Learnings from the USA: Secondary Transitions for Students with Special Educational Needs, Evidence-Based Practices and Predictors of Postschool Success

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Agenda

- Overview of postschool outcomes for youth with disabilities USA data

- Considerations related to collaboration and fragmented systems

- Why the Predictors of Postschool Success?

- Considerations for the Predictors across the Continuum
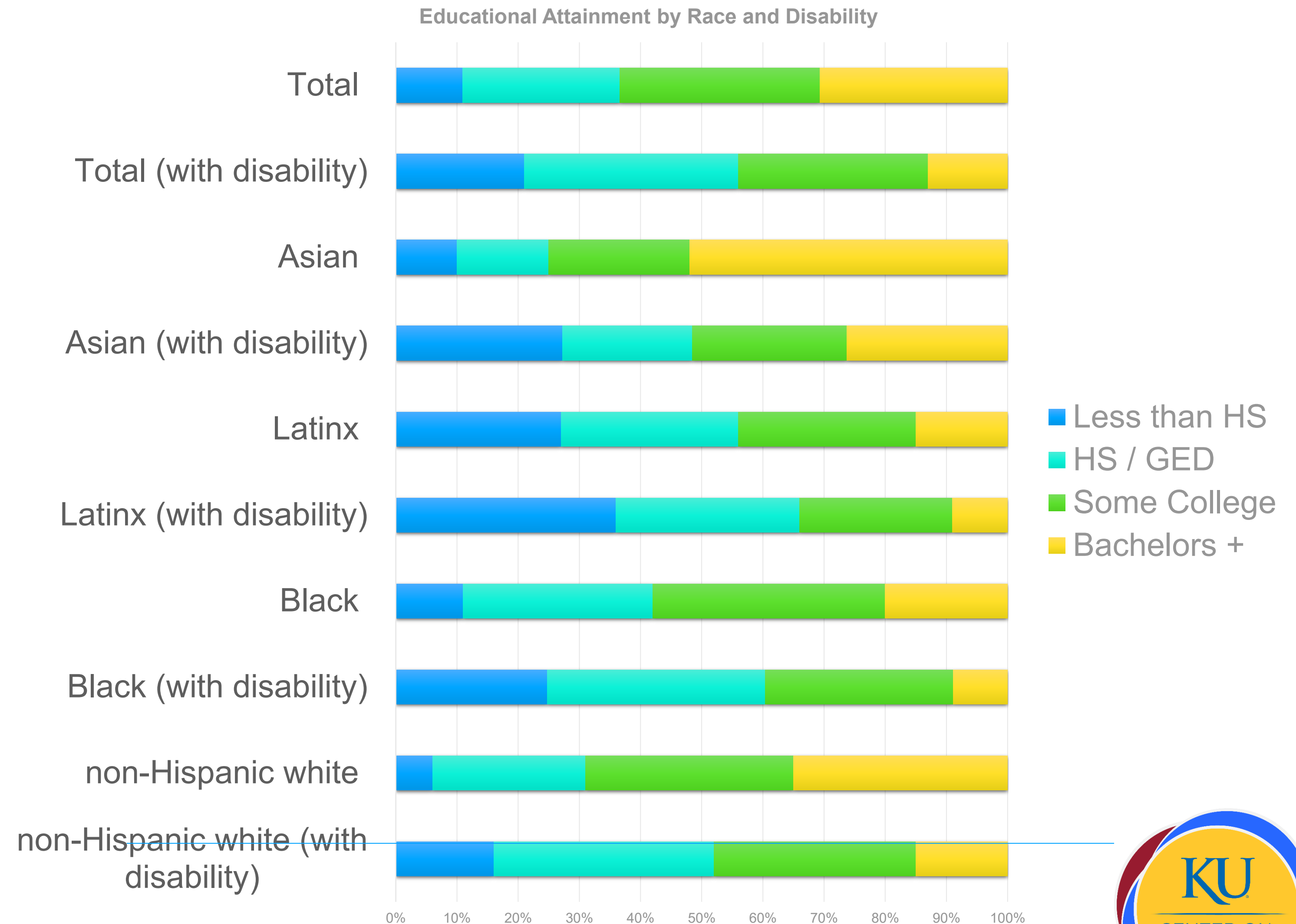
- Resources and Questions

