

### Predictors for Post-School Success Across Age Group by Expect, Engage, and Empower

#### Example Student Activities and Opportunities

Predictor/ Grades	Pre-K	Grades K-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)	Postsecondary
<b>Expect</b>						
<i>Exit Exam Requirements/High School Diploma</i>	Older (high school and college) student mentors  Teach, practice school behaviors  Early academics	Dress Up <sup>2</sup>  Importance of HS Diploma and options <sup>2</sup>  Academic interventions/ High quality instructional strategies with fidelity	Importance of HS Diploma and options  Academic interventions/ High quality instructional strategies with fidelity	Applying test-taking and study skills strategies  Academic interventions/ High quality instructional strategies with fidelity	Advocating for and using accommodations for standardized testing  Academic interventions/ High quality instructional strategies with fidelity	Apprenticeships <sup>2</sup> Free tuition <sup>2</sup> Tuition waiver (area graduates) <sup>2</sup> CTE Internships <sup>2</sup> Advocate for accommodations for exams <sup>2</sup>
<i>Inclusion in General Education</i>	Talk about transitions  Make them feel like they belong <sup>2</sup>  Augmentative communication/ Assistive technology	Engaging with peers without disabilities in school/ community activities (e.g., circle time, lunch, recess, assemblies, library, arrival/dismissal)  Start including student in IEP meetings	Participating in electives/ arts courses with general education peers  Universal design for learning  Assistive tech	Participating in electives/ arts courses with general education peers  Universal design for learning	Accessing academic content in general education settings with accommodation /modifications  Assistive technology	Participating in continued professional learning opportunities alongside peers with and without disabilities  Universal design for learning

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<i>Parent Expectations</i>	Expecting safe behavior  Expect employment and graduation <sup>2</sup>	Expecting child to follow basic classroom routines and procedures  Expect academic progress	Expecting child to ask for help when needed  Expect and promote inclusion with same age peers	Expecting child to work independently and complete assignments  Encourage activities similar to those of peers	Expecting young adult to complete credits required for high school diploma	Expecting young adult to obtain a permanent paid job  Expect enrollment in adult learning  Expect and support engagement in activities with other adults
<i>Program of Study</i>	Making choices and expressing preference in learning activities	Selecting appropriate choice time activities		Selecting elective courses that align with future career interests	Selecting elective courses that align with future career interests  CTE completion	College Technical School
<i>Self-Care/ Independent Living Skills</i>	Helping clean up own toys <sup>1</sup>	Attending to basic hygiene independently <sup>1</sup>	Dressing self appropriately for setting <sup>1</sup>	Identifying money and paying for items independently <sup>1</sup>	Making a shopping list <sup>1</sup>	Managing a weekly/monthly budget <sup>1</sup>
<i>Social Skills</i>	Sharing items of interest <sup>1</sup>	Playing cooperatively with peers <sup>1</sup>	Incorporating others' ideas into play <sup>1</sup>	Understanding social cues when joining a group <sup>1</sup>	Using supportive comments to remain engaged in conversations <sup>1</sup>	Engaging in appropriate non-verbal communication <sup>1</sup>
<i>Technology Skills</i>	Using devices for play and learning <sup>1</sup>	Understanding basic technology terminology <sup>1</sup>	Identifying ways to be safe online <sup>1</sup>	Creating presentations (slides, video, audio) <sup>1</sup>	Using the Internet to research information <sup>1</sup>	Understanding the difference between reliable and unreliable information on the Internet <sup>1</sup>

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<i>Travel Skills</i>	Recognizing and identifying own house <sup>1</sup>	Following community signs <sup>1</sup>	Demonstrating safety around traffic <sup>1</sup>	Researching places of interest and accessing directions <sup>1</sup>	Identifying a safe person in the community to ask for help <sup>1</sup>	Using public transportation/para-transit <sup>1</sup>
<b>Engage</b>						
<i>Career &amp; Technical Education</i>	Completing a classroom job with teacher support	Completing a classroom job with teacher support	Independently completing a variety of classroom jobs	Summer camp to raise awareness of CTE <sup>2</sup>	Enrolling in CTE courses at the secondary level	Enrolling in a vocational certificate program
<i>Community Experiences</i>	Following adult safety instructions while in community	Identifying community helpers	Identifying the function of various community establishments (e.g., banks, medical centers)	Identifying a variety of jobs and opportunity employments within the community	Creating a community resource map	Attending a recreational event of interest in the community
<i>Interagency Collaboration</i>	Explore community resources <sup>2</sup>  Identify natural supports for student and family	Working towards academic/ functional goals across settings (e.g., school, speech, ABA therapy, etc.)	Providing families with information about future services	Inviting adult agency providers to annual IEP meeting or parent nights	Participating in pre-ETS or VR transition services	Seamless transition  Person driven planning processes
<i>Occupational Courses</i>		Using basic technology tools for learning	Identifying the function of various community jobs	Completing a career interest inventory	Participating in work-based learning opportunities	College Technical School

