

Effective Practices and Predictors of Positive Employment Outcomes

Improving employment outcomes is an important priority in the education of students with disabilities. In order to adequately prepare for the transition to employment, stakeholders in the transition planning process should have a clear understanding of effective strategies and methods that can be used in a variety of settings to increase skills and behaviors.

In an effort to improve post-school outcomes for individuals with disabilities, the National Technical Assistance Center on Transition (NTACT) identified effective practices and predictors that promote positive post-school employment outcomes for all students with disabilities. These five researched-based practices have been evaluated as effective instructional methods for teaching students specific transition-related skills necessary for successful integrated employment. To learn more about Effective Practice and Predictors, visit transitionta.org

Category	Descriptor	Evidence from Research
Inclusion in General Education	Being engaged in general education curriculum and settings with peers without disabilities.	Students who had a high degree of integration with age-appropriate peers were more likely to engage in post-school employment.
Occupational Courses	Courses that develop specific occupational skills through instruction and experiences focused on specific desired employment goals.	Students who participated in programs that included career major, cooperative education, school enterprise, and technical prep were 1.2 times more likely to be engaged in employment.
Paid Employment/ Work Experience	Work experience consists of participation in job shadowing, internships, apprenticeships, and paid employment (earning at least minimum wage) during high school.	Students who held a job at the time of exit from high school were 5.1 times more likely to be engaged in post-school employment.

Category	Descriptor	Evidence from Research
Vocational Education	Participating in a sequence of courses that prepares students for a specific career.	Students with vocational goals in their IEP were more likely to have positive employment outcomes as adults.
Work Studies	Specific sequence of skills instruction and experiences designed to develop work attitudes and behaviors. This includes in class instruction with work experience for pay or credit.	Students who had a paid job for one full year during high school were 5 times more likely to be engaged in post-school employment.

NTACT outlines 14 Promising practices and predictors to increase employment outcomes for students. To learn more about promising practices that increase employment outcomes to implement into curriculum, visit transitionta.org/sites/default/files/EBPP_Matrix_Links_3.16.pdf