

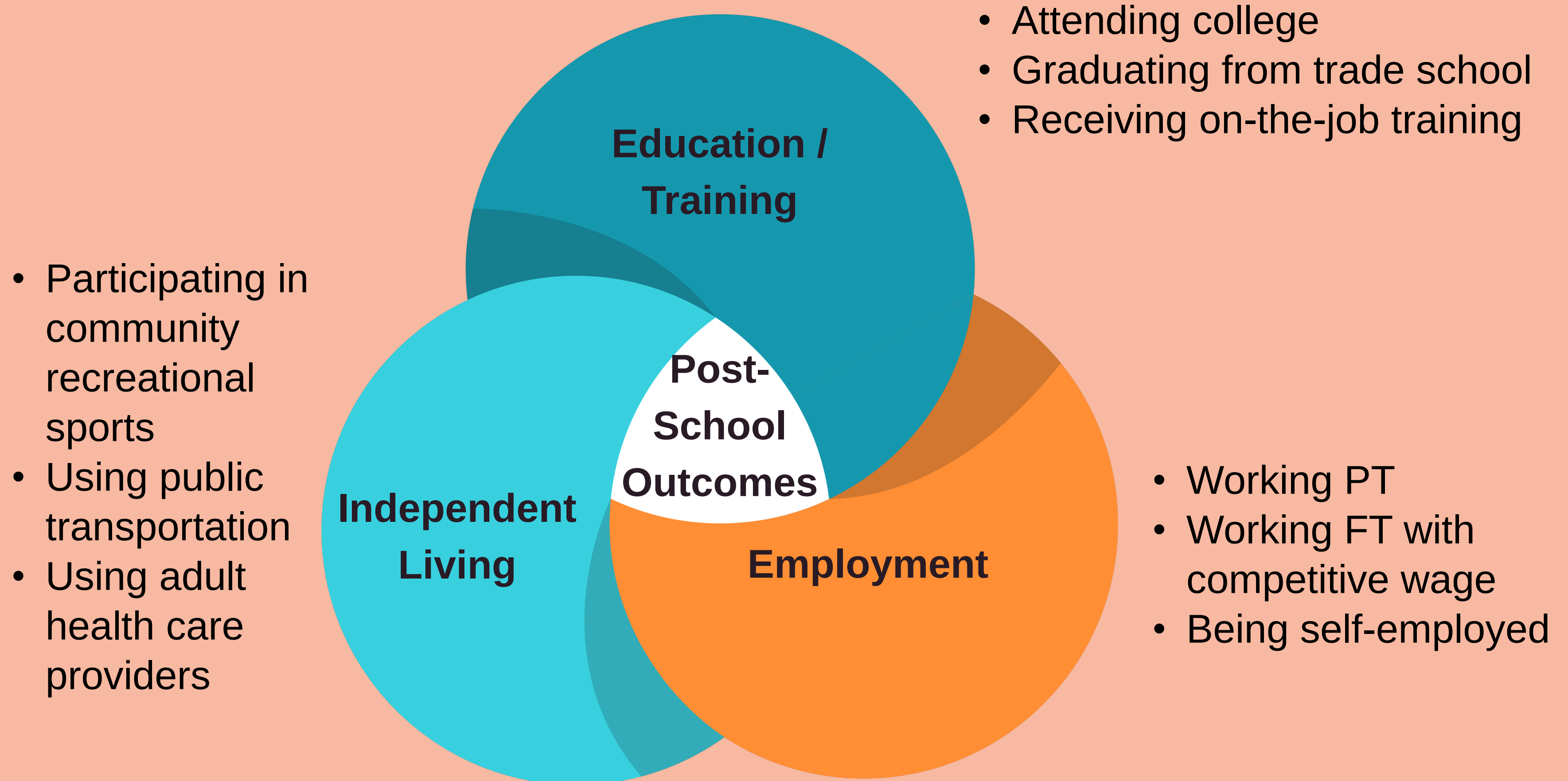


# Predictors and Practices for Positive Post-school Outcomes for Young Teens with Disabilities

Leena Jo Landmark, PhD



# Post-School Outcomes

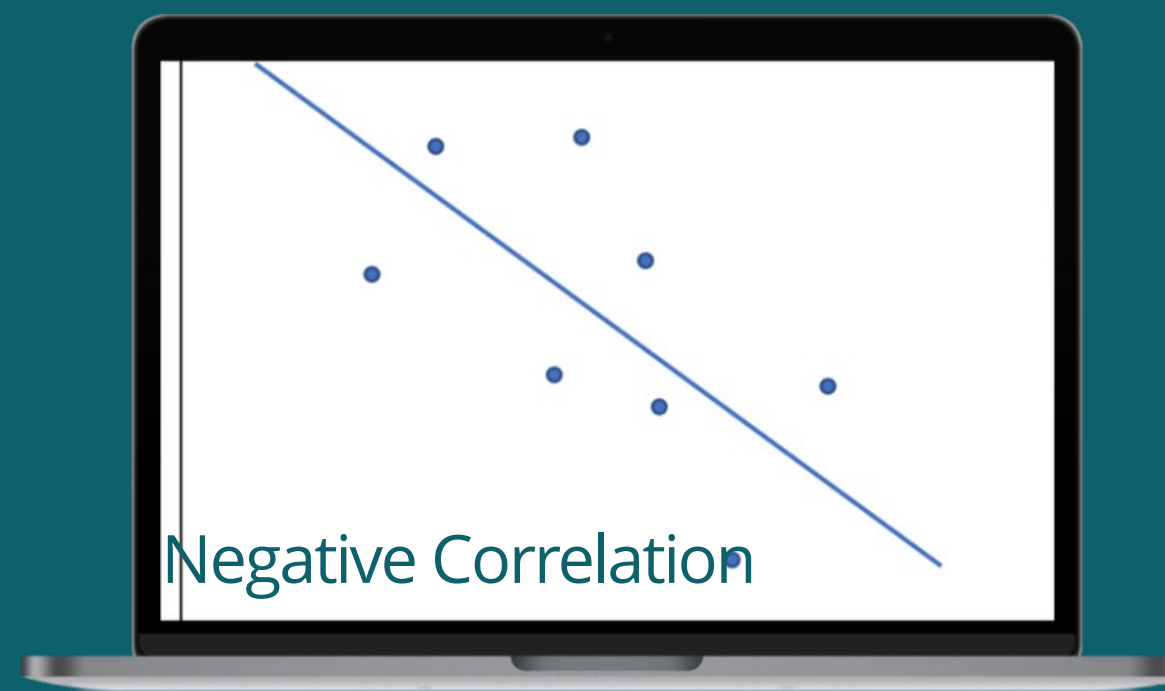
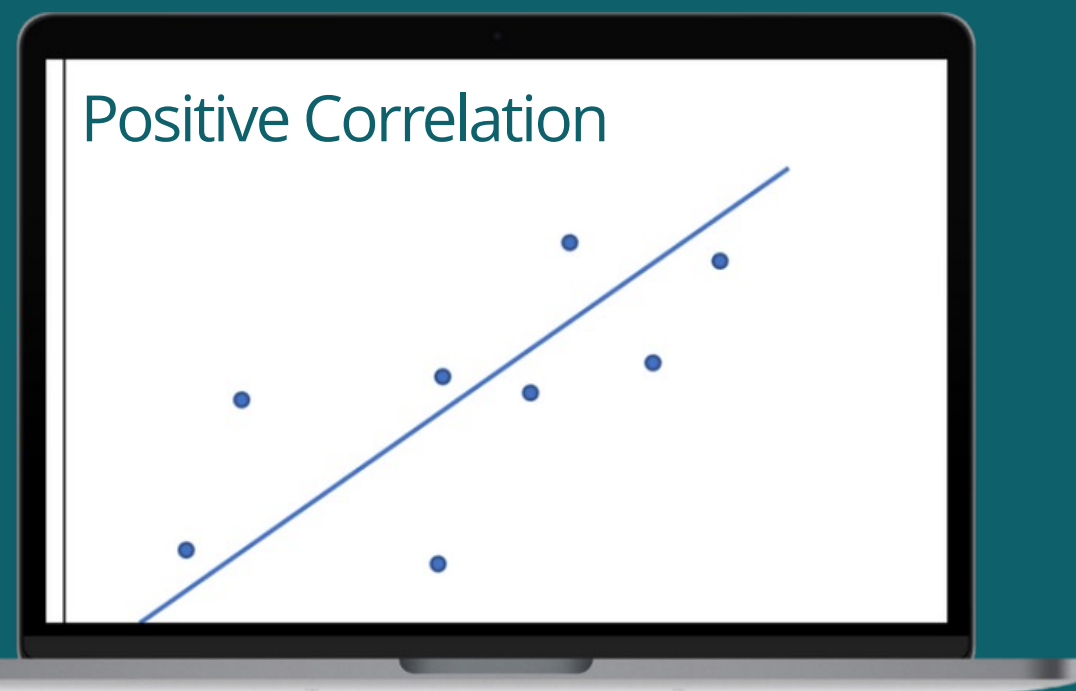


# Predictors



# Predictors of Post-school Outcomes

- Based on correlational research that has been evaluated using a quality indicator checklist for correlational studies
  - Correlation is a relationship between 2 variables
  - Correlation does not necessarily mean causation, but correlations can be used to infer predictions



# Research-based Predictor

Must be at least 2 studies with

- Planned hypotheses prior to analysis
- Quasi-experimental correlation design
- Consistent positive correlations between in-school predictor and outcome variable
- Effect sizes reported or able to be computed

# Evidence-based Predictor

Must be at least 2 studies with

- Same criteria as research-based, but no other studies with negative correlations

