

PREDICTOR 1: Collaborative Networks for Student Support

Research shows that youth benefit from having a support network. Both 'formal' (agency based) networks and 'informal' (friends, family, community members) networks enhance youth success.

	Activity	Outcome Area	Supporting Research
Interagency Collaboration	<ul style="list-style-type: none"> • NC Vocational Rehabilitation Services – ongoing • TEACCH consultation for externship development and supports - ongoing • National Technical Assistive Center on Transition (NTACT) consultation – ongoing • Consultation/collaboration with System Level Teachers, Transition Specialists, Program facilitators – ongoing • Community support/resource introduction and partnership (RSI, OCRCC, NC SECU, VR) - ongoing • University partnerships: Administration, Employers, Public Safety, Div. of Occupational Science/Therapy, School of Information and Library Science, Visitor Center, CIDD... 	<p>Education</p> <p>Employment</p>	<ul style="list-style-type: none"> • Students who received assistance from 3 to 6 community-based agencies (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education (Bullis et al., 1995) • Transition interagency council characteristics (i.e., agency directories, agreements, councils, general information, local business advisory boards, parent network, statements) were more likely to be engaged in postsecondary education (Repetto et al., 2002) • Transition service characteristics (i.e., The Arc, Department of Children and Families, Developmental Services, Division of Blind Services, DVR Rehab, Easter Seal, Job Service of FL, Job Training, Mental Health, Social Security Initiatives, United Cerebral Palsy) were more likely to be engaged in postsecondary education (Repetto et al., 2002) • Transition support characteristics (i.e., Agency Referral FU, Case Management, Community Services; Employment Spec., Equipment, Family Services, Financial, Guardianship, Guidance/Counseling, Living Arrangement, Medical, Parent Information, Referral, Social/Leisure, Support Service, Teacher Resources, Transition Spec., Transportation) were more likely to be engaged in postsecondary education (Repetto et al., 2002)

<p>Student Support</p>	<ul style="list-style-type: none"> • Team building and class community culture • Past and current employers and co-worker support - ongoing • Campus-wide support networks: UNC South Bldg partners, Public Safety, Division of Occupational Science/Therapy, School of Information and Library Science, Accessibility Resources and Service, Visitor Center • Self-advocate mentorship (adults with I/DD sharing their experiences) • Student classroom/community volunteers • Lunch buddies • Best Buddies program • Student classroom / community volunteers • Continued student connection/relationship with former teachers and classmates (home school and former PATHSS students/families) • Professional mentorship pairing 	<p>Education</p> <p>Employment</p> <p>Independent Living</p>	<ul style="list-style-type: none"> • Students who had support from self–family–friend network to find a job were more likely to be engaged in post-school employment (Doren & Benz, 1998) • Students who spent more time per week with friends or family (i.e., days per week that youth interacted socially with friends or family members) during school were more likely to experience higher quality of life [i.e., independence defined as (a) self-sufficiency, (b) community living skills, (c) youth has post-high school education, (d) youth has checking/savings account, and (e) adaptive behavior; social relationships defined as (a) how well youth gets along with others, (b) days per week youth sees friends or family, (c) whether youth attending social groups in past twelve months, (d) if parent says youth is not socially isolated, and (e) days per week youth usually sees family; Heal et al., 1999]
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PREDICTOR TWO: Individualized Career Development

Career Development refers to the process used by an individual to form a work identity. It is ongoing and spans a lifetime.

	Activity	Outcome Area	Supporting Research
Career Awareness	<ul style="list-style-type: none"> • Career aptitude assessments • Self-assessments of learning style, strengths, challenges, interests, preferences • Career exploration instruction • Job search instruction • Field Trip to NC VR Services • Career interview assignment with campus employers • “Why I work” survey with campus employers, administration, and parents • Career planning and self-advocacy sessions with Project STIR from CIDD • Tours of vocational-based post-secondary programs (Alamance Career College and WorkSource East) • Individual and group projects on vocational-based post-secondary programs (Prezi, commercial) 	<p>Education</p> <p>Employment</p>	<ul style="list-style-type: none"> • Job search instruction (Carter, Austin, & Trainor, 2012) • Students in the School to Work Transition Program who exited school with high job search skills were more likely to be engaged in post-school employment (Benz et al., 1997) • Students in the School to Work Transition Program who exited school with high career awareness skills were more likely to be engaged in post-school employment or education (Benz et al., 1997)

PREDICTOR THREE: Authentic Community-Based Work Experience

During the high school years, participation in real life work experiences that closely resemble adult environments has been identified as a high predictor of successful adult outcomes.

