

Summary of Predictor Categories, Descriptions, and Types of Predictors

Currently, the National Secondary Transition Technical Assistance Center (NSTTAC) has identified 16 predictor categories of positive post-school outcomes for students with disabilities. From these 16 categories, NSTTAC has further defined predictor variables by type of predictor to provide a clear definition of each description within the 16 categories. We have identified 5 predictor types based on findings from the studies reviewed. The table below includes the list of predictor types, the relative Taxonomy category, an operational definition, and examples of each.

Predictor Types Defined:

Type of Predictor	Taxonomy Category	Operational Definition	Examples
In-School Student Achievement	Student Development Program Structures	School and course-related accomplishments students with disabilities completed while in high school that resulted in improved post-school employment, education, and/or independent living outcomes	Courses passed; achieving diploma; grade-point average
In-School Student Factor	Student-Focused Planning Student Development Family Involvement Interagency Collaboration Program Structures	A student activity or support that occurred during high school that resulted in improved post-school employment, education, and/or independent living outcomes of students with disabilities	Paid job during school; parent participation in IEP meeting; student support network
Student Skills/Aptitudes	Student Development	Specific transition-related skills students with disabilities gained while in high school that resulted in improved post-school employment, education, and/or independent living outcomes	Self-determination skills; social skills; job search skills; career awareness skills
School Transition Program Characteristics	Interagency Collaboration Program Structures	Characteristics of a secondary transition program that may include, but is not limited to, specific course type, transition services, and collaboration among stakeholders that resulted in improved post-school employment, education, and/or independent living outcomes of students with disabilities	Vocational education; degree of school integration; interagency collaboration; work study; community-based training
Specific Intervention	Student Development Program Structures	Specific strategy, curriculum, or program in the area of secondary transition delivered to students with disabilities that resulted in improved post-school employment, education, and/or independent living outcomes	Bridge’s School-to-Work Program; Youth Transition Program; published curricula; specific instructional strategy

Predictor Implementation School/ District Self-Assessment

The checklist below is intended to provide schools, districts, or other stakeholders in secondary transition with a framework for determining the degree to which their program is implementing practices which are likely to lead to more positive post-school outcomes for students with disabilities. The predictor categories listed have been extracted from high quality correlational research including students with disabilities. See <http://www.nsttac.org/ebp/PredictorResources.aspx> for more information on the process by which these predictors were identified. A team should use the summary table above and the descriptions of predictor categories below as well as the Degree of Implementation Scale and the Evidence of Implementation Scale columns to guide decisions regarding program strengths and priorities for change. To ask questions or contribute comments on this or other NSTTAC tools, please contact NSTTAC, chfowler@uncc.edu.

Degree of Implementation Scale

- 1 = Not implemented
- 2 = Implemented sporadically
- 3 = Implemented by many OR focus of training or funding
- 4 = School or district-wide, consistent practice

Evidence of Implementation Scale

- 1 = No evidence
- 2 = Limited evidence (e.g., copies of curricula, copies of training materials, in some IEPs)
- 3 = Some evidence (e.g., referenced in school or district procedures and policies, documented in IEPs)
- 4 = Consistent evidence of implementation and impact

Predictor Category	Description	Types of Predictors	Degree of Implementation	Evidence of Implementation
Career Awareness <i>Student Development Program Structures</i>	1. Students in the School to Work Transition Program who exited school with high job search skills were more likely to be engaged in post-school employment (Benz et al., 1997) 2. Students in the School to Work Transition Program who exited school with high career awareness skills were more likely to be engaged in post-school employment or education (Benz et al., 1997)	1. Student Skills/Aptitudes; Specific Intervention 2. Student Skills/Aptitudes; Specific Intervention		
Community Experiences <i>Program Structures</i>	1. Students who participated in community-based training which involved instruction in non-school, natural environments focused on development of social skills, domestic skills, accessing public transportation, and on-the-job training were more likely to be engaged in post-school	1. School Transition Program Characteristics		

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	<p>employment (White & Weiner, 2004)</p> <p>2. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995)</p>	<p>2. In-school Student Achievement/Factor</p>		
<p>Exit Exam Requirements/ High School Diploma Status</p> <p><i>Student Development Program Structures</i></p>	<p>1. Students who had high scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to be engaged in post-school employment (Heal & Rusch, 1994)</p>	<p>1. In-school Student Achievement/Factor; Student skills/aptitudes</p>		
<p>Inclusion in General Education</p> <p><i>Student Development Program Structures</i></p>	<p>1. Students who participated in regular academics were 5 times more likely to participate in postsecondary education (Baer et al., 2003)</p> <p>2. Students who took academic courses in regular education placements were more likely to be engaged in post-school education, employment, and independent living (Blackorby et al., 1993)</p> <p>3. Students with high performance in five areas, including reading, writing, math, behaving responsibly, and problem solving skills were more likely to be engaged in postsecondary education (Halpern et al., 1995)</p> <p>4. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving,</p>	<p>1. School Transition Program Characteristics</p> <p>2. School Transition Program Characteristics</p> <p>3. Student skills/aptitudes</p> <p>4. In-school Student Achievement/Factor</p>		