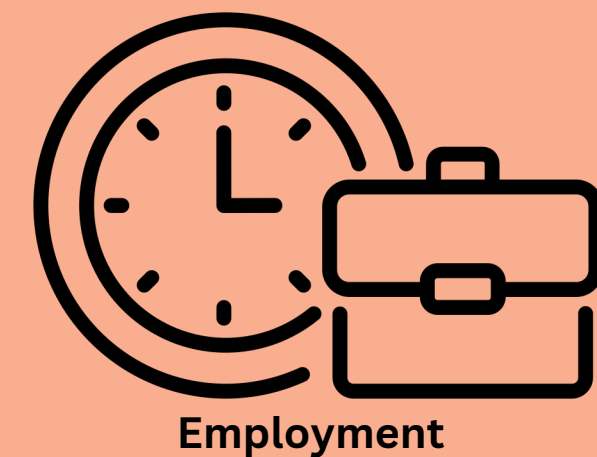
# Today: Focus on Younger Teens

●  
**Middle School**

●  
**9th - 10th Grades**

●  
11th - 12th Grades

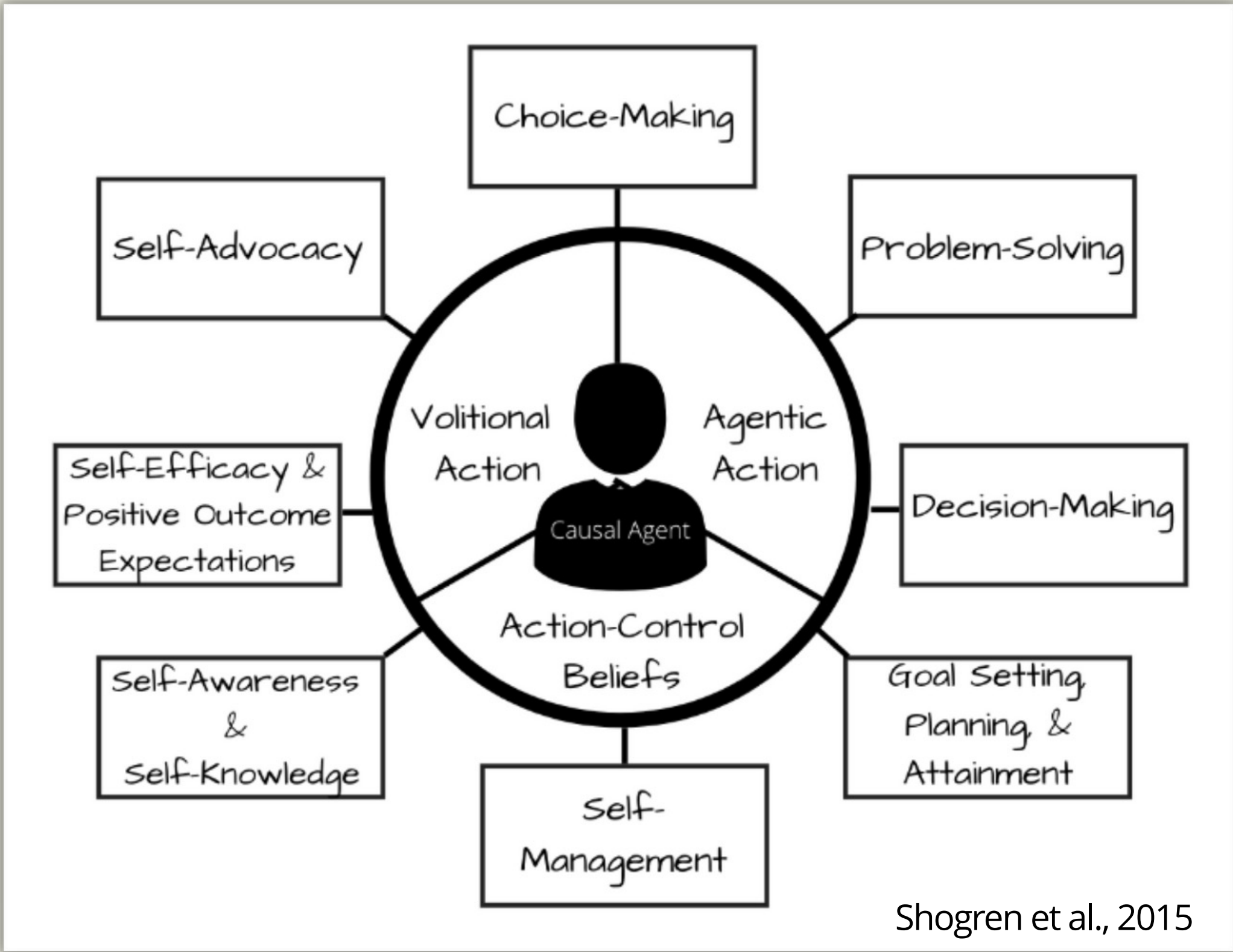
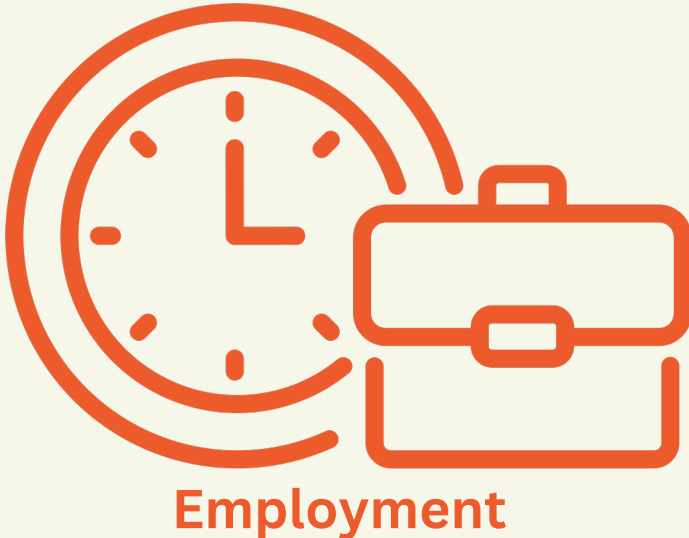
●  
18-21 Adult Transition Programs