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<i>Paid Employment/Work Experiences</i>		Completing a classroom job with support	Watching videos or reading case studies about different types of jobs	Participating in a one-day job shadow experience to learn about a career of interest	Applying for and obtaining a part-time summer job	Preparing for an interview for a full-time, competitive/integrated position
<i>Parental Involvement</i>	Families communicate with teacher through a daily communication log	Families support student access to related services as appropriate, inside and/or outside of school (e.g., speech or occupational therapy services)	Families attend classroom and school activities  Families communicate with school personnel, coaches	Families have access to a system (e.g., Class Dojo) for staying up-to-date on student activities and progress	Families participate in transition planning and may be designated as a responsible party for providing a transition activity	Families support decision making regarding healthcare, residence, transportation, leisure, career development, and learning of young adult
<i>Student Support</i>	Student support primarily provided by family and teacher	Adding support from outside related services (e.g., speech or occupational therapy)	School counseling  Adult mentors	Offer and engage students in career and/or peer mentoring program	Support from adult service provider agencies (e.g., CIL, Vocational Rehabilitation)  Re-engagement strategies	Career mentoring  Adult allies for leadership/ advocacy development
<i>Transition Program</i>			Expresses ideas or preferences for post-school life	Identifies supports needed in current/future environments	Generates post-school goals (independently or with support of team) reflecting student's desires for the future	High quality, comprehensive transition program in community or college campus setting

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<i>Work Study</i>	Start talking about work <sup>2</sup>  Completes a classroom job with instruction from teacher	Completes a classroom job with instruction from teacher	Participates in an on-campus work experience with instruction from teacher (e.g., sorting mail)	Participates in an off-campus work experience (e.g., volunteering at a food pantry)	Participates in an off-campus internship with instruction from a job coach	Paid internships Apprenticeships
<b>Empower</b>						
<i>Career Awareness</i>	Pretend playing with different roles <sup>1</sup>  Field trips <sup>2</sup>	Performing jobs in the classroom <sup>1</sup>	Identifying interests/hobby <sup>1</sup>	Completing interest/aptitude assessment <sup>1</sup>	Creating a resume <sup>1</sup>	Participating in an internship or paid work <sup>1</sup>
<i>Goal Setting</i>	Can identify a skill or behavior to improve upon	Can identify a skill or behavior to improve upon	Identifies own short-term (daily/weekly) goals related to an academic or functional skill area	Identifies own short-term (weekly/monthly ) goals related to an academic or functional skill area	Identifies post-school goals for employment, continued learning, and independent living/community engagement	Identifies career and adult-living goals and develops plan and monitors progress
<i>Psychological Empowerment</i>		Identifies that actions and choices have consequences		Identifies steps (i.e., specific activities) that could yield progress towards a goal		Independently identifies and completes steps towards larger/longer-term goals

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<i>Self-Determination/ Self-Advocacy</i>	Pointing to show or request <sup>1</sup>	Communicating wants and needs <sup>1</sup>	Awareness of own disability <sup>1</sup>	Describing own strengths and support needs <sup>1</sup>	Communicating and using accommodation <sup>1</sup>	Incorporating own strengths in decision making <sup>1</sup>
<i>Self-Realization</i>	Alerts an adult when help is needed	Requesting help appropriately across multiple individuals	Identifying school subjects or topics of strength/ stress	Career interest inventories  Transition assessment results discussed	Advocating for use of accommodations in school and work settings	Articulates strengths aligned with activities underway
<i>Youth Autonomy</i>		Expressing preference in learning activities and during choice time		Identifying a desired goal area for annual IEP goals	Leading all or part of a transition planning/IEP meeting	Engage in leadership development opportunities

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