Predictor Category	Description	Types of Predictors	Degree of Implementation	Evidence of Implementation
	<p>specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995)</p> <p>5. Students who had high scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to live independently (Heal & Rusch, 1994)</p> <p>6. Students who took more hours of academic and occupational courses and spent more time in regular education were more likely to be engaged in post-school employment (Heal & Rusch, 1995)</p> <p>7. Students who participated in more highly integrated and less highly specialized school programs were more likely to be living independently (i.e., high independence defined as: (a) parent's prediction of youth's future home independence, sum of cooking, shopping, washing, and cleaning skills, (b) sum of phone, time-keeping, counting, reading skills; (c) sum of dressing, feeding, and going out skills; (d) respondent's claim of youth's ability to respond on a follow-up questionnaire; Heal et al., 1997)</p> <p>8. Students who spent more hours in regular education courses were more likely to be living independently (i.e., high independence, high esteem, minimal (i.e., high independence defined as: (a)parent's prediction of youth's future home independence, sum of cooking, shopping, washing, and cleaning skills, (b) sum of phone, time-keeping, counting, reading skills; (c) sum of dressing, feeding, and going out skills; (d) respondent's claim of youth's ability to respond on a follow-up questionnaire; high esteem</p>	<p>5. In-school Student Achievement/Factor; Student Skills/Aptitudes</p> <p>6. School Transition Program Characteristics</p> <p>7. School Transition Program Characteristics</p> <p>8. School Transition Program Characteristics</p>		

Predictor Category	Description	Types of Predictors	Degree of Implementation	Evidence of Implementation
	<p>defined as: (a) respondent's or school's claim of therapeutic counseling for youth; (b) number of developmental disabilities services attributed to the youth; (c) youth used some developmental disabilities prosthetic device in the past year; (d) youth worked for pay in the past year; (e) youth worked with or without pay in the past year; (f) educational status, dropout to college graduation; Heal et al., 1997)</p> <p>9. Students who were integrated into a regular school setting (as opposed to special schooling for persons with a disability) for most of their schooling were more likely to be engaged in post-school employment (Leonard et al., 1999)</p> <p>10. Students who had the highest degree of integration with age-appropriate peers were more likely to engage in post-school employment (White & Weiner, 2004)</p>	<p>9. School Transition Program Characteristics</p> <p>10. School Transition Program Characteristics</p>		
<p>Interagency Collaboration</p> <p><i>Interagency Collaboration</i></p>	<p>1. Students who received assistance from 3 to 6 community-based agencies (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education (Bullis et al., 1995)</p> <p>2. Transition interagency council characteristics (i.e., agency directories, agreements, councils, general information, local business advisory boards, parent network, statements) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p> <p>3. Transition service characteristics (i.e., Association of Retarded Citizens, Department of Children and Families, Developmental Services, Division of Blind Services, DVR Rehab, Easter Seal, Job Service of FL, Job Training, Mental Health, Social Security Initiatives, United Cerebral Palsy) were more likely to be engaged</p>	<p>1. School Transition Program Characteristics</p> <p>2. School Transition Program Characteristics</p> <p>3. School Transition Program Characteristics</p> <p>4. School Transition Program Characteristics</p>		

Predictor Category	Description	Types of Predictors	Degree of Implementation	Evidence of Implementation
	<p>in postsecondary education (Repetto et al., 2002)</p> <p>4. Transition support characteristics (i.e., Agency Referral FU, Case Management, Community Services; Employment Spec., Equipment, Family Services, Financial, Guardianship, Guidance/Counseling, Living Arrangement, Medical, Parent Information, Referral, Social/Leisure, Support Service, Teacher Resources, Transition Spec., Transportation) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p>			
<p>Occupational Courses</p> <p><i>Student Development Program Structures</i></p>	<p>1. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995)</p> <p>2. Students who took more hours of academic and occupational courses and spent more time in regular education were more likely to be engaged in post-school employment (Heal & Rusch, 1995)</p>	<p>1. In-school Student Achievement/Factor</p> <p>2. School Transition Program Characteristics</p>		
<p>Paid Employment/ Work Experience</p> <p><i>Student Development Program Structures</i></p>	<p>1. Students who participated in the Youth Transition Program with 2 or more paid jobs during high school were more likely to be engaged in post-school employment or education (Benz et al., 2000)</p> <p>2. Students in the School to Work Transition Program who had 2 or more jobs during the last two years of high school were more likely to be engaged in post-school employment (Benz et al.,</p>	<p>1. In-school Student Achievement/Factor; Specific Intervention</p> <p>2. In-school Student Achievement/Factor; Specific Intervention</p>		