**Middle  
School (and  
Before!)**

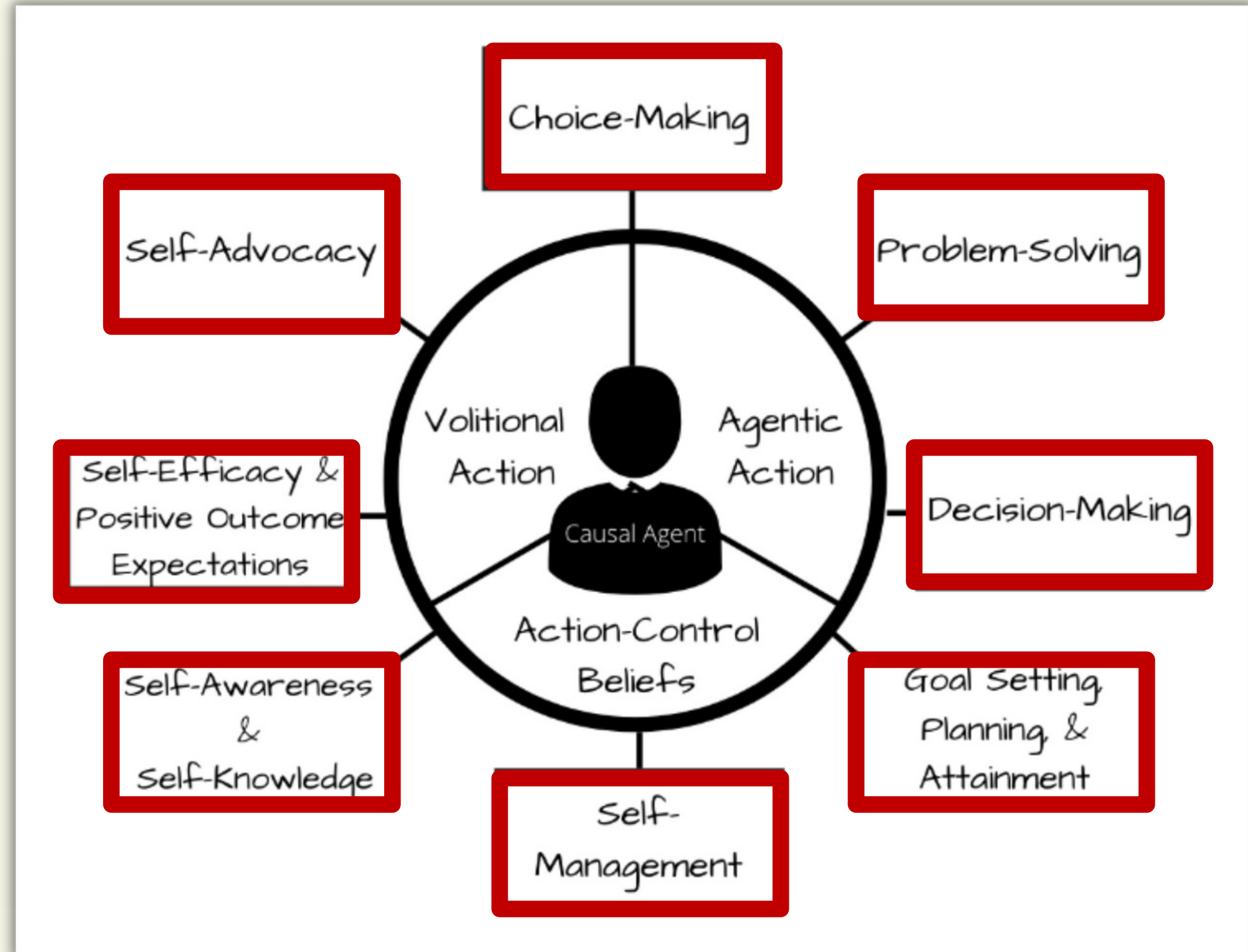
# Self-Determination





# Group Discussion

- What component element do you think is the most important for post-school education/training? Employment?
- How can you teach or increase these component elements?



# How to Develop Self-Determined Students

Teach component elements

Provide opportunities for practice

Encourage parents to provide opportunities for practice

## Self-determination Vertical Alignment with TEKS

**TEXAS TRANSITION**  
Student-Centered Transitions Network

**Self-Determination Vertical Alignment: ELAR K-5**

**Self-Determination K-12 TEKS Vertical Alignment**  
This document captures existing TEKS that closely align with teaching self-determination and decision-making skills to students with disabilities in Texas as required by TAC 889.1055(h)(10)(A). Definitions from the research of Dr. Michael Wehmeyer and from The National Gateway to Self-Determination Project are the measures against which all TEKS were compared in order to determine their relevance. Only TEKS that met this standard were included, while all others were omitted.

Dr. Michael Wehmeyer defines self-determination as "acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference."<sup>1</sup>

The National Gateway to Self-Determination Project says that self-determined people make things happen in their own lives to improve the quality of their lives. They know what they want and how to get it, and they set goals and then work to reach them. They advocate on their own behalf and are involved in solving problems and making decisions about their lives.<sup>2</sup>

**Developing and Sustaining Foundational Language Skills: Oral Language**  
The student develops oral language through listening, speaking, and discussion. The student is expected to:

Kindergarten 110.2	1st Grade 110.3	2nd Grade 110.4	3rd Grade 110.5	4th Grade 110.6	5th Grade 110.7
1	1	1	1	1	1
	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses		(A) listen actively, ask relevant questions to clarify information, and make pertinent comments		(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments
(B) restate and follow oral directions that involve a short, related sequence of actions	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions		(B) follow, restate, and give oral instructions that involve a series of related sequences of action		(B) follow, restate, and give oral instructions that include multiple action steps
(C) share information and ideas by speaking audibly and clearly using the conventions of language	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols	(D) work collaboratively with others to develop a plan of shared responsibilities	
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	(E) develop social communication such as distinguishing between asking and telling	(E) develop social communication such as conversing politely in all situations		

1 Copyright © 2022 Texas Education Agency. All Rights Reserved. <sup>2</sup>Wehmeyer, M.L. Self-determination and Mental Retardation. In: Glidden, L., editor. International Review of Research in Mental Retardation. Academic Press, San Diego, CA, USA, 2001. pp. 1-48. [Google Scholar] [https://doi.org/10.1016/S0193-3982\(02\)00019-9](https://doi.org/10.1016/S0193-3982(02)00019-9)

