



## ***Student Support Correlated with Improved Education, Employment, and Independent Living Outcomes***

### **What is the level of evidence?**

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one *a priori* correlational study and three exploratory correlational studies. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

### **What is the predictor?**

Student support is a network of people (e.g., family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs.

### **What are the essential characteristics?**

1. Develop and implement procedures for cultivating and maintaining school and community networks to assist students in obtaining their postsecondary goals.  
*\*\*Consider networks that are culturally, racially, and ethnically representative to accommodate the needs of CLD students.*
2. Provide students access to rigorous, differentiated academic instruction.  
*\*\*As well as teachers who use culturally responsive teaching strategies*
3. Link students to appropriate individuals who can assist student in obtaining access to assistive technology resources and teach students to use technology to enhance their academic and functional performance.
4. Link students to appropriate individuals that can provide support for financial planning, navigating the health care system, adult services, or transportation.
5. Link students to a community mentor and/or school based mentor/ graduation coach.
6. Provide opportunities for meaningful engagement in the community (e.g., clubs, friends, advocacy groups, sports, etc.).
7. Ensure teachers and other service personnel provide ongoing transition assessment to assist in planning for needed supports and resources in school and beyond.

### **Where is the best place to find out how to do this practice?**

The Division on Career Development and Transition of the Council for Exceptional Children developed a Fast Fact on Student Support available here:

[https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/Fast%20Fact\\_Student%20Support\\_Final.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/Fast%20Fact_Student%20Support_Final.pdf).

### **References used to establish this evidence base:**

Doren, B., & Benz, M. R. (1998). Employment inequality revisited: Predictors of better employment outcomes for young women with disabilities in transition. *The Journal of Special Education, 31*, 425–442.

Halpern, A.S., Yovanoff, P., Doren, B. & Benz, M.R. (1995) Predicting participation in postsecondary education for school leavers with disabilities. *Exceptional Children, 62*, 151–164.

Heal, L. W., Khoju, M., Rusch, F. R., & Harnisch, D. L. (1999). Predicting quality of life of students who have left special education high school programs. *American Journal on Mental Retardation, 104*, 305–319.

Roessler, R. T., Brolin, D. E., & Johnson, J. M. (1990). Factors affecting employment success and quality of life: A one year follow-up of students in special education. *Career Development for Exceptional Individuals, 13*, 95–107.

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*, 160-181.

### **Reference used to define and identify characteristics of this predictor:**

Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals, 38*, 113-126.

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