	Activity	Outcome Area	Supporting Research
Unpaid Community-Based Work Experience	<ul style="list-style-type: none"> • Externship rotations • Soft/technical skill training • Daily work routines and tasks • UPGRADE job performance Rubric – self-assessments • Technology instruction and practice tracking hours, managing break time, communicating with employers, managing personal calendars, ordering work supplies, etc. • ISWA weekly evaluations and student conferences 	Employment	<ul style="list-style-type: none"> • Paid or unpaid work study experiences (Carter et al., 2012) • Job search instruction (Carter et al., 2012) • Students who participated in work study were 2 times more likely to be engaged in full-time post-school employment (Baer et al., 2003) • Students in the Bridges School to Work Program who accepted a post-internship job offer and who completed the internship were more likely to engage in post-school employment (Fabian et al., 1998) • Students who participated in the Bridges School to Work program in their last year of high school and completed the internship were 4 times more likely to be employed (Luecking & Fabian, 2000) • Students who received a job offer after completion of the Bridges School to Work internship were 5 times more likely to be employed (Luecking & Fabian, 2000)
Paid Employment	<ul style="list-style-type: none"> • Paid internships • Paid employment • Soft/technical skill training • Daily work routines and tasks • UPGRADE job performance Rubric – self-assessments • Technology instruction and practice tracking hours, managing break time, communicating with employers, 	Education Employment Independent Living	<ul style="list-style-type: none"> • Paid or unpaid work study experiences (Carter et al., 2012) • Combined work experience (i.e., Paid employment) outside school or work study; Carter et al., 2012) • Community employment (i.e., worked during summer, school year, or both; Carter et al., 2012) • Paid work experience (McDonnall, 2011) • Number of jobs youth held in high school

	<p>managing personal calendars, ordering work supplies, etc.</p> <ul style="list-style-type: none"> • ISWA weekly evaluations and student conferences 		<p>(McDonnall, 2011)</p> <ul style="list-style-type: none"> • Paid work during high school (Wagner et al., 2014) • Students who participated in the Youth Transition Program with two or more paid jobs during high school were more likely to be engaged in post-school employment or education (Benz et al., 2000) • Students in the School to Work Transition Program who had two or more jobs during the last two years of high school were more likely to be engaged in post-school employment (Benz et al., 1997) • Students who had year-round paid job for 1 full year during high school were 5 times more likely to be engaged in post-school employment and education (Bullis et al., 1995) • Students who had worked for pay during high school were more likely to be living independently (Bullis et al., 1995) • Students with two or more jobs during their last 2 years of high school were more likely to be engaged in post-school employment (Doren & Benz, 1998) • Students who had a job at the time of high school exit were 5.1 times more likely to be engaged in post-school employment (Rabren et al., 2002)
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PREDICTOR FOUR: Social and Emotional Instruction and Skills

Social competencies are critical to successful participation in the adult community life. Employers report that inability to meet the social expectations of the community and workplace remains as a top reason why employees (disabled or not) lose their jobs.