Historically, students and youth with identified disabilities DO NOT experience
the same postschool outcomes
as their peers without disabilities.
(e.g., National Council on Disability, 2012 ; Newman et al., 2011; US DOE, 2020)

Overall Outcomes for Youth with Disabilities

- Educational attainment varies by race and disability

- Persons with disabilities tend to have lower levels of education than those without a disability

- Historically marginalized People of Color with disabilities are more likely to have a high school education or less

Educational Attainment by Race and Disability

Legend: Less than HS, HS / GED, Some College, Bachelors +

Categories (top to bottom): Total, Total (with disability), Asian, Asian (with disability), Latinx, Latinx (with disability), Black, Black (with disability), non-Hispanic white, non-Hispanic white (with disability)

Source. Data obtained from the U.S. Census Bureau American Community Survey (2015-2021).

Employment Outcomes for Youth with Disabilities

2024 Annual Youth Labor Force Participation Rate and Unemployment Rate

2024 Youth Labor Force Participation Rate

Age	Disability	No Disability
Age 16 to 19	27.6%	37.4%
Age 20 to 24	46.9%	73.1%

2024 Youth Unemployment Rate

Age	Disability	No Disability
Age 16 to 19	23.9%	12.3%
Age 20 to 24	13.3%	7.1%

Employment Outcomes for Youth with Disabilities

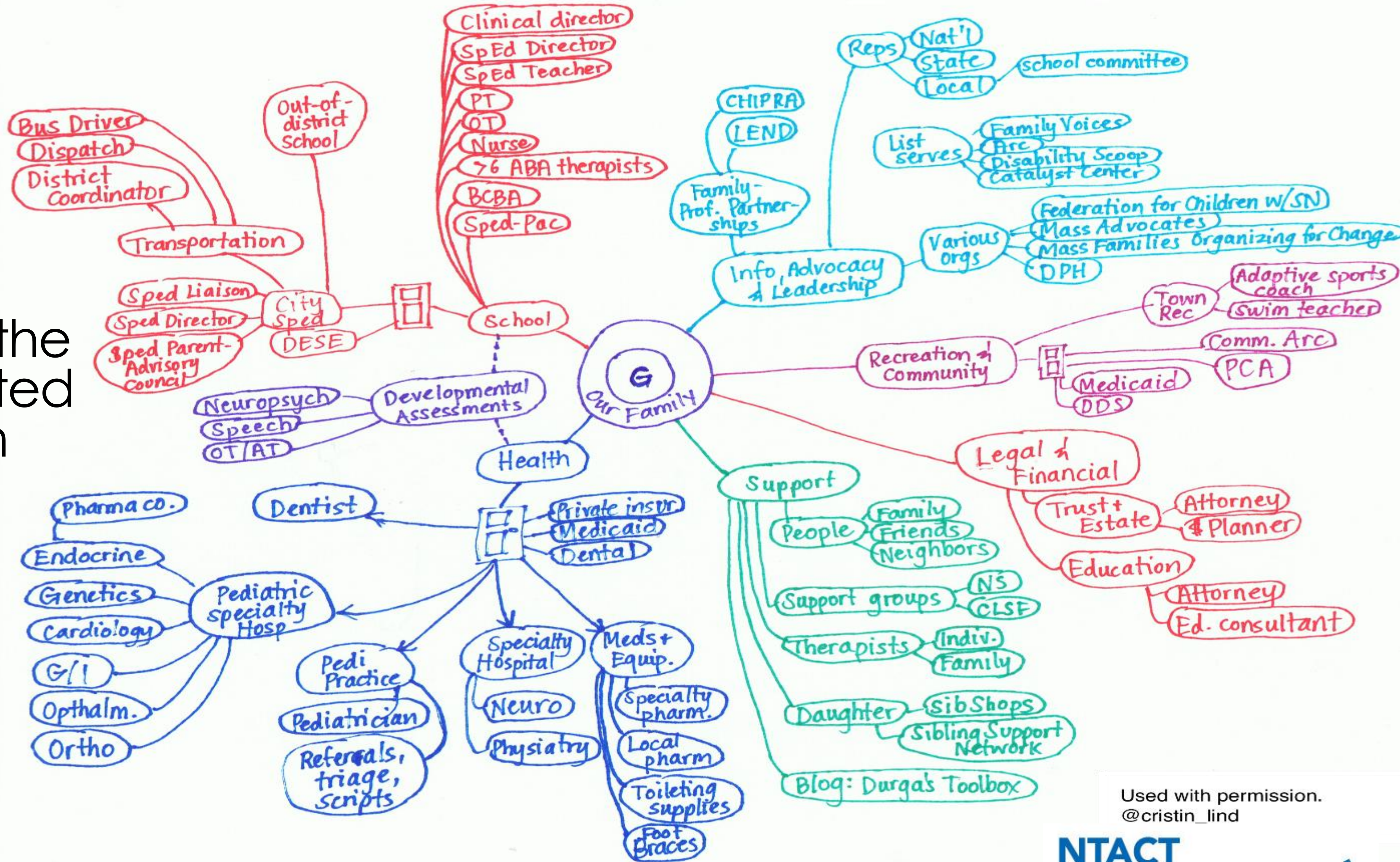## 2024 Annual Labor Force Statistics by Disability Status and Race/Ethnicity

