



Transition Program 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 Research-Based level of evidence to improve education outcomes, based on two *a priori* correlational studies and one exploratory correlational study and a Promising level of evidence regarding employment outcomes, based on one *a priori* correlational study. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

What is the predictor?

A transition program prepares students to move from secondary settings (e.g., middle school/high school) to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living.

What are the essential characteristics?

1. Provide systems level infrastructure (e.g., highly qualified staff and administrators with defined roles and responsibilities, sufficient budget) to monitor and guide students to obtain post-school goals.
2. Provide integrated instruction in all areas of independent living (e.g., community living, transportation, recreation leisure, self-advocacy, goal setting, decision making) for all students with disabilities.
3. Provide individualized transition focused curriculum and instruction based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g., self-determination and financial planning).
4. Provide instruction and training in natural environments supported by classroom instruction.
5. Provide individualized transition services based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g., self-determination and financial planning).
6. Provide opportunities for engagement with non-disabled peers in the school and community.
7. Use interagency collaboration with clearly defined roles and responsibilities to provide coordinated transition services (e.g., Vocational Rehabilitation, Mental Health) at multiple

levels (i.e., student, school, districts, region, state) to assist students in meeting their postsecondary goals.

8. Monitor and assess students' progress in the domains of academics, daily living, personal and social, and occupational.
9. Use multiple strength-based assessments across multiple domains at different points in time to assist student and IEP teams in post-school planning.
10. Provide training and resources to families to involve them in transition planning and connect them to adult agencies and support and information networks.
11. Conduct program evaluation to assess effectiveness of transition program

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 Transition Programs available here:

https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT_Transition%20Program_FINAL.pdf.

References used to establish this evidence base:

- Benz, M. R., Lindstrom, L., & Yovanoff, P. (2000). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children, 66*, 509–541.
- 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.
- Repetto, J. B., Webb, K. W., Garvan, C. W., & Washington, T. (2002). Connecting student outcomes with transition practices in Florida. *Career Development for Exceptional Individuals, 25*, 123–139.
- 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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