**TEA**  
Texas Education Agency

# Goal Setting

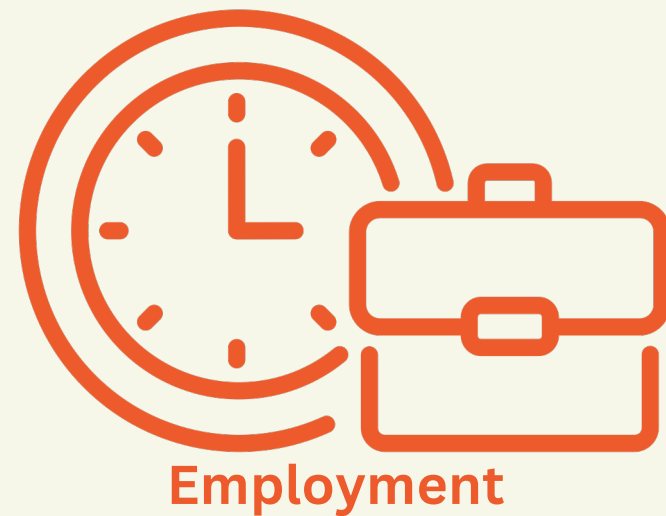
Specific  
Measurable  
Ambitious  
Realistic  
Time-bound

Self-Determined  
Learning Model of  
Instruction (SDLMI)



# General Education

- General education curriculum in general education classes in neighborhood school, not separate schools
- High performance in academics

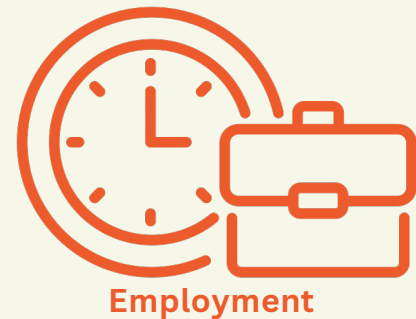


# Early High School

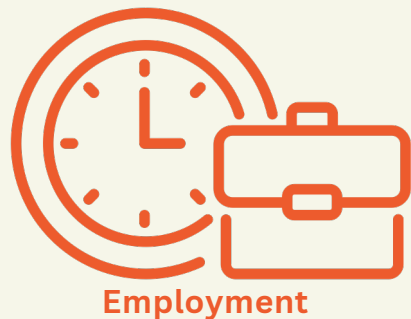


# Course of Study

- Algebra course
- CTE
- Technology training



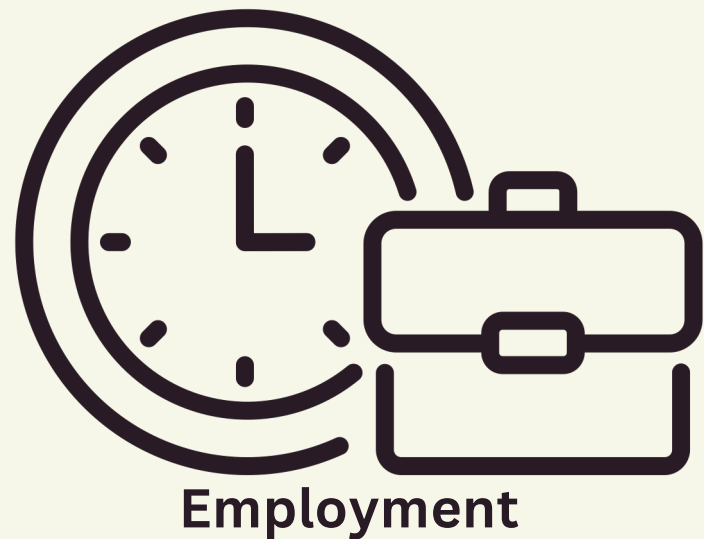
- Cooperative education



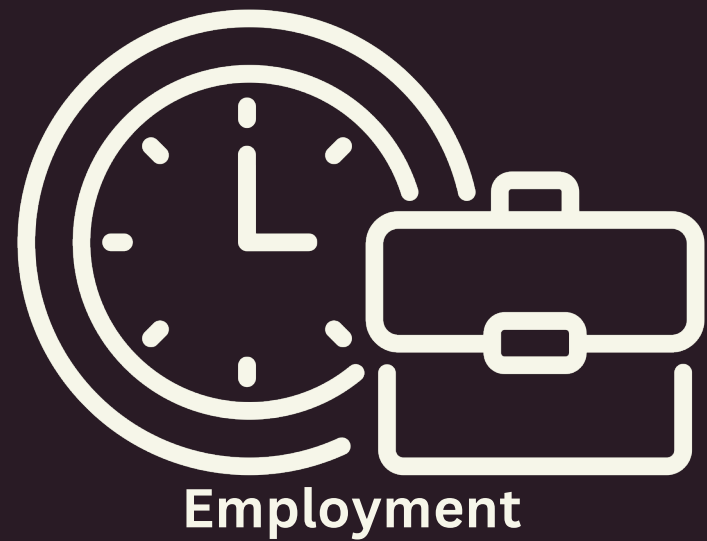
Agriculture, Food, & Natural Resources	Architecture & Construction	Arts, A/V Technology & Communications	Business Management & Administration
Education & Training	Finance	Government & Public Administration	Health Science
Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Corrections, & Security
Manufacturing	Marketing	Science, Technology, Engineering, & Mathematics	Transportation, Distribution, & Logistics

# Student Support

- Career counseling
- Help finding a job
- Providing CTE or other vocational instruction



# Parent Expectations

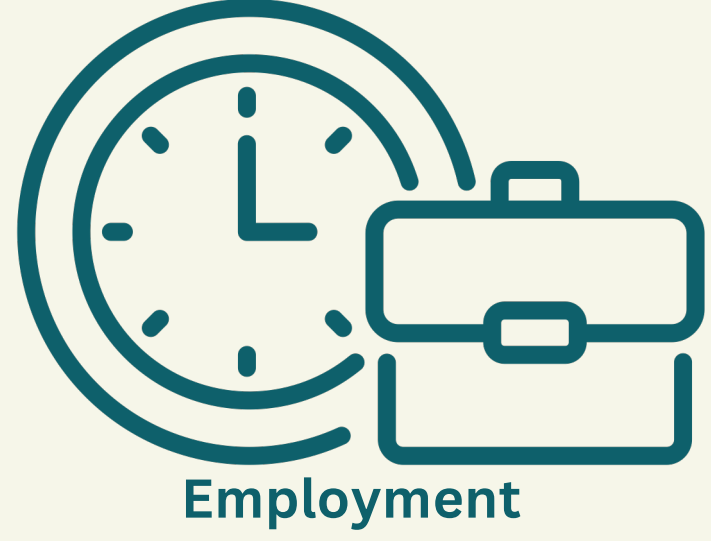


How are you helping parents develop an expectation for their child to work?