Persons with a Disability, Aged 16-64, 2024

Labor Force Statistic	Hispanic	White	Black	Asian	Other	Total
Labor Force Participation Rate	40.8%	43.0%	32.0%	42.3%	38.4%	40.7%
Employment-Population Ratio	36.9%	39.9%	28.5%	39.0%	34.2%	37.4%
Unemployment Rate	9.5%	7.1%	10.8%	8.0%	10.8%	8.1%

Persons without a Disability, Aged 16-64, 2024

Labor Force Statistic	Hispanic	White	Black	Asian	Other	Total
Labor Force Participation Rate	75.6%	79.7%	76.1%	75.5%	74.5%	77.9%
Employment-Population Ratio	71.9%	77.3%	71.6%	72.9%	70.1%	74.9%
Unemployment Rate	4.9%	3.0%	5.9%	3.5%	6.0%	3.9%

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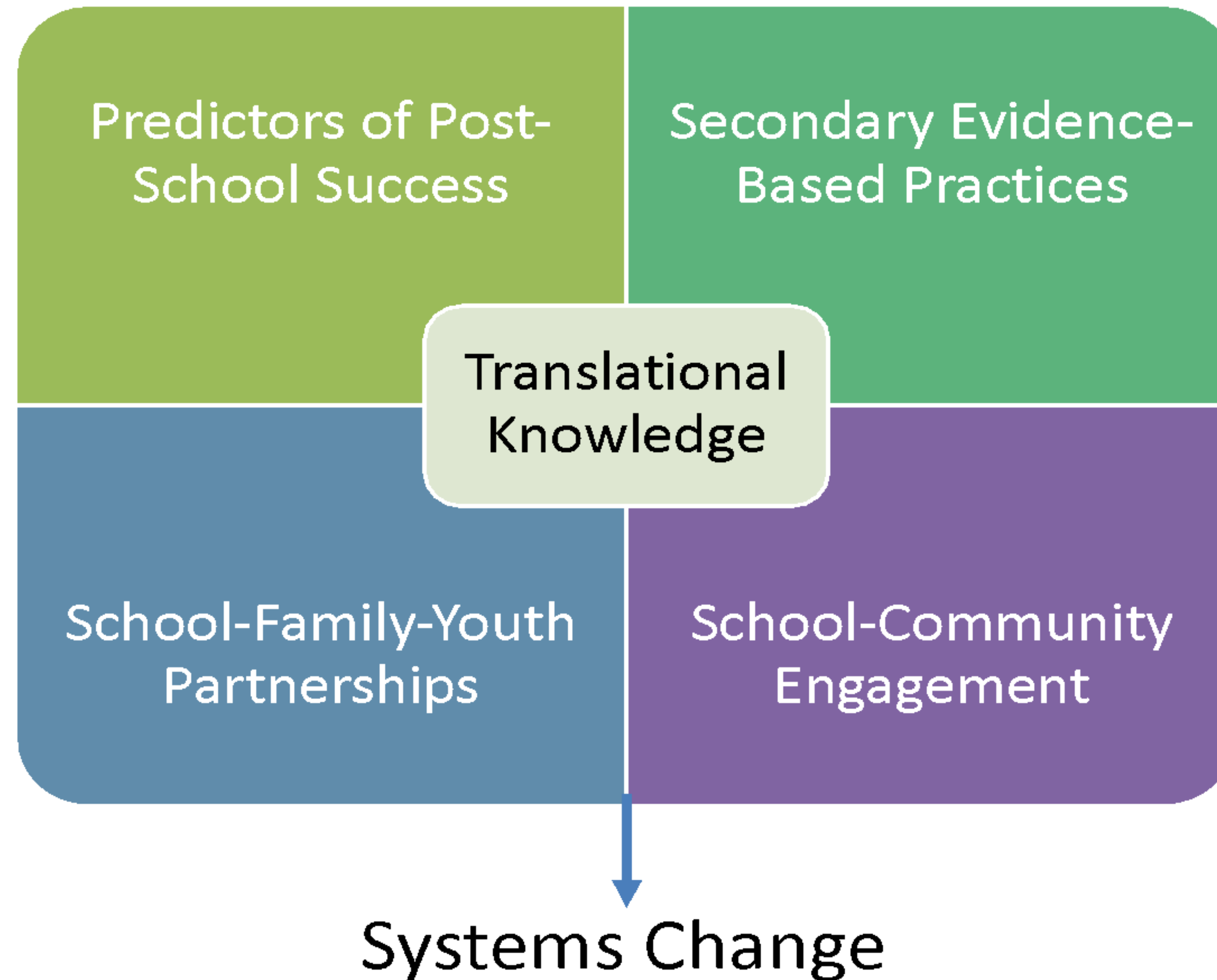
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A Day in the Fragmented System

(Shogren & Wittenburg, 2020)

Secondary EBPs & Predictors to Support Post-School Success
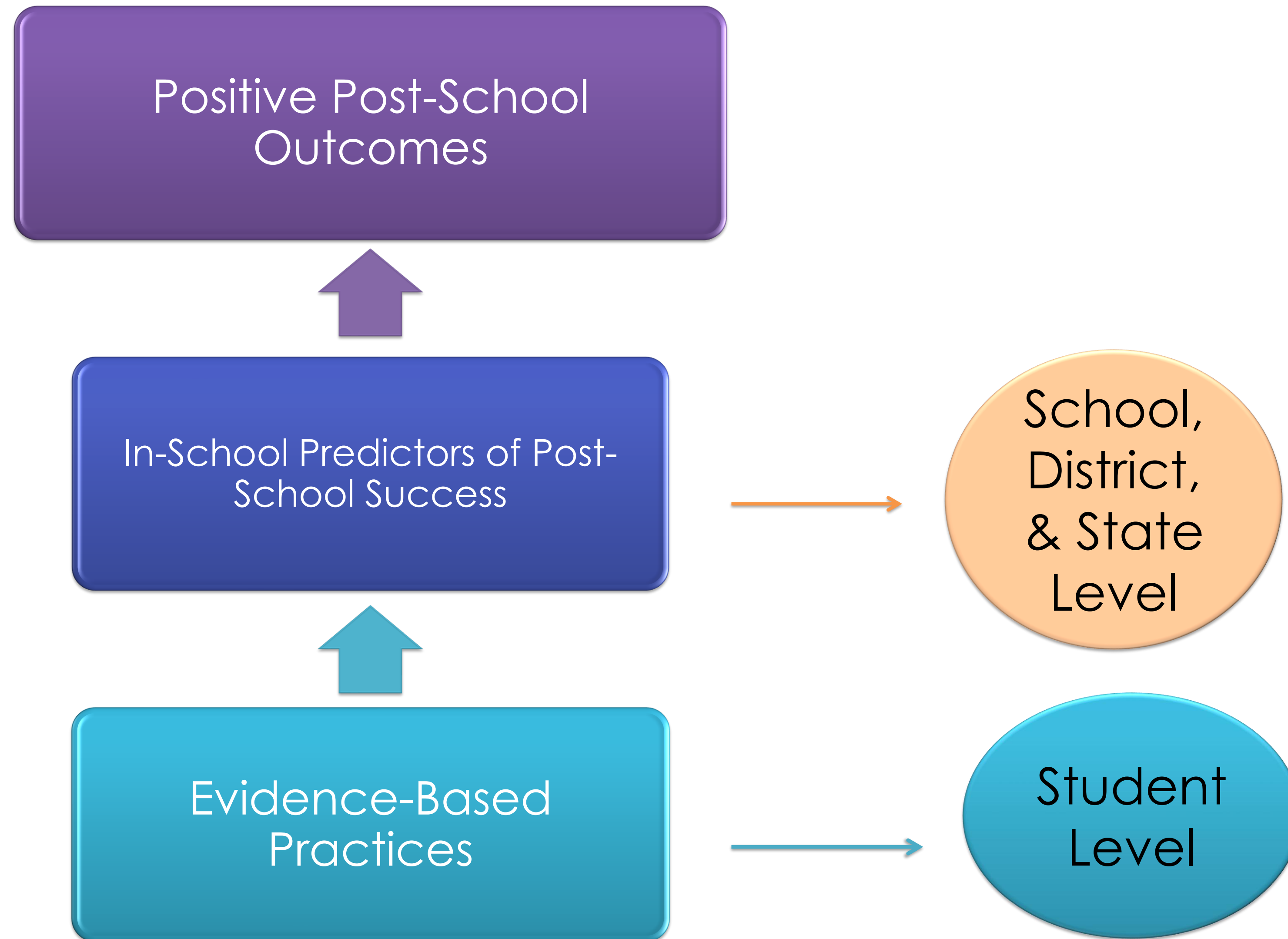
# Implementation of Effective Practices for Systems Change