	Activity	Outcome Area	Supporting Research
Social Skills	<ul style="list-style-type: none"> • UPGRADE instruction on soft-skills for employment • Speech social skills group with peer models • Best Buddies Program • Lunch buddies • Safety Lessons with the Police • Election Instruction (how to appropriately talk about the election so they can practice this appropriately on the job) • Random Acts of Kindness campus activity • Mentoring/Pen Pals with Elementary School EC students 	<p>Education</p> <p>Employment</p>	<ul style="list-style-type: none"> • Peer <i>social skills</i> (i.e., youth invited to social activities and number of days youth got together with friends; McDonnall, 2011) • Classroom <i>social behaviors</i> (i.e., gets along with peers, follow directions, act appropriate in class; Carter et al., 2012) • Received life skills or social skills instruction (Papay & Bambara, 2014) • Ability to understand others (i.e., little trouble; Carter et al., 2012) • Peer social skills (i.e., ability to cope with frustration and deal with <i>conflict</i> and ability to cooperate; McDonnall, 2011) • Classroom behavior (i.e., completes homework on time, participates in class discussions, stays focused on work, withdraws from social contacts or class activities; Carter et al., 2012) • High versus low social skills (Chiang, Cheung, Li, & Tsai, 2013) • Students in the School to Work Transition Program who exited high school with high social skills were more likely to be engaged in post-school employment (Benz et al., 1997) • Students who passed more than half or all courses in eight curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary

			education (Halpern et al., 1995) <ul style="list-style-type: none">• Students with high social skills (based on teacher ratings from the <i>Life Centered Career Education</i> rating scales) were more likely to have a higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990)
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PREDICTOR FIVE: ACADEMIC, VOCATIONAL, OCCUPATIONAL EDUCATION AND PREPARATION

Youth with disabilities require a well-designed, coordinated, and unique education and preparation program. The program requires aspects of academic preparation as well as vocational/occupational preparation.

	Activity	Outcome Area	Supporting Research
Program of Study	<ul style="list-style-type: none"> The program of study and curriculum laid out for PATHSS 	Employment	<ul style="list-style-type: none"> Students who participated in school-based programs that included career major (“sequence of courses based on occupational goal”), cooperative education (“combines academic and vocational studies with a job in a related field”), school-sponsored enterprise (“involves the production of goods or services by students for sale to or use by others”), and technical preparation (“a planned program of study with a defined career focus that links secondary and post-secondary education”) were 1.2 times more likely to be engaged in post-school employment [i.e., employment defined as (a) stability with benefits, insurance, paid sick days and (b) full-time employment; Shandra & Hogan, 2008]
Transition Program	<ul style="list-style-type: none"> Comprehensive transition emphasis – employment, self-determination, community access, and daily life skill development Person-centered instruction driven by students goals, priorities, and interests (e.g., self-determination instruction and financial planning) Integrated instruction across UNC campus Evidence-based practice Ongoing parent 	Education Employment	<ul style="list-style-type: none"> Students who participated in the Youth Transition Program with four or more transition goals met were more likely to be engaged in post-school employment or education (Benz et al., 2000) Students who received transition planning services during the year prior to leaving school were more likely to be engaged in post-school education (Halpern et al., 1995) Transition service characteristics (i.e., The ARC, Department of Children and Families, Developmental Services, Division of Blind Services, DVR Rehab, Easter Seal, Job Service of FL, Job Training, Mental Health, Social Security

	<p>communication/input</p> <ul style="list-style-type: none"> • Typical peer interactions – campus student community, Best Buddies, lunch buddies • Parent/student surveys • Post-secondary program exploration and projects • Post-school activity exploration • Transition planning from system level to PATHSS and from PATHSS to post-school life 		<p>Initiatives, United Cerebral Palsy) were more likely to be engaged in postsecondary education (Repetto et al., 2002)</p> <ul style="list-style-type: none"> • Transition support characteristics (i.e., Agency Referral FU, Case Management, Community Services; Employment Spec., Equipment, Family Services, Financial, Guardianship, Guidance/Counseling, Living Arrangement, Medical, Parent Information, Referral, Social/Leisure, Support Service, Teacher Resources, Transition Spec., Transportation) were more likely to be engaged in postsecondary education (Repetto et al., 2002) • Transition program characteristics (i.e., academic, adult ed., career education, college, community training, course mod., developmental training, employment, entrepreneurship, follow-up services, goodwill, job coach, Job Corp, life skills, military, vocational training, vocational evaluation/assess) were more likely to be engaged in postsecondary education (Repetto et al., 2002)
<p>Vocational Education</p>	<ul style="list-style-type: none"> • UPGRADE job performance rubric instruction • Problem-solving instruction and role-play • Communication and social skill instruction • Job site problem solving activities and role play • Hands-on work experience • Campus Community and Parent survey – “Why I Work” 	<p>Education Employment</p>	<ul style="list-style-type: none"> • Received <i>career counseling</i> during high school (Chiang et al., 2013) • Students who participated in vocational education were 2 times more likely to be engaged in full-time post-school (Baer et al., 2003) • Students who passed more than half or all courses in eight curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995) • Students with vocational education credits in high

