



Transition Predictors of Education & Training for Youth with Autism: Checklist

Transition predictors of education/training are experiences that occur during high school that predict participation in education or training after high school.

Why are predictors useful?

Awareness of which predictors are associated with different outcome areas for specific student subgroups can help inform and strengthen transition programs and practices as well as potentially mitigate challenges often experienced by young adults and their families during the postsecondary transition process (Rowe et al., 2015; Trainor et al., 2020).

How is this checklist used?

This checklist offers example action items that can be embedded into new or existing transition programs or carried out for individual students. In other words, it describes examples of what school staff can do to help students achieve education/training goals after high school. Action items can be checked off once they are completed, and as appropriate for the individual student.

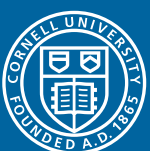
This checklist can compliment the Predictor Implementation School/District Self-Assessment, which provides schools and districts "with a framework for determining the degree to which their [transition] program is implementing practices that are likely to lead to more positive postschool outcomes for students with disabilities."

Who should complete the checklist?

Any key collaborator (such as a job coach, transition specialist, or special education teacher) on a youth's transition team can check off action items on this checklist, once they are completed. Key collaborators should use this checklist when working with youth with autism desiring to pursue further education/training after high school. The youth should always maintain an updated copy of their own checklist.

When should it be completed?

This checklist should be used as early as possible in the youth's transition process and as action items are completed (once or multiple times, depending upon student need). Key collaborators may wish to create new copies of the checklist each academic year, and may record particular action items that are continuously or repeatedly conducted.



Predictors Checklist

Career Awareness	<ul style="list-style-type: none"><input type="checkbox"/> Encourage the student and their family members to attend career fairs.<input type="checkbox"/> Find job shadowing, internship, and/or volunteer opportunities in the community for student. <hr/> <hr/>
Career Technical Education	<ul style="list-style-type: none"><input type="checkbox"/> Conduct research on what the job market is for trades the student is considering so the student does not pick a trade in which there are no opportunities available.<input type="checkbox"/> Help the student select courses where they can earn career certificates (such as an Automotive Service Excellence (ASE) Entry-Level certification). <hr/> <hr/>
Exit Exam Requirements/ High School Diploma	<ul style="list-style-type: none"><input type="checkbox"/> Educate the student on the course requirements/credits needed for graduation.<input type="checkbox"/> Educate the student and their family members about the different diploma options offered and their impact on the student after high school (like getting into college). <hr/> <hr/>
Goal Setting	<ul style="list-style-type: none"><input type="checkbox"/> Assist the student in setting their own education/training goal(s) based on their preferences, interests, strengths, and needs.<input type="checkbox"/> Guide the student in setting realistic and attainable goals desirable to the student. <hr/> <hr/>
Inclusion in General Education	<ul style="list-style-type: none"><input type="checkbox"/> Use universal design for learning strategies to foster learning and engagement in inclusive settings.<input type="checkbox"/> Educate other school staff on disability rights (like the student's rights to reasonable accommodations), as well as the impact of high teacher expectations and stereotypes at school and in the community. <hr/> <hr/>

<p>Paid Employment/ Work Experience</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Help the student identify job placements that offer minimum wage or higher, with benefits, 30+ hours of work per week, and reasonable accommodations. <input type="checkbox"/> Connect the student with adult services in the community (such as a job coach). <hr/> <hr/>
<p>Social Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide family members with resources that support age-appropriate social skill development. <input type="checkbox"/> Embed opportunities (such as through role play) for students to practice solving problems and resolving conflicts. <hr/> <hr/>
<p>Parent Expectations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide families and students with examples of student success stories, where students with different abilities have achieved ranges of education/ training goals. <input type="checkbox"/> Demonstrate to families that you believe in the student and their ability to accomplish their goals. <hr/> <hr/>
<p>Psychological Empowerment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work with the student so that they understand the impact their actions will have. For example, if they come to work late every day, they may lose their job. <input type="checkbox"/> Give the student opportunities to reflect on and self-assess their strengths, challenges, and support needs. <hr/> <hr/>
<p>Self-Care/ Independent Living (Household Tasks)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instruct students on developing independent living skills, like cooking, cleaning, personal hygiene, and managing money. <input type="checkbox"/> Embed opportunities for students to practice independent living skills throughout the school day and at home. <hr/> <hr/>
<p>Self-Determination/ Self-Advocacy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage the student to participate in and take an active role in their Individualized Education Program (IEP) meetings (such as leading with PowerPoint presentation, with support provided as needed). <input type="checkbox"/> Provide opportunities throughout the school day and at home for the student to make choices, problem solve, and advocate for their needs. <hr/> <hr/>