A ***predictor*** is defined as an in-school experience, typically a program (e.g., a work-based learning experience) that correlated with improved post-school outcomes.

Mazzotti, V. L., Rowe, D. A., Kwiatek, S. M., Voggt, A., Chang, W. H., Fowler, C. H., Poppen, M., Sinclair, J., & Test, D. W. (2021). Secondary transition predictors of post-school success: An update for the field. *Career Development and Transition for Exceptional Individuals, 44*(1), 47-64.
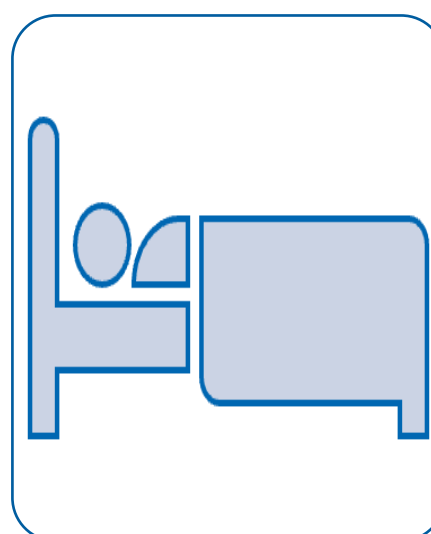
23 Predictors
organized alphabetically
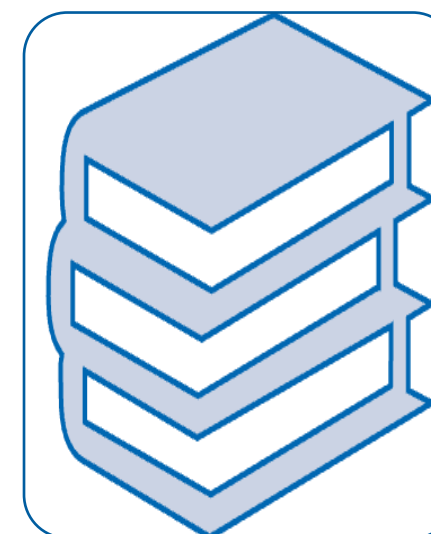
EDUCATION

- 8 Research-based
- 9 Promising

EMPLOYMENT

- 1 Evidence-based
- 11 Research-based
- 10 Promising

INDEPENDENT LIVING/ COMMUNITY ENGAGEMENT

- 3 Research-based
- 6 Promising

23 In-School Predictors of Postschool Success

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	

23 In-School Predictors of Postschool Success

Predictors/Outcomes	Education	Employment	Independent Living
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

Why Implement Predictors of Postschool Success?

