

Predictor Variables Related to Post-School Success for Students Experiencing Differing Abilities¹

Students in Sample:

Recorder: Site: Date:

Instructions/Recording:

Record one (1) point per each example of evidence of implementation (unless otherwise noted) and add or combine the points to achieve a "final" or cumulative score. Note any additional evidence on reverse with specific examples cited per variable. This self-assessment does not constitute a complete review but rather a "snapshot" in time to allow for student/team improvement as needed.



Predictor Category	Evidence of Implementation (Examples)	Rating/Score
Paid Employment/Work Experience	<input type="checkbox"/> Community-Based <input type="checkbox"/> Individually-Supported <input type="checkbox"/> Per Assessment <input type="checkbox"/> Bonus (25/Paid Job, 5/Experience, Per Student)	
Vocational Education	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Reflective of Curriculum <input type="checkbox"/> Per Assessment <input type="checkbox"/> Combines Regular Education <input type="checkbox"/> Course of Study	
Work-Study	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Reflected in Profile <input type="checkbox"/> Per Assessment <input type="checkbox"/> Pre-ETS Implementation <input type="checkbox"/> School-Based Business	
Goal Setting	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Participation in IEP Development <input type="checkbox"/> Goals per Interest Inventories <input type="checkbox"/> Postsecondary Goals	
Career Awareness	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Per Assessment <input type="checkbox"/> Evidence-Based <input type="checkbox"/> Materials for Staff <input type="checkbox"/> Informational Interview <input type="checkbox"/> CIS/Other	
Occupational Courses	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Per Assessment <input type="checkbox"/> Employer Involvement <input type="checkbox"/> Course of Study <input type="checkbox"/> Regular Education <input type="checkbox"/> Vocational	
Program/Course of Study	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Individualized Course of Study <input type="checkbox"/> Reviewed Annually <input type="checkbox"/> Transition Activities <input type="checkbox"/> Postsecondary	
Exit Exams, Diploma Status	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Per Course of Study <input type="checkbox"/> Options Noted/Alternate <input type="checkbox"/> Accommodations/Modifications <input type="checkbox"/> Proficiency	
Youth Autonomy	<input type="checkbox"/> Student Schedule <input type="checkbox"/> Opportunities for Choice-Making <input type="checkbox"/> Leisure Choices <input type="checkbox"/> Self-Reflection <input type="checkbox"/> Student/Parent Report	
Self-Determination	<input type="checkbox"/> Person-Centered Activity <input type="checkbox"/> Per Present Levels <input type="checkbox"/> Problem-Solving <input type="checkbox"/> Curriculum <input type="checkbox"/> Disclosure 411 <input type="checkbox"/> IEP Goals	
Self-Care/Independent Living	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Per Assessment <input type="checkbox"/> Person Centered Activity <input type="checkbox"/> Public Transportation <input type="checkbox"/> Safety/Emergency	
Social Skills	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Per Assessment <input type="checkbox"/> Reflects Evidence-Based Practices <input type="checkbox"/> Daily/Inclusion <input type="checkbox"/> Communication Skills	
Travel Skills	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Student Schedule <input type="checkbox"/> Community Access <input type="checkbox"/> Public Transportation <input type="checkbox"/> Street Crossing <input type="checkbox"/> Other	
Student Support	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Person-Centered Activity <input type="checkbox"/> Personal Profile <input type="checkbox"/> PINS <input type="checkbox"/> Planning My Way to Work	
Family Expectations	<input type="checkbox"/> Person-Centered Activity <input type="checkbox"/> Employment First Success Stories <input type="checkbox"/> Transition Pathway <input type="checkbox"/> Planning My Way to Work	
Family Involvement	<input type="checkbox"/> Person-Centered Activity <input type="checkbox"/> Transition Pathway <input type="checkbox"/> Agency Referral <input type="checkbox"/> Release/Consent <input type="checkbox"/> Planning My Way to Work	
Community Experiences	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Person Centered Activity <input type="checkbox"/> Bonus Points (10/5 Daily/Weekly Access) <input type="checkbox"/> Community Partners	
Inclusion/General Education	<input type="checkbox"/> Reflected in IEP <input type="checkbox"/> Bonus Points (10/5 Daily/Weekly Access) <input type="checkbox"/> Bonus Points/Peer Mentors (10/5 Daily/Weekly)	
Interagency Collaboration	<input type="checkbox"/> Agency Participation in IEP <input type="checkbox"/> Bonus Points per "Seamless" Transition Team (10) <input type="checkbox"/> Planning My Way to Work	
Transition Program	<input type="checkbox"/> Program Description <input type="checkbox"/> Curriculum <input type="checkbox"/> Personnel Competencies <input type="checkbox"/> Focus on Outcomes <input type="checkbox"/> Data-Sets <input type="checkbox"/> Collaboration	

Total



Results/Findings:

Per results of the self-assessment, review the total "score" and determine to what extent predictor variables lead to post-school outcomes. Typically, a minimum score of 34 indicates the possibility of at least two (2) examples of evidence per variable. Total scores of 50 or more tend to indicate significant evidence of implementation, however, variables left unscored or having minimal evidence of implementation require review by the team.



