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](http://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
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

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<thead>
<tr>
<th>Domain Area</th>
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<th>K-5</th>
<th>6-8</th>
<th>9-12+</th>
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<td><strong>Self-advocacy</strong></td>
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<td>Advocating for own needs</td>
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<td>or request</td>
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<td>Incorporating own strengths in</td>
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<td>Verbal requesting</td>
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<td>decision making</td>
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<td>Saying &quot;No&quot; to</td>
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<td>Discussing own disability</td>
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<td>refuse</td>
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<td>accommodations</td>
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<td>Leading own IEP and</td>
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<td>postsecondary transition planning</td>
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<td>Making choices</td>
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<td>Knowing when to ask for help when</td>
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<td>Knows name, address,</td>
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<td>Declining assistance when</td>
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<td>support needs</td>
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<td>Awareness of own</td>
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<td>Asking for help</td>
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<td>Actively participating in IEP</td>
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<td><strong>Social interactions</strong></td>
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<td>Participating in</td>
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<td>Demonstrating personal vs</td>
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<td>conversations</td>
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<td>professional communication</td>
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<td>Responding to</td>
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<td>Navigating social media responsibly</td>
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<td>questions</td>
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<td>Using text messaging appropriately</td>
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<td>Sharing items of</td>
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<td>Receiving feedback without getting</td>
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<td>interest</td>
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<td>upset</td>
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<td>Turn-taking with</td>
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<td>Using supporting comments to</td>
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<td>peers</td>
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<td>remain engaged in conversations</td>
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<td>Initiating basic</td>
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<td>Engaging in appropriate non-verbal</td>
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<td>pretend play</td>
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<td>communication</td>
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<td>Playing alongside</td>
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<td>Showing empathy</td>
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<td>Understanding social cues when</td>
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<td>joining a group</td>
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<td>taking</td>
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<td>Introducing oneself in new situations</td>
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<td>Remaining quiet</td>
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<td>Respecting others’ space and</td>
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<td>when others are</td>
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<td>talking</td>
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<td>Responding to specific topics</td>
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<td>Using basic manners</td>
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<td>without getting off track</td>
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<td>Asking questions</td>
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<td>Waiting to interject in a</td>
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<td>conversation</td>
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<td>in others</td>
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<td>Maintaining appropriate</td>
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<td>Playing cooperatively with peers</td>
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<td>proximity in a conversation</td>
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<td>Incorporating others’ ideas into play</td>
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<td>Politely refusing (“no thanks”) among</td>
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<td><strong>Organization</strong></td>
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<td>Following simple</td>
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<td>Using online calendar for</td>
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<td>schedules</td>
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<td>Using time management reminders</td>
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<td>Sorting objects</td>
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<td>(phone/apps)</td>
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<td>Putting away</td>
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<td>Using task lists</td>
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<td>toys/materials</td>
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<td>Prioritizing tasks</td>
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<td>Recognizing different activities for different days of the week</td>
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<td>Verbally articulating what day it is</td>
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<td>Staying on task to</td>
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<td>assignment/activity</td>
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<td>Turning assignments in on time</td>
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<td>Telling time</td>
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<td>Setting simple goals</td>
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<td>Keeping track of events on a calendar</td>
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<td>Following a classroom schedule</td>
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<td>Using graphic</td>
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<td>Using spellcheck</td>
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<td>Following a daily</td>
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<td>schedule independently</td>
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<tr>
<td>Organizing school materials in backpack/desk</td>
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<tr>
<td>Using a planner and/or Learning Management System to track assignments &amp; activities</td>
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<td>Arriving to class on time</td>
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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)?

Vocational Rehabilitation (VR) federal funds provide Pre-ETS to students with disabilities.

Students ages 14-21 who have a documented disability
• (IEP, 504 plan, or any documented disability)

18 Providers and 17 Pre-ETS instructors that cover our state

Pre-ETS Services Brochure
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:

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Lavinia Gripentrog
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Deanna Taylor
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Thank you for coming!!

Questions?