



# Preparing for Post-Secondary Success

**Drs. Stephanie Devine & Kathryn Haughney**  
**Georgia Southern University**  
**Savannah Autism Conference, 2024**

## ▶ About Us

**Stephanie Devine**  
Associate Professor,  
Special Education  
Executive Director,  
EAGLE Academy  
Georgia Southern University

**Kathryn Haughney**  
Associate Professor,  
Special Education  
Assistive Technology Lab  
Georgia Southern University

**EAGLE Academy**

**Assistive Technology**

**Autism and Intellectual Disability Research**

**Eagle Educators Living Learning Community**

**CEC DADD Active Members**

**CEC TED Active Members**

**SPED MED Program Co-Directors**

## What helped you get through this week?

Nobody has responded yet.

Hang tight! Responses are coming in.



▶ **Aim of this Presentation:**  
to review the needs of transition-age  
students as they plan for success after high school

- Review the needs of students with autism/autistic students as they prepare for post-school environments
- Review and practice instructional plans and goals for transition-age students
- Explore post-school options and resources for teachers and students/families

The language we use has meaning . . . so here are my rules:

## Person-first AND/OR Identify-first

Default reference to members of the Autism community will be person-first, but this is superseded by an individual's preference for Autistic identify-first. I usually will ask for a preference when appropriate.

## Responsiveness

Be willing to change based on the changing preferences/trends in the community.

Example: <https://www.assistiveware.com/blog/aac-terminology-survey>

## Support representation and spread awareness

Practice using different forms to support representation and awareness - references to specific individuals can be identity-first.

# What Are Post-School Environments?

Community Engagement

Job/Employment

Vocational Training Programs

Inclusive Postsecondary Education (IPSE)

Higher Education (community, technical, university)



What Are Student Needs?

## What are the needs of students with autism, when it comes to preparing for post-school life?

Nobody has responded yet.

Hang tight! Responses are coming in.





# Things to Work On

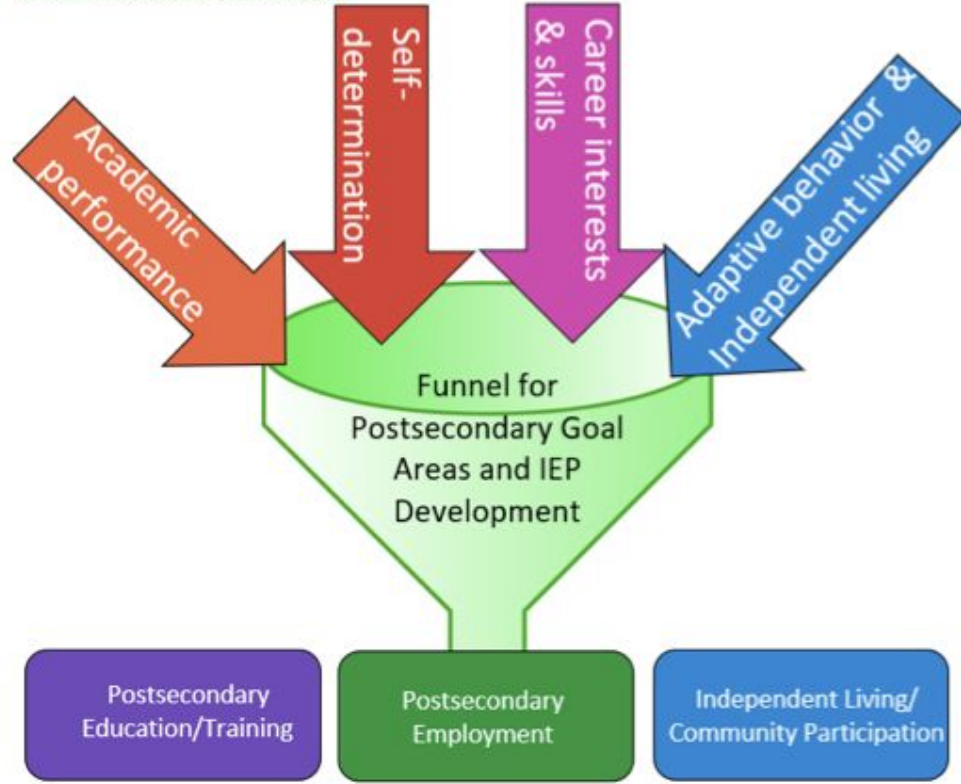
---

- Age Appropriate Transition Assessments (formal and informal)
- Career and Post-School Option Exploration
- Course of Study Aligned with Postsecondary Goals
- Advocating for and Developing Student-Centered IEP goals to Support Postsecondary Goals

# Preparing for Postsecondary Success



**NTACT**  
National Technical Assistance Center on Transition





# Instructional Plans and Goals

- Academic Performance
- Self-Determination
- Career Interests and Skills
- Adaptive Behavior and Independent Living

What do you think are the top Academic Needs for students as they transition to postschool experiences (especially college)?