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Predictor Category	Description
Paid Employment/Work Experience	Work experience pertains to any activities that place the student in authentic workplaces (e.g., job shadows, internships, apprenticeships, paid employment. Paid employment pertains to standard jobs in a company or organization and/or customized work assignments negotiated with the employer; However, these assignments always require competitive pay (e.g., minimum wage) paid directly to the student by the employer.
Vocational Education	Sequence of courses that prepare students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers.
Work-Study	A sequence of work skills instruction and experiences designed to develop students' work attitudes and general work-related behaviors via integrated academic and vocational instruction.
Goal Setting	Student actively participates in the development/presentation of his/her IEP and related goals (vocational, postsecondary).
Career Awareness	Learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.
Occupational Courses	Courses that support career awareness, allows or enables students to explore various career pathways, develop occupational skills through instruction, and experiences focused on their desired employment goals.
Program/Course of Study	Individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' post-school goals.
Exit Exams, Diploma Status	Includes standardized state tests, assessing single content area (e.g., Algebra, English) or multiple skill areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma. Diploma status is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum requirements.
Youth Autonomy	Opportunities for choice-making and indicating personal preferences are evident, participation in planning of events and activities per areas of interest.
Self-Determination	The ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, accept consequences for one's actions.
Self-Care/Independent Living	Includes skills necessary for management of one's personal self-care and daily independent living (e.g., skills needed to interact with others, daily living skills, financial management, health care/wellness, etc.).
Social Skills	Behaviors and attitudes that serve to facilitate communication and cooperation (e.g., social conventions, problem-solving, interpreting body language, speaking, listening, responding, verbal and written communication).
Travel Skills	Student is able to travel independently outside of home (e.g., store, work, neighbor's house, etc.); Accessing public transportation is a key predictor too.
Student Support	Includes a network of people (e.g., family, friends, educators, adult service providers, etc.) who provide services and resources in multiple environments to prepare students to obtain post-secondary goals aligned with their preferences, interests, and needs.
Family Expectations	Includes a family planning and articulating an expectation that their son/daughter will participate in post-secondary education and/or be employed in the community after high school.
Family Involvement	Parents/families/guardians are active in and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their son/daughter).
Community Experiences	Activities occurring outside of the school setting, supported with in-class instruction, whereby students can apply academic, social, and work behaviors and skills.
Inclusion/General Education	Requires that students who experience disabilities have access to the general education curriculum and be engaged in regular education classes with peers without disabilities to the greatest extent possible.
Interagency Collaboration	A clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for students.
Transition Program	A transition program prepares students to move from high school to adult-life, utilizing comprehensive transition planning that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living.

Predictor Variables

A predictor variable enables us to conclude something about an outcome variable. The predictor variable is not necessarily a cause of the outcome. For example, a day with hot temperatures is likely to have more drowning accidents (prediction), although the drowning accidents are not directly caused by heat.

Self-Assessment Form Guidelines

Predictor Variables Related to Post-School Success*

Intended Uses of Form:

- To gather information relative to identifying predictor variables that are evident within your respective site or program that directly lead to post-school success for students experiencing differing abilities
- To identify areas in which teams may seek to solicit consultation, training, and technical assistance to further enhance or develop skills, knowledge, and practice in relationship to specific predictor variables
- To provide a means for group discussion leading to a focus on individual and/or team improvement efforts
- This form focuses on national or “universal” predictor variables deemed essential to post-school success based on research (NTACT, others)

General Guidelines:

- This form can be completed individually, however, it may be more effective if teams choose to complete it collectively in order to more fully assess their secondary transition programs/teams/efforts
- Comparison of individual responses can occur per initial group or team discussion or agreements, however, self-disclosure/reporting can be voluntary
- Consensus on specific items, if/when completed through a group or team activity, can occur if it is decided that is what is needed in order to prioritize items or activities for future consultation, training and technical assistance

Examples of Uses of Form:

- Serve as a pre/post measurement for new or existing projects/teams in order to assess performance and improvement over time and to reflect on their practices
- To provide a guide for future professional learning and growth, either collectively as a team or individually

*These guidelines are for suggested or recommend use by team participants and are not intended to be exclusive to other team practices and not to be used as a tool for formal staff evaluation.