Predictors provide:

- Evidence-based information to inform practices
- A framework to:
  - Evaluate, develop, and improve secondary transition programs and practices
  - Determine if programs, instruction, or services reflect effective practices
  - Foster conversations with partners (including families and students/ youth)

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Predictor School/District Implementation Self-Assessment

→ Operationalizes the predictors by listing programmatic characteristics useful for implementation

→ Helps programs assess if a predictor is being implemented (with fidelity)

→ Provides common language across disciplines and agencies focused on improved outcomes for individuals with disabilities

Located here:

https://transitionta.org/pisa-self-assessment/

Inclusion in General Education

Operational Definition:

Inclusion in General Education requires students with disabilities to have **access to general education curriculum** and **be engaged in regular education classes** with **peers without disabilities.**

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Inclusion in General Education Program Characteristics (abbreviated)

1. Administrative support (e.g., PD, paraprofessional support, common planning)

2. Specific instruction (i.e., differentiated, learning strategies taught, organizational skills taught)

3. Use of formative assessment to accommodate all students' learning

4. Receptive school atmosphere (e.g., person-first language, culture of including students with disabilities)

5. Observe and assess environments to intervene for academic, social, and communication skills for greatest success

6. Use of universal design for learning, technology, and other effective teaching strategies to address learning needs of all students

PreK-Post12
Predictors of Postschool Success

- Our current focus – expanding considerations of postsecondary (college, career, and community readiness) to intentional activities at much younger ages

In-School Predictors of Post-School Success Across the Continuum

Predictor	Pre-K	K-3	4-5	Middle	High	Post
Exit exam/ diploma	Dress Up	Guest Visitors/ Strategic instruction/ discuss diploma options	Guest speakers/ learning strategies	Study skill strategies/ credit asst.	Use of accommodations for standardized tests	CTE, tuition waivers, apprentice-ships
Inclusion	Activities (community, social)	Accessing academic content in general education setting, s/ modifications		Include in IEP meetings		
Parent expectations	Safe behavior, participation	Rule following, learning	Self-advocacy, graduation	Assignment completion, participation, graduation	College and/or career	Paid employment, participation

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Research-Based Practices to Support the Predictors

→ CIRCLES

→ Community-based instruction

→ Mentoring

→ MASSI

→ One-more-than strategy

→ Person-Centered Planning

→ Response Prompting

→ Take Charge Curriculum

→ SDLMI (goal-setting & attainment)

→ Self-management instruction

→ Simulation

→ Student-directed transition planning lesson package

→ Video modeling

Rowe, Mazzotti, et al. (2021). Updating the secondary transition research base: Evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals, 44*(1), 28-46. https://doi.org/10.1177/2165143420958674

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Evidence-Based Practices to Support the Predictors & Student Skills

→ Check and Connect

→ EnvisionIT curriculum

→ Parent Training

→ Project SEARCH

→ Self-advocacy strategy

→ Self-Determined Learning Model of Instruction

→ Self-directed IEP

→ Take Charge Curriculum

→ Video Modeling

Rowe, Mazzotti, et al. (2021). Updating the secondary transition research base: Evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals*, *44*(1), 28-46. https://doi.org/10.1177/2165143420958674

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Resources

- CIRCLES: A Model for Building Collaborative Partnerships - https://circles.ku.edu/
- Resources for Supporting Self-Determination - https://selfdetermination.ku.edu/
- NTACT: C
- NTACT:C - Effective Practices
- Transition Coalition

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"Not everything that is faced can be changed, but nothing can be changed until it is faced."

— James Baldwin

QUESTIONS? & Thank You!

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