	<ul style="list-style-type: none"> • Goal setting instruction • Microsoft Office instruction – Word and PowerPoint • Email instruction (professional and personal) 		<p>school were more likely to be engaged in post-school employment and post-school education (Harvey, 2002)</p> <ul style="list-style-type: none"> • Students who received technology training were more than twice as likely to be employed (Leonard et al., 1999) • Students who took more hours of academic and occupational courses and spent more time in regular education were more likely to be engaged in post-school employment (Heal & Rusch, 1995)
Occupational Courses	<ul style="list-style-type: none"> • Self-assessments of learning style, strengths, challenges, interests, preferences • Career aptitude assessments • Career exploration activities • Career exploration interviews with employers in fields of interest • Job search instruction • Application practice • Resume and portfolio creation • Interview seminar with VR • Mock and externship interviews • Career and Independent Life Showcase Presentations 	Education Employment	<ul style="list-style-type: none"> • Students who passed more than half or all courses in eight curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995) • Students who took more hours of academic and occupational courses and spent more time in regular education were more likely to be engaged in post-school employment (Heal & Rusch, 1995) • Students who indicated high levels of satisfaction with instruction received (reading, writing, math, behaving responsibly, and problem solving) during high school were more likely to be engaged in post-school education (Halpern et al., 1995) • Students with high occupational guidance and preparation (based on teacher student ratings from the <i>Life Centered Career Education</i> rating scales) were more likely to have a higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990)

<p>Exit Exam Requirements/High School Diploma Status</p>	<ul style="list-style-type: none"> Students in the PATHSS program have already completed all exam requirements. 	<p>Employment</p>	<ul style="list-style-type: none"> Students earned a <i>regular high school diploma</i> (Wagner, Newman, & Javitz, 2014) Students who had high scores on adaptive and academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to be engaged in post-school employment (Heal & Rusch, 1994)
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PREDICTOR SIX: Supporting Parental Involvement and Expectations

Parent, guardian or other caretaker participation is essential to an individual's ongoing success. Parental impact also encompasses the expectation of the family.

	Activity	Outcome Area	Supporting Research
<p>Parental Expectations</p> <p>Parental Involvement</p>	<ul style="list-style-type: none"> • Parent involvement in IEP and transition Meetings • Parent invitation/involvement in PATHSS's activities • Beginning of year parent surveys • Parent completion of AIR Self-determination Assessment • Frequent teacher communication with families • Daily and quarterly progress reports • Ongoing parent communication 	<p>Education</p> <p>Employment</p> <p>Independent Living</p>	<ul style="list-style-type: none"> • Students with disabilities who had parents who expected their child to gain employment were more likely to be engaged in post-school employment and education (Papay & Bambara, 2014). • Students with disabilities who had parents who expected their child get a paid job were more likely to be engaged in post-school employment and education (Doren, Gau, & Lindstrom, 2012) • Students with disabilities who had parents who expected their child to attend postsecondary education were more likely to have more social interactions post-school (Papay & Bambara, 2014). • Students with disabilities who had parents who expected their child would probably have a job or definitely have a job were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012). • Students with disabilities who had parents who expected their child would probably be self-supporting or definitely be self-supporting were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012). • Students with disabilities who had parents who expected their child to attend postsecondary education were more likely to be engaged in post-school education (Chiang, Cheung, Hickson, Xiang, & Tsai, 2012; Papay & Bambara, 2014; Wagner, Newman, & Javitz, 2014).

