lifespan
- [Postsecondary Transition Services](#) are for youth 14-24
- Referrals for VR services can be made by counselors, educators, disability services, medical providers
- Eligibility process takes about 30 days

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)?

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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

- There are three Postsecondary Transition Programs for Students with Intellectual Disabilities (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



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

Resource 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

utahparentcenter.org

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

UVU Passages Program

uvu.edu

Webster State University CATT Program

weber.edu

Postsecondary Transition Skill Mapping Tool

College Readiness: Assessments

Wolverines Elevated Readiness Scale

Aggies Elevated Educator Questionnaire

Aggies Elevated Student Questionnaire

Meaningful Inclusion for Students with Disabilities Implementation Guide

Utah State Board of Education | Technical Assistance Document

Predictors of Post School Success

TransitionPredictorsPostSchoolSuccess

FAQs about College Programs for Students with Intellectual Disabilities

Postsecondary Transition Skills Mapping Tool (to download this document, then go to the 3 dots on the right side and select "download attachment")

DOCX

Transition Skills Mapping Tool

Aggies Elevated Educator Questionnaire

Aggies Elevated Student Questionnaire

Postsecondary Transition Website

[Transition Elevated](https://utahtransitionelevated.org): Postsecondary Transition for
Students with Disabilities

<https://utahtransitionelevated.org>



Need Help?

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

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