Non-Academic Behaviors Associated with Post-School Employment and Education

We conducted an analysis of the secondary transition qualitative and quantitative research literature to build constructs and lists of student non-academic behaviors research has identified as associated with post-high school employment and education.

Strengths and Limitations:
- Express personal strengths
- Describe personal limitations
- Explain academic situations where assistance is needed
- Describe academic situations where success is experienced

Disability awareness:
- Report accurate information regarding one’s own disability
- Express types of accommodations needed for success
- View a disability as only one aspect of life
- Explain the special education services that one receives to others

Persistence:
- Understand the importance of putting forth continued effort in school
- Work toward a goal until it is accomplished
- Utilize multiple strategies to stay on task
- Continue to work toward a goal after facing adversity

Interacting with Others:
- Maintain at least one good friend
- Successfully participate in small groups to complete projects
- Successfully participate in community organizations such as sport clubs and social groups
- Successfully interact with peers, teachers, and other adults

Goal setting and attainment:
- Participate in the systematic learning of goal setting and attainment
- Understand of the importance of setting and striving for goals
- Set post-school goals that match skills and interests
- Attain at least one transition goal

Employment:
- Express the desire for a job that matches career interests
- Demonstrate job readiness skills, such as being on time, completing work as assigned, and working cooperatively
- Successfully participate in a career technology or job-training program
- Obtain a paid job

Student Involvement in the IEP:
- Identify effective and ineffective accommodations
- Request additional accommodations when encountered with one that is ineffective
- Discuss post-school goals with the IEP team
- Actively lead one’s IEP meeting
Support Community:
- Recognize the difference between individuals who provide a positive source of support from those who do not
- Identify situations when positive support people are needed
- Use help from positive support people only when needed and necessary
- Maintain a support network by showing appreciation or reciprocity

Application to Teachers
- Become familiar with research identified skills and experiences associated with post-school employment and education
- Allow opportunities for students to engage in these behaviors and experiences
- Identify specific behaviors and opportunities needed by students for post-school employment and education
- Build skills and experiences associated with post-school employment and education
- Include needed behaviors and experiences in individualized transition plans

Application to Administrators
- Support student involvement in the with research identified skills and experiences associated with post-school employment and education at a component of transition planning

Application to Families
- Allow opportunities for students to engage in these behaviors and experiences
- At IEP meetings, ask that these behaviors and experiences be included as transition goals

Research Articles