Nobody has responded yet.

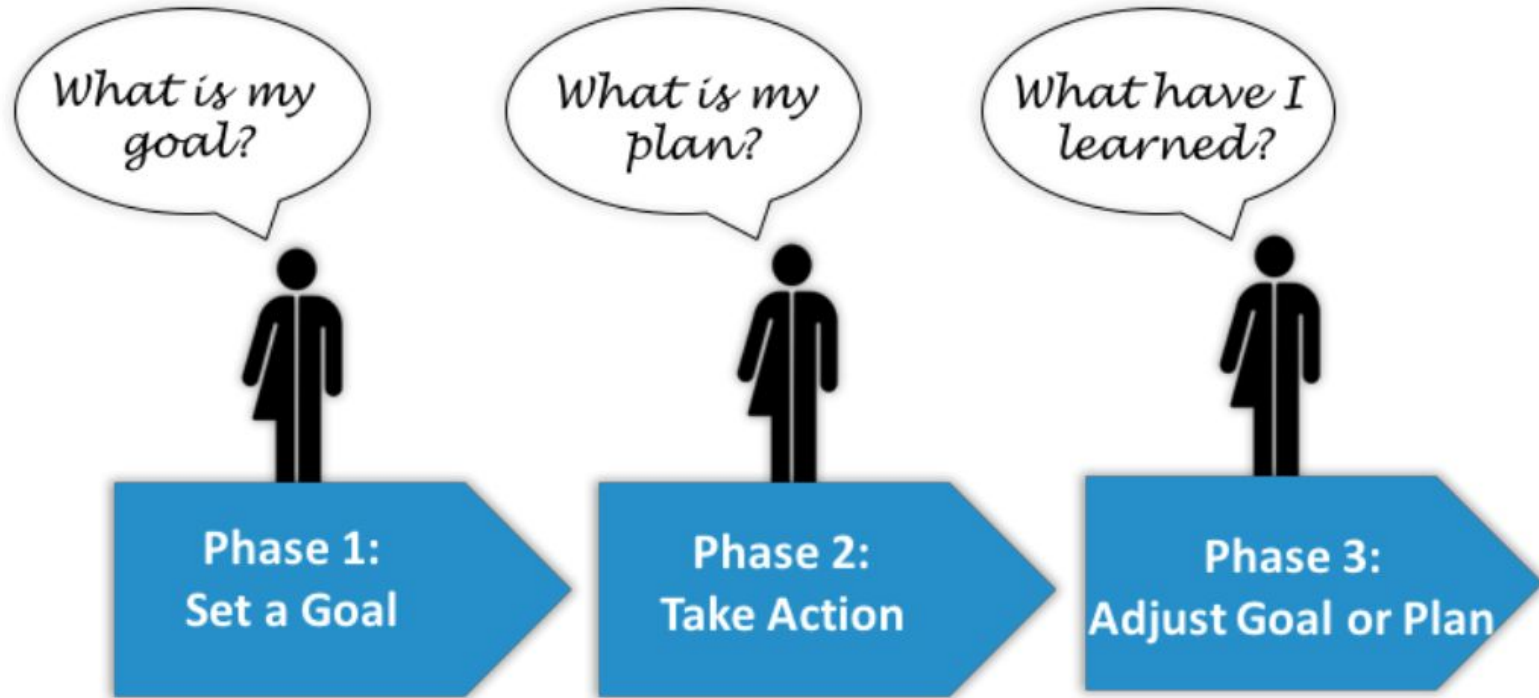
Hang tight! Responses are coming in.



# Academic Performance

- Reading comprehension, writing, and math application (and supportive AT)
- Attendance, productivity, and class participation
- Inclusive education opportunities
- Goal-setting / Self-Determination

# The Self-Determined Learning Model of Instruction



What do you think are the top Career Skills/Interests needs for students as they transition to postschool experiences?

Nobody has responded yet.

Hang tight! Responses are coming in.



# Career Interests and Skills

- Explore career ideas - be creative (job shadow)
- Take interest inventories to get you started (e.g., [O\\*NET Interest Profiler](#))
- Volunteer and/or get a part-time job during school/summers
- Start working on Soft Skills (e.g., adaptability, problem solving, teamwork, communication, etc.)



What do you think are the top Independent Living Needs for students as they transition to postschool experiences?

Nobody has responded yet.

Hang tight! Responses are coming in.