# Paid Employment / Work Experience



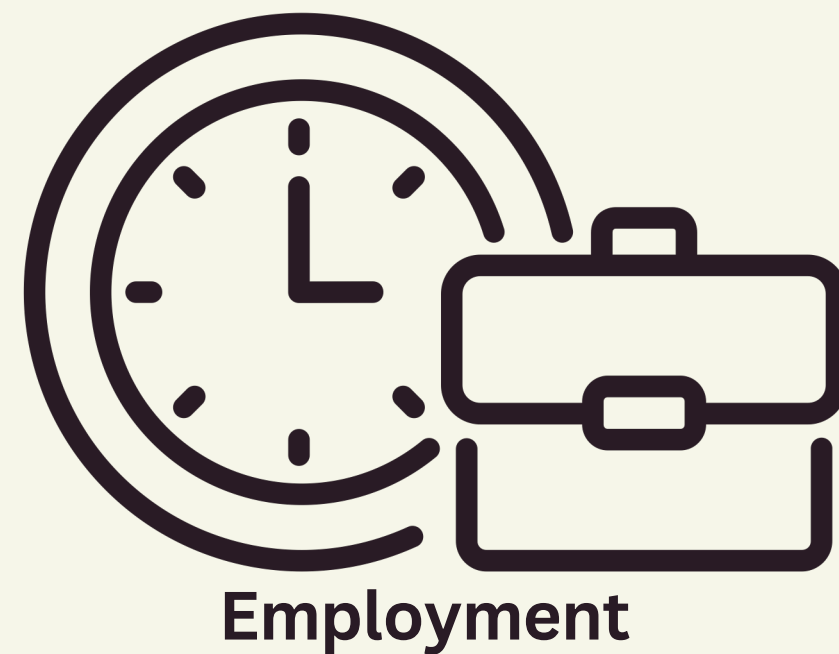
# Teaching Practices



# Effective Practices

## Practice

- Method used to teach a specific skill



## Teaching practices for

- Academic Skills
- Community Engagement Skills
- Employment Skills
- Family and Agency Involvement
- Self-Determination

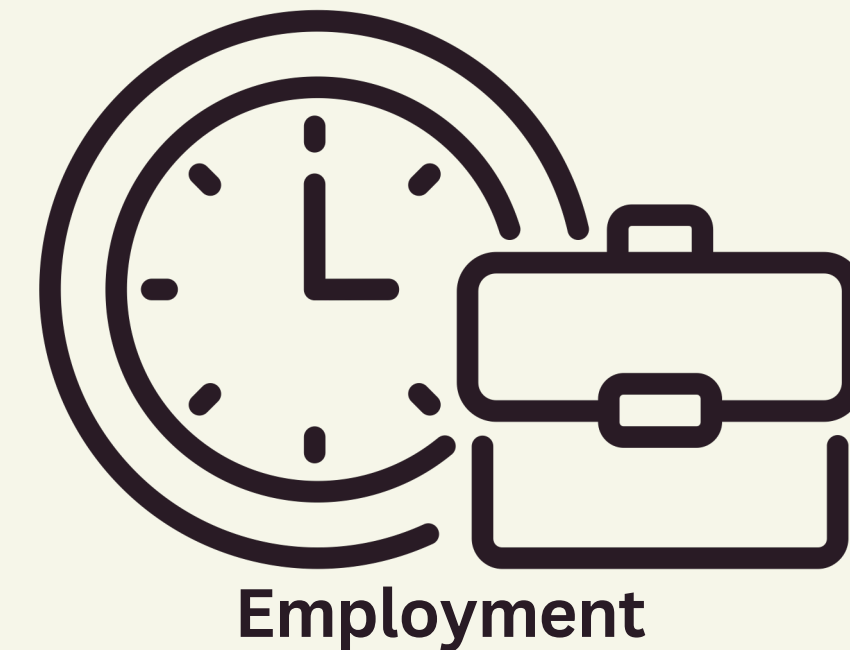
# Research- and Evidence-Based Practices

Criteria for research- and evidence-based practices

- Group experimental design
- Single case design
- Correlational design
- Mix of group experimental, single case, and correlational designs
- Promising, research-based, and evidence-based

# Academic Skills

- Mentoring to teach STEM knowledge, engage students, build confidence in STEM and general career planning
- EnvisionIT curriculum
  - Free
  - Results in a transition portfolio