<p>Student Support</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Inform the student about different ways that they can become involved with the school and the local community, such as through participating in sports (like unified sports) or in clubs (like Best Buddies). <input type="checkbox"/> Connect the student with a peer or community mentor. <hr/> <hr/>
<p>Transition Program</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Include the student and their families in transition planning meetings and in conversations directly impacting the student's life. <input type="checkbox"/> Conduct varied transition assessments (such as using O*NET, My Next Move, or GetMyFuture) in multiple settings. <hr/> <hr/>
<p>Travel Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teach the meaning of road signs and how to navigate, while embedding opportunities to make decisions (such as when it would be safe to cross a road). <input type="checkbox"/> Teach the student how to use public transportation using simulation and field trips. <hr/> <hr/>
<p>Work Study</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Inform student about how they can get involved in a work study program at school. <input type="checkbox"/> Develop a plan for earning academic credits for paid and unpaid work experiences. <hr/> <hr/>
<p>Youth Autonomy/ Decision-Making</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Embed opportunities for the student to make decisions at school day and at home. <input type="checkbox"/> Encourage the student to take on leadership roles at school, especially in discussion directly impacting their lives (such as when transition planning). <hr/> <hr/>

Supporting Research for Checklist

Baer et al. (2003)	Lindstrom (2012)	Newman et al. (2016)	*Wehmeyer (1997)
Benz et al. (1997)	Haber et al. (2016)	*Pleet-Odle et al. (2016)	*Wehmeyer & Schwartz (1998)
Berry et al. (2012)	Lombardi et al. (2013)	*Rowe et al. (2015)	Wei et al. (2015)
Chiang et al. (2012)	Mazzotti et al. (2016)	Shattuck et al. (2012)	Wei et al. (2016)
Doren et al. (2012)	*Mazzotti et al. (2020)	Test et al. (2009)	Wei et al. (2017)
*Doren, Gau, &	Newman & Madaus (2015)	Trainor et al. (2020)	

NOTE: Citations with an asterisk are the sources for direct definitions of predictors provided on page 5. Multiple example characteristics are also adapted from Rowe et al. (2015).

Predictor Definitions

Career Awareness

Involves 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

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.

Exit Exam Requirements/High School Diploma

Exit exams are standardized state tests, assessing single content area (e.g., algebra, English) or multiple skill areas, with specified levels of proficiency that students must pass 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 credits.

Goal Setting

Involves actions that enable a person to reach a specified preferred outcome.

Inclusion in General Education

Requires students with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities.

Paid Employment/Work Experience

Work experience is any activity that places the student in an authentic workplace and could include work sampling, job shadowing, internships, apprenticeships, and paid employment. Paid employment can 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.

Parent Expectations

Typically means having high expectations for their children.

Psychological Empowerment

A belief in the relationship between your actions and outcomes experienced.

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 health care/wellness needs.

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.

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).

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 postsecondary goals aligned with their preferences, interests, and needs.

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.

Travel Skills

The ability to get to places outside home independently.

Work Study

Allows your student the chance to earn high school credits while exploring their interests and gaining skills through paid and unpaid work experiences.

Youth Autonomy/Decision-Making

Autonomy occurs when an individual acts in relation to their own interests, preferences, and abilities without the undue influence of others. Decision-making is a process of selecting or coming to a conclusion about which set of potential solution is the best by teaching students to utilize problem solving skills.