			<ul style="list-style-type: none"> • Parent expects students to attend postsecondary education (Papay & Bambara, 2014) • Parent expects student to have a paid job (Carter et al., 2012) • Parent expects student to be self-supporting (Carter et al., 2012) • Parent expects student to attend postsecondary institution (Chiang et al., 2012) • Parent expects student would be working after secondary school (Doren, Gau, & Lindstrom, 2012) • Parent expects student would enroll in a postsecondary institution (Doren et al., 2012) • Parent expects student would be working and enrolled in postsecondary education (Doren et al., 2012) • Parent expects students to enroll in any kind of postsecondary education (Wagner et al., 2014) • Parent involvement in education at home (Wagner et al., 2014)
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PREDICTOR SEVEN: Self-Determination, Independent Living Skills Instruction And Skill Building

A successful adult reflects self-management and direction, often referred to as self-determination.

	Activity	Outcome Area	Supporting Research
Self-Advocacy Self-Determination Skills	<ul style="list-style-type: none"> • Student-Led IEP planning, preparation, and instruction • IEP Instruction – rights / responsibilities • Communication instruction • Externship self-evaluation • Goal-setting instruction • Self-advocacy instruction • Self-monitoring/Self-evaluation instruction • Self-Graphing Instruction • UPGRADE instruction • Speech Group 	<p>Education</p> <p>Employment</p>	<ul style="list-style-type: none"> • Youth autonomy (I am involved in school-related activities, and I make long-range career plans; Doren et al., 2012) • Self-advocacy (i.e., how well student <i>asked for what he or she needed</i> to do his or her best in class; Carter et al., 2012) • Vocational <i>IEP goal</i> (Carter et al., 2012) • Post-school <i>goal</i> for attending postsecondary education (Chiang et al., 2012) • Autonomy (e.g., I do activities based on my career interest; Berry, Ward, & Caplan 2012) • Psychological empowerment (e.g., I can make my own decisions; Berry et al., 2012) • Students who passed more than half or all courses in eight curriculum areas (remedial academics, traditional content classes, personal finance, community access, behaving responsibly, goal-setting or problem solving, specialized vocational education, regular vocational education) were more likely to be engaged in postsecondary education (Halpern et al., 1995) • Students with higher self-determination skills were more likely be engaged in post-school employment (Wehmeyer & Schwartz, 1997) • Students with disabilities’ participation in Individualized Education Program (IEP) prevocational and vocational goal-setting were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012).

			<ul style="list-style-type: none"> Students with disabilities who had a post-school goal focused on attending a postsecondary college or university were more likely to be engaged in post-school education (Chiang, Cheung, Hickson, Xiang, & Tsai, 2012).
<p>Youth Autonomy/Decision Making</p>	<ul style="list-style-type: none"> Decision-making and problem solving instruction Multiple opportunities for individual a group choice-making each day IEP meeting planning and preparation Self-advocacy instruction (Me curriculum) Graduate level course project partnerships and presentations Meal planning, comparative shopping, meal preparation Special event planning Extra-curricular activity exploration, admission process, and participations Rashkis pen pal buddies 	<p>Education</p> <p>Employment</p> <p>Independent Living</p>	<ul style="list-style-type: none"> Students with disabilities, who exhibited more autonomy and decision making (e.g., planned weekend activities, volunteered, make own decisions, make long-range plans) were more likely to be engaged in post-school education (Berry, Ward, & Kaplan, 2012; Doren, Gau, & Lindstrom, 2012).
<p>Self- Care/Independent Living Skills</p>	<ul style="list-style-type: none"> Financial literacy instruction Budgeting, comparative shopping skills with budgeting with the classroom budget for grocery shopping Budgeting with their classroom reward system (dojo dollars) Banking tools and process NC State Employee Credit Union Services and Financial Literacy presentation Kitchen safety instruction Meal planning and preparation 	<p>Education</p> <p>Employment</p> <p>Independent Living</p>	<ul style="list-style-type: none"> Transportation (i.e., Ability to get to places outside home independently; Carter et al., 2012) Independent travel skills (i.e., Ability to get to places outside home independently (e.g., school, nearby store or park, neighbors house); McDonnall, 2011) Received life skills or social skills instruction (Papay & Bambara, 2014) Feeding and dressing independently (Carter et al., 2012) Student fixes own breakfast, does laundry, cleans room, pick stuff up at store (Carter et al., 2012) Students who had high scores on adaptive and