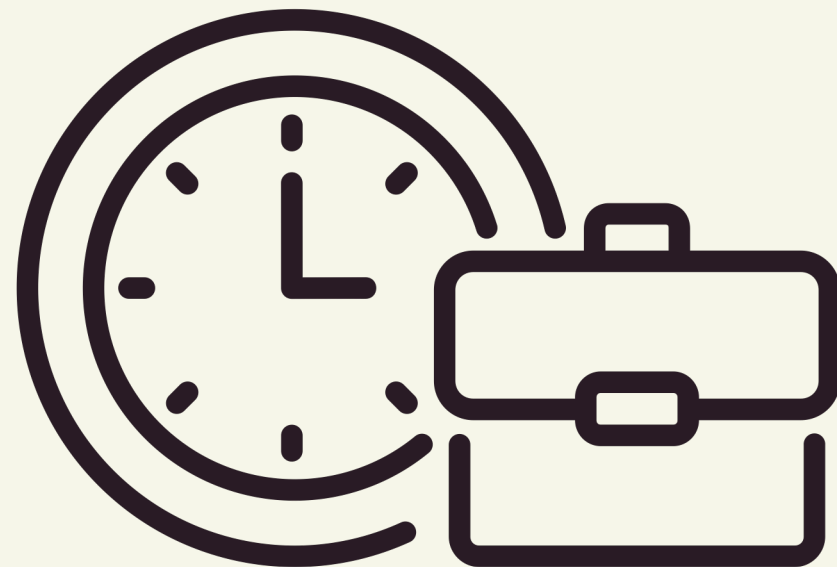
**envisionIT**  
A College and Career Readiness Curriculum for 21<sup>st</sup> Century Students

STANDARDS-ALIGNED

INFORMATION TECHNOLOGY (IT) LITERACY	ENGLISH LANGUAGE ARTS (ELA)	COLLEGE AND CAREER READINESS	FINANCIAL LITERACY	CAREER TECHNICAL

# Community Engagement Skills: Video-Modeling

- Interviewing skills
- [Video Modeling](#)  
[Implementation Guide for](#)  
[Educators](#)



Employment



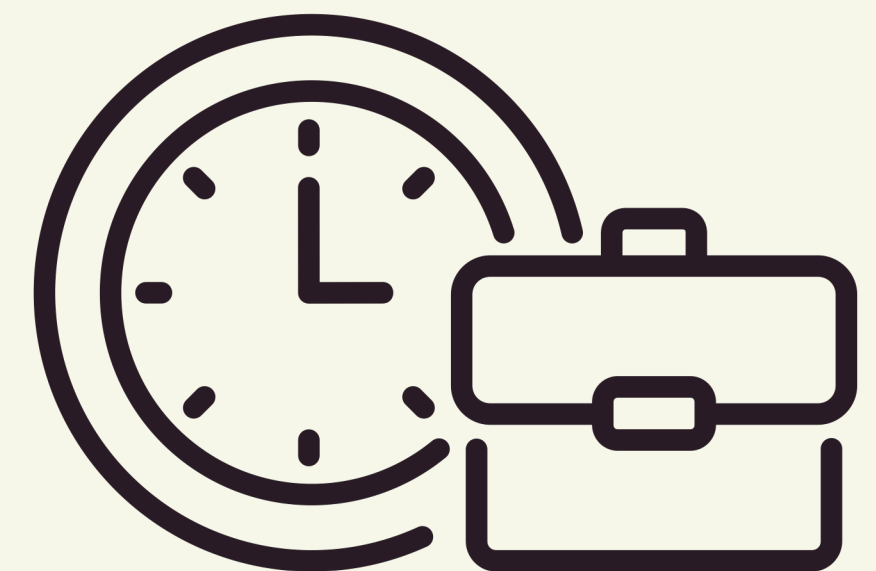
Video modeling example: stocking laundry detergent

# Community Engagement Skills: Self-Management Instruction

## Self-management

- Self-monitoring: recording occurrence or nonoccurrence of one's behavior
- Self-evaluation: judging quality of one's behavior using a rating scale
- Self-reinforcement: having performed a predetermined behavior to a predetermined quality rating such that a chosen reward is accessed

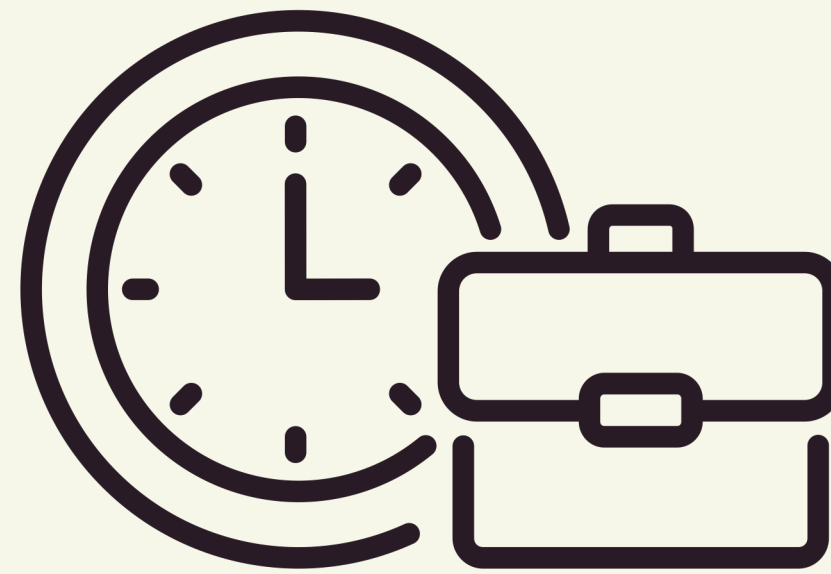
- Communication skills
  - Communicating with another person
- Vocational tasks
  - Sorting, bagging, stuffing envelopes



Employment

Examples?

# Employment Skills



Employment

- [Working At Gaining Employment Services](#)

Curriculum (WAGES; Johnson et al., 2004)

- Social skills curriculum for work, developed in 1998
- \$99

Sample Lesson



Name \_\_\_\_\_ Date \_\_\_\_\_

## Locus of Control Worksheet

Directions: Provide a possible internal response and a possible external response for each situation.

1. Martin got an "F" on his science test. When the teacher asked him about it, he replied: (Example for internal: "I need to study harder.")