Predictor Category	Description	Types of Predictors	Degree of Implementation	Evidence of Implementation
	<p>1997)</p> <p>3. Students who had year round paid job for one full year during high school were 5 times more likely to be engaged in post-school employment and education (Bullis et al., 1995)</p> <p>4. Students who had worked for pay during high school were more likely to be living independently (Bullis et al., 1995)</p> <p>5. Students with two or more jobs during their last two years of high school were more likely to be engaged in post-school employment (Doren & Benz, 1998)</p> <p>6. Students who had a job at the time of high school exit were 5.1 times more likely to be engaged in post-school employment (Rabren et al., 2002)</p>	<p>3. In-school Student Achievement/Factor</p> <p>4. In-school Student Achievement/Factor</p> <p>5. In-school Student Achievement/Factor</p> <p>6. In-school Student Achievement/Factor</p>		
<p>Parental Involvement</p> <p><i>Family Involvement</i></p>	<p>1. Students with one or more parents who participated (as measured by the percentage) in more IEP meetings during the 11th and 12th grade year were more likely to be engaged in post-school employment (i.e., Employment Status defined as employed, skilled laborer receiving more than minimum wage that requires specific skill training prior to beginning the job; Employment Stability defined as high scores on the Employment Training Index which measure months of full and part-time employment, months out of high school, months enrolled in post-secondary education; Fourqorean et al., 1991)</p>	<p>1. In-school Student Achievement/Factor</p>		
<p>Program of Study</p> <p><i>Student Development Program</i></p>	<p>1. Students who participated in school-based programs that included career major (“sequence of courses based on occupational goal”), cooperative education (“combines academic and vocational studies with a job in a related field”),</p>	<p>1. School Transition Program Characteristics</p>		

Predictor Category	Description	Types of Predictors	Degree of Implementation	Evidence of Implementation
<i>Structures</i>	school-sponsored enterprise (“involves the production of goods or services by students for sale to or use by others”) and technical preparation (“a planned program of study with a defined career focus that links secondary and post-secondary education”) were 1.2 times more likely to be engaged in post-school employment (i.e., employment defined as (a) stability with benefits, insurance, paid sick days and (b) full-time employment; Shandra & Hogan, 2008)			
Self-Advocacy/ Self-Determination <i>Student Development</i>	<ol style="list-style-type: none"> 1. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995) 2. Students with higher self-determination skills were more likely be engaged in post-school employment (Wehmeyer & Schwartz, 1997) 	<ol style="list-style-type: none"> 1. In-school Student Achievement/Factor 2. Student Skills/Aptitudes 		
Self-Care/ Independent Living Skills <i>Student Development</i>	<ol style="list-style-type: none"> 1. Students who had high scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to live independently (Heal & Rusch, 1994) 2. Students who had high self-care skills were more likely to be engaged in post-school education, employment, and independent living (Blackorby et al., 1993) 3. Students with high daily living skills (based on teacher and student ratings from the Life Centered Career Education rating scales) were more likely to have a higher quality of life (independent living) and be engaged in post- 	<ol style="list-style-type: none"> 1. In-school Student Achievement/Factor; Student Skills/Aptitudes 2. Student Skills/Aptitudes 3. Student Skills/Aptitudes 		

Predictor Category	Description	Types of Predictors	Degree of Implementation	Evidence of Implementation
	school employment (Roessler et al., 1990)			
Social Skills <i>Student Development</i>	<ol style="list-style-type: none"> 1. Students in the School to Work Transition Program who exited high school with high social skills were more likely to be engaged in post-school employment (Benz et al., 1997) 2. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995) 3. Students with high social skills (based on teacher ratings from the Life Centered Career Education rating scales) were more likely to have a higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990) 	<ol style="list-style-type: none"> 1. Student Skills/Aptitudes; Specific Intervention 2. In-school Student Achievement/Factor 3. Student Skills/Aptitudes 		
Student Support <i>Student-Focused Planning</i> <i>Family Involvement</i> <i>Interagency Collaboration</i> <i>Program Structures</i>	<ol style="list-style-type: none"> 1. Students who had support from self-family-friend network to find a job were more likely to be engaged in post-school employment (Doren & Benz, 1998) 2. Students who indicated high levels of satisfaction with instruction received (reading, writing, math, behaving responsibly, and problem solving) during high school were more likely to be engaged in post-school education (Halpern et al., 1995) 3. Students who spent more time per week with friends or family (i.e., days per week that youth interacted socially with friends or family members) during school were more likely to experience higher quality of life (i.e., independence defined as (a) self-sufficiency, (b) 	<ol style="list-style-type: none"> 1. In-school Student Achievement/Factor 2. In-school Student Achievement/Factor 3. In-school Student Achievement/Factor 		

