

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
Career Awareness: learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests	X	X	
Career and Technical Education: a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers	X	X	
Community Experiences: activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills		X	
Exit Exam Requirements: 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		X	
High School Diploma Status: achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum credits		X	
Goal-Setting**: a component of self-determination; determining how you are going to accomplish what you want (self-set goals, determining a plan for action, and self-monitoring/measuring success)	X	X	
Inclusion in General Education: requires students with disabilities to have access to general education curriculum and be	X	X	X

engaged in regular education classes with peers without disabilities			
Interagency Collaboration: clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth	X	X	
Occupational Courses: individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals	X	X	
Paid Employment: include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer. Work Experience: any activity that places the student in an authentic workplace, and could include work sampling, job shadowing, internships, apprenticeships, and paid employment	X	X	X
Parent Expectations**: expecting child will attend postsecondary education, get a paid job, and be self-supporting	X	X	X
Parental Involvement: parents /families/guardians are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child)		X	
Program of Study: an individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals	X	X	

(NEW) Psychological Empowerment** - a belief in the relationship between your actions and outcomes experienced; measured by ARC self-determination scale	X	X	X
Self-Care/Independent Living: skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs	X	X	X
Self-Determination/Self-Advocacy: the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions	X	X	
(NEW) Self-Realization**: having an understanding of one's strengths and support needs; measured by ARC self-determination scale	X	X	X
Social Skills: behaviors and attitudes that facilitate communication and cooperation (e.g., social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication)	X	X	
Student Support: 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	X	X	X
(NEW) Technology Skills**: computer skills and self-perceived computer competence		X	
Transition Program: 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	X	X	

achieve their post-school goals in education/training, employment, and independent living			
Travel Skills**: travelling independently outside the home (e.g., school, local store, neighbor's house)	X		
Work Study: specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction		X	
Youth Autonomy/Decision-Making**: examples included planning weekend activities, volunteering, making own decisions, making long-range plans, and more	X	X	X

** Predictors identified since Rowe et al., 2015 operational definitions and essential characteristics; therefore, defined by source studies