Internal	External

2. Teresa was drinking a can of soda. She left it on top of the computer, even though her boss asked her to remove it. When a coworker knocked it over, the computer short-circuited. When her boss asked her about it, she said:

Internal	External

3. Bruce wanted to get out of doing some work, so he told the boss that he had almost finished the job and then he asked for a break. Later, his boss found out that Bruce hadn't even started the job and confronted him. Bruce said:

Internal	External

Unit 2 ◀ Lesson 3

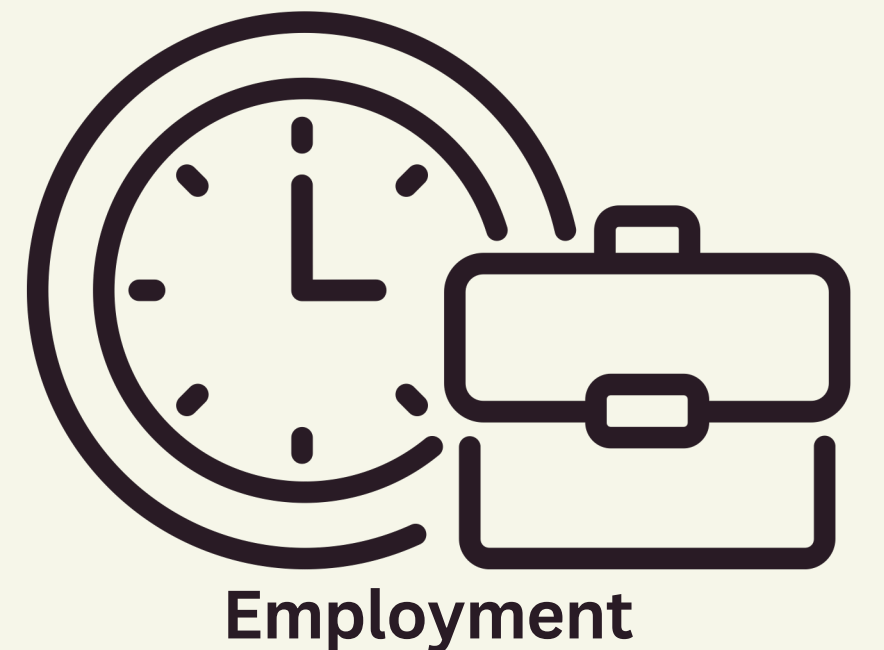
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# Family and Agency Involvement

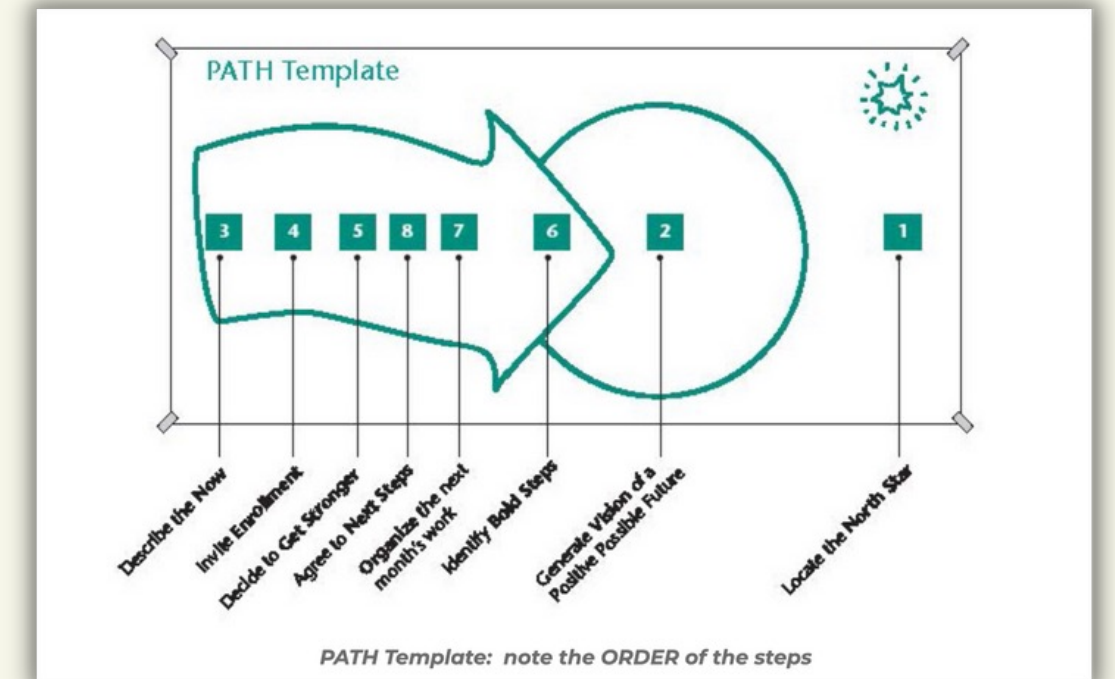
- Parent training to promote knowledge of transition services
  - Face to face
  - Brochure
  - Computer-aided instruction

What are transition services?



# Self-Determination

- Person-centered planning to support students in developing future expectations
  - MAPs, PATH, CIRCLES
- Curricula
  - Whose Future Is It Anyway?
  - Student-Directed Transition Planning
  - Self-Directed IEP
  - CIRCLES
  - SDLMI
  - Self-Advocacy Strategy
  - Take Charge



Inclusion. (n.d.) *PATH*. Retrieved from <https://inclusion.com/path-maps-and-person-centered-planning/path/>

Just because something isn't currently listed as a predictor or practice for positive post-school outcomes does not mean it is not important. All it means is that there has not been enough studies to prove that it is an effective predictor or practice.



<http://leenajolandmark.com>





Feedback

# SHSU & Garrett Center

- SHSU
  - Master of Education in Special Education Transition Services
  - Graduate Certificate in Special Education Transition Services
- Garrett Center
  - Resources