Predictor Category	Description	Types of Predictors	Degree of Implementation	Evidence of Implementation
	<p>community living skills, (c) youth has post-high school education, (d) youth has checking/savings account, and (e) adaptive behavior; social relationships defined as (a) how well youth gets along with others, (b) days per week youth sees friends or family, (c) whether youth attending social groups in past twelve months, (d) if parent says youth is not socially isolated, and (e) days per week youth usually sees family; Heal et al., 1999)</p> <p>4. Students with high occupational guidance and preparation (based on teacher student ratings from the Life Centered Career Education rating scales) were more likely to have a higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990)</p>	<p>4. School Transition Program Characteristics</p>		
<p>Transition Program</p> <p><i>Student-Focused Planning</i></p> <p><i>Student Development</i></p> <p><i>Interagency Collaboration</i></p> <p><i>Program Structures</i></p>	<p>1. Students who participated in the Youth Transition Program with four or more transition goals met were more likely to be engaged in post-school employment or education (Benz et al., 2000)</p> <p>2. Students who received transition planning services during the year prior to leaving school were more likely to be engaged in post-school education (Halpern et al., 1995)</p> <p>3. Transition service characteristics (i.e., Assoc. of Retarded Citizens, Department of Children and Families, Developmental Services, Division of Blind Services, DVR Rehab, Easter Seal, Job Service of FL, Job Training, Mental Health, Social Security Initiatives, United Cerebral Palsy) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p>	<p>1. In-School Student Achievement/ Factor; School Transition Program Characteristics; Specific Intervention</p> <p>2. School Transition Program Characteristics</p> <p>3. School Transition Program Characteristics</p>		

Predictor Category	Description	Types of Predictors	Degree of Implementation	Evidence of Implementation
	<p>4. Transition support characteristics (i.e., Agency Referral FU, Case Management, Community Services; Employment Spec., Equipment, Family Services, Financial, Guardianship, Guidance/Counseling, Living Arrangement, Medical, Parent Information, Referral, Social/Leisure, Support Service, Teacher Resources, Transition Spec., Transportation) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p> <p>5. Transition program characteristics (i.e., academic, adult ed. Career education, college, community training, course mod., developmental train., employment, entrepreneurship, follow-up services, goodwill, job coach, job corp, life skills, military, vocational training, voc eval/assess) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p>	<p>4. School Transition Program Characteristics</p> <p>5. School Transition Program Characteristics</p>		
<p>Vocational Education</p> <p><i>Student Development Program Structures</i></p>	<p>1. Students who participated in vocational education were 2 times more likely to be engaged in full-time post-school (Baer et al., 2003)</p> <p>2. Students who passed more than half or all courses in 8 curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995)</p> <p>3. Students with vocational education credits in high school were more likely to be engaged in post-school employment and post-school education (Harvey, 2002)</p>	<p>1. School Transition Program Characteristics</p> <p>2. In-School Student Achievement/ Factor</p> <p>3. In-School Student Achievement/ Factor; School Transition Program Characteristics</p>		

Predictor Category	Description	Types of Predictors	Degree of Implementation	Evidence of Implementation
	4. Students who received technology training were more than twice as likely to be employed (Leonard et al., 1999) 5. Students who took more hours of academic and occupational courses and spent more time in regular education were more likely to be engaged in post-school employment (Heal & Rusch, 1995)	4. School Transition Program Characteristics 5. School Transition Program Characteristics		
Work Study <i>Program Structures</i>	1. Students who participated in work study were 2 times more likely to be engaged in full-time post-school employment (Baer et al., 2003) 2. Students in the Bridges School to Work Program who accepted a post-internship job offer and who completed the internship were more likely to engage in post-school employment (Fabian et al., 1998) 3. Students who participated in the Bridges School to Work program in their last year of high school and completed the internship were four times more likely to be employed (Luecking & Fabian, 2000) 4. Students who received a job offer after completion of the Bridges School to Work internship were five times more likely to be employed (Luecking & Fabian, 2000)	1. School Transition Program Characteristics 2. In-School Student Achievement/ Factor; Specific Intervention 3. In-School Student Achievement/ Factor; Specific Intervention 4. In-School Student Achievement/ Factor; Specific Intervention		