

# **STUDENT BEHAVIORS ASSOCIATED WITH POST-SCHOOL EMPLOYMENT AND EDUCATION**

Our research team identified behaviors and experiences associated with post-school employment and education from 35 quantitative and qualitative studies. We used a consensus process to build the constructs and exemplar lists of student behaviors and experiences. These constructs were used to develop the Transition Assessment and Goal Generator (TAGG) (Martin, Hennessey, McConnell, Terry, & Willis, 2014). Examples for each construct are listed.

## **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