	<ul style="list-style-type: none"> • Instruction and daily use of personal mobile devices for self- and time-management • Clothing care • Time management system • Home management skills • Safety Lessons with the Police Officer • Paycheck deductions and bill payment • Voter registration and election instruction • Registering/Obtaining State IDs • Securing EZ Rider Service – includes completing application, calling and faxing form to doctor, practice scheduling rides • Social programs in community - application/enrollment 		<p>academic skills, self-care skills, GPA on academic activities, received a diploma, and higher IQs as reported in school records were more likely to live independently (Heal & Rusch, 1994)</p> <ul style="list-style-type: none"> • Students who had high self-care skills were more likely to be engaged in post-school education, employment, and independent living (Blackorby et al., 1993) • Students with high daily living skills (based on teacher and student ratings from the Life Centered Career Education rating scales) were more likely to have a higher quality of life (independent living) and be engaged in post-school employment (Roessler et al., 1990)
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PREDICTOR EIGHT: Inclusive Practices and Programs

A successful adult reflects self-management and direction, often referred to as self-determination.

	Activity	Outcome Area	Supporting Research
Travel Skills	<ul style="list-style-type: none"> • Travel training • Research on public transportation options (city bus, EZ Rider, Uber, Tar Heel Taxi Service) • Accessing various types of public transportation (city and regional bus use, EZ Rider, Uber) • Independent campus and community navigation • Map reading instruction • LiveSafe instruction and use • Google Maps instruction • Bus app instruction 	Employment	<ul style="list-style-type: none"> • Students with disabilities who could travel independently outside the home (e.g., school, local store, neighbor’s house), were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012; McDonnall, 2011). • Students with disabilities, who exhibited more autonomy and decision making (e.g., planned school activities, make long-range plans, follow directions), were more likely to be engaged in post-school employment (Carter, Austin, & Trainor, 2012; Doren, Gau, & Lindstrom, 2012).

	<ul style="list-style-type: none"> • Pedestrian safety instruction • Bus route exploration in community 		
Community Experiences	<ul style="list-style-type: none"> • Accessing public transportation on and off campus • Google Transit travel instruction • Fitness buddies using the recreation facilities on campus • Safety Instruction with the Police Officer • Researching/Applying for/Participating in Community Social Programs • Living Preference Assessment • Residential Services presentation and tour <ul style="list-style-type: none"> -group home -apartment -home ownership 	Employment	<ul style="list-style-type: none"> • Students who participated in community-based training that involved instruction in non-school, natural environments focused on development of social skills, domestic skills, accessing public transportation, and on-the-job training were more likely to be engaged in post-school employment (White & Weiner, 2004)
Inclusion in General Education	<ul style="list-style-type: none"> • Best Buddies Program • Lunch date planning and scheduling • Being on campus working around peers their same age • Project participation and presentations with undergraduate and graduate level students within School of Journalism and Media Studies, School of Social Work, Exercise Science 	Education Employment Independent Living	<ul style="list-style-type: none"> • Received English language arts instruction in a general education classroom (Lombardi, Gau, Doren, & Lindstrom, 2013) • Received math instruction in a general education classroom (Lombardi et al., 2013) • Inclusive education (Rojewski, Lee, & Gregg, 2015) • Participation in regular high schools versus special schools (Chiang, Cheung, Hickson, Xiang, & Tsai, 2012) • Students who participated in more highly integrated and less highly specialized school programs were more likely to be living independently [i.e., high independence defined as:

			<p>(a) parent's prediction of youth's future home independence, sum of cooking, shopping, washing, and cleaning skills; (b) sum of phone, time-keeping, counting, reading skills; (c) sum of dressing, feeding, and going out skills; (d) respondent's claim of youth's ability to respond on a follow-up questionnaire; Heal et al., 1997]</p> <ul style="list-style-type: none"> • Students who were integrated into a regular school setting (as opposed to special schooling for persons with a disability) for most of their schooling were more likely to be engaged in post-school employment (Leonard et al., 1999) • Students who had the highest degree of integration with age-appropriate peers were more likely to engage in post-school employment (White & Weiner, 2004)
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