# Adaptive Behavior and Independent Living

- Social/Communication Skills (i.e., more “soft skills”)
- Be responsible for chores at home
- Consider different levels of support (range from totally independent to totally supported and living at home).
- Community-based instruction
- Home-based instruction

## Postsecondary Goal Questions

- Where is the student going to work or engage in productive activities after graduation?
- Where and how is the student going to continue to learn and/or develop skills after graduation?
- Where is the student going to live and how is he or she going to access adult services, participate in the community and have fun after graduation?



NTACT

National Technical Assistance Center on Transition

# Formula for writing a Postsecondary Goal

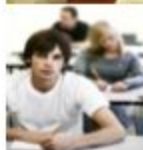
\_\_\_\_\_ will \_\_\_\_\_

(After high school)  
(After graduation)  
(Upon completion of high school)

(The Student)

(Behavior)

(Where and how)



# Create an NTACT Account

Go to [transitionta.org](https://transitionta.org)  
Login - or create a login  
Explore resources

Drop a name or link to a helpful/interesting NTACT Resource you found.

Nobody has responded yet.

Hang tight! Responses are coming in.





# Exploring Post-School Options

# Post-School Options



## **Traditional 2-year or 4-College/ University**

*Degree-seeking programs;  
supports available in college  
settings; differences  
between high school and  
college*

## **Inclusive Postsecondary Education (IPSE)**

*Comprehensive Transition  
Programs (CTP), other types,  
nondegree seeking,  
generally for students with  
intellectual disabilities*

*See [EAGLE Academy](#)*

## **Vocational Education**

*Training through GVRA,  
Employment centers,  
traditional technical  
training/certification  
programs*



# Post-School Options

## **Employment**

*Competitive, integrated employment, supported employment, job carving, apprenticeship, entrepreneurship*

## **Community Engagement**

*Volunteer opportunities, recreational activities, day program services*

## **Adult Education/ Continuing Education**

*Nondegree certifications or courses that could lead to employment or building life skills/recreational skills*

The background features a large yellow triangle on the left side, with a white and grey corner cutout at the top-left. The rest of the background is a solid yellow color, with a blue diagonal band at the bottom right.

**What Else?**

# Predictors of Post-school Success

- Participation in CTE - evidence-based (EB) practice for employment, research-based (RB) for education
- Exit Exam / HS Diploma status - promising predictor (PP) of employment
- Goal Setting - RB for education
- Inclusion in General Ed. - RB for employment, education, and independent living
- Paid employment/work experience - RB for education and employment, PP for independent living
- Parent expectations - RB for employment
- Program of Study - RB for employment
- Self-care/Independent living skills - PP for employment and education
- Self-Determination/Self-Advocacy - RB for education and employment, PP for independent living

# Predictors of Post-school Success Continued

- Social Skills - PP for education and employment
- Student Support - RB for employment
- Transition Program - RB for education and employment
- Work Study - RB for employment
- Youth Autonomy/ Decision Making - PP for independent living and RB for education and employment
- Psychological empowerment (belief in relationship between actions and outcomes) - PP for education, employment, and independent living
- Self-realization (another component of self-determination) - PP for employment and independent living
- Technology Skills - PP for employment

# Resources

## Georgia DOE

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx>

## GVRA

<https://gvs.georgia.gov/transition-services>

## Think College

<https://thinkcollege.net/>

## NTACT Toolkits

<https://transitionta.org/>



# Thank You

---

Please scan to send anonymous  
feedback to the presenters.

# References

Mazzotti, V. L., Rowe, D., Kwiatek, S., Voggt, A., Chang, W., Fowler, C. H., Poppen, M., Sinclair, J., & Test, D. W. (2021). Secondary transition predictors of post-school success: An update for the field. *Career Development and Transition for Exceptional Individuals*, 44(1), 47-64. <https://doi.org/10.1177/2165143420959793>

NTACT, The Collaborative. (2023). *Postsecondary Education and Training Preparation Toolkit*. Washington, DC: NTACT. Retrieved from [transitionta.org](https://transitionta.org).

Shogren, K. A., Burke, K. M., Anderson, M. H., Antosh, A., LaPlante, T., & Hicks, T. (2020). Examining the relationship between teacher perceptions of implementation of the SDLMI and student self-determination outcomes. *Career Development and Transition for Exceptional Individuals*, 43(1), 53-63.

Shogren, K., Wehmeyer, M., Shaw, L., Grigal, M., Hart, D., Smith, F., and Khamisi, S. (2018). Predictors of Self-Determination in Postsecondary Education for Students with Intellectual and Developmental Disabilities *Education and Training in Autism and Developmental Disabilities*, 53 (2),pp.146-159.