

Predictor Variables Associated with Post-School Outcomes

Self-Assessment Form



Name(s): _____ District/School: _____ Date(s): _____

Instructions: Indicate evidence of implementation for each variable, include examples of evidence when possible, and planned improvements in practice.

Variable/Category (Strategies, Methods, Instructional Practices per Predictor Variable)	Evidence of Implementation					Examples, Planned Improvement (Examples of Evidence or Steps to Improve Practice)
	Data	Lessons	Program(s)	Schedules	IEP	
Student Skills ¹						
1. Community Experiences						
2. Goal Setting						
3. Psychological Empowerment ²						
4. Self-Advocacy/Self-Determination						
5. Self-Care/Independent Living						
6. Self-Realization ²						
7. Social Skills						
8. Technology Skills ²						
9. Travel Skills						
10. Youth Autonomy/Decision-Making						
Career Development ¹						
11. Career Awareness						
12. Career Technical Education						
13. Occupational Courses						
14. Paid Employment/Work Experience						
15. Work Study						
Collaborative Systems ¹						
16. Interagency Collaboration						
17. Parent Expectations						
18. Parental Involvement						
19. Student Support						
20. Transition Program						
Policy ¹						
21. Exit Exams Requirements/High School Diploma Status						
22. Inclusion in General Education						
23. Program of Study						

¹ Per NTACTION: C (i.e., variables by category)

* See variable descriptions on reverse (page 2)

Predictor/Category	Description
Student Skills¹	
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.
Goal Setting ²	Goal setting refers to developing individually and self-determined short and long-term goals for future adult living based on personal preferences and choice to the greatest extent possible (and includes specific measures to assess attainment and achievement).
Psychological Empowerment ²	Psychological empowerment is believing that one's actions and behaviors effect the outcomes one experiences.
Self-Advocacy/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.).
Self-Realization ²	Self-realization means understanding one's strengths and support needs in order to engage in informed choice-making and self-reflection.
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).
Technology Skills ²	Technology skills refer to the capacity to use appropriate and functional technology (e.g., computers, tablets, phones) in a way to accomplish goals or have access to information and/or social interactions.
Travel Skills ²	Travel skills refer to the confidence and skills students need to travel safely and independently throughout their communities utilizing various modes of transportation.
Youth Autonomy/Decision-Making ²	Youth autonomy refers to the youth acting within their own capacity on their own interests, preferences, and abilities without undue influence.
Career Development¹	
Career Awareness	Learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.
Career Technical 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.
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.
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.
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.
Collaborative Systems¹	
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.
Parent Expectations ²	Parent expectations refer to a set of beliefs that parents have about their child's capacity and potential to achieve post-school outcomes; These beliefs may change across time and across settings.
Parental 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).
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.
Transition Program	A transition program prepares students to move from high school to adult-life, utilizing comprehensive transition planning that create individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living.
Policy¹	
Exit Exams Requirements/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.
Inclusion in 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.
Program 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.

¹ NTACT:C (2021) ² Alverson, et al. (2024)

*See "Guidelines for Use of Form"

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 led 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 an increased attention on individual/educator and/or project/team improvement efforts
- This form focuses on national or “universal” predictor variables deemed essential to post-school success based on research (Alverson, et al. (2024), Mazzotti, et al. (2021), NTACTION: C, and others)
- Aid in identification of potential actions/strategies/instruction per student/IEP goals and objectives

General Guidelines:

- This form can be completed individually; however, it may be more effective if teams choose to complete it collectively 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 and is never to be used for professional evaluation or performance review
- Consensus on specific items, if/when completed through a group or team activity, can occur if it is decided that is what is needed to prioritize items or activities for future consultation, training and technical assistance
- Specific variables may be prioritized for improvement in professional practice per team/program/district-specific goals and objectives

Examples of Uses of Form:

- Serve as a pre/post measurement for new or existing projects/teams 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
- Serve to orient new educators, team members, and others as needed

* These guidelines are recommended for use by individuals, teams, and others and are not intended to be exclusive or to interfere or supersede any program/school/district prescribed practices and are not to be used as a tool for staff evaluation.
