

Career Readiness for Inclusive Postsecondary Education



This document is designed to support parents, teachers, and transition teams in intentionally preparing students with disabilities for successful post-school education and employment, including inclusive postsecondary education and competitive integrated employment. The evidence-based predictors below are strongly associated with positive outcomes after high school. These predictors emphasize the importance of meaningful work experiences, high expectations, inclusive educational opportunities, self-determination, coordinated transition programming, and access to appropriate student supports. Together, they provide a research-informed framework for what matters most when helping students with disabilities prepare for life beyond high school.

Evidence-Based Predictors of Post-School Education & Employment

- 🎓 Career and Technical Education (CTE)
- 🎯 Goal-setting
- 🏫 Inclusion in general education
- 💼 Paid employment/work experience
- 👨👩👧👦 Parent expectations
- 📖 Secondary program of study
- 🧠 Self-determination & self-advocacy skills
- 🔗 Student supports (career counseling, job search assistance, job skill training, Vocational Education services)
- 🔄 Transition programming
- 💻 Promising predictors: Technology Skills & Work Study

[\(Mazzotti et al., 2021\)](#)



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Developmental Disabilities Council

Building Employment Skills Before College

 SKILLS	 ALIGNED SKILL-BUILDING ACTIVITIES
Practice productive workplace behaviors	<ul style="list-style-type: none"> • 🕒 Choose one behavior at a time (arriving on time, staying on task, following directions). • 🏠 Create routines at home or school that mirror work expectations. • 📋 Use visual schedules or checklists. • 💬 Provide clear, specific feedback. • 🔗 Connect behaviors to real job success.
Allow for failure with reflection	<ul style="list-style-type: none"> • 🧩 Offer low-risk practice opportunities. • ❌ Allow mistakes without immediate correction. • 🔍 Reflect together on what worked and what didn't. • 🖋️ Set one improvement goal.
Listen to and respond to feedback	<ul style="list-style-type: none"> • 💡 Model constructive feedback. • 🔄 Ask students to repeat feedback. • 🔄 Practice applying feedback.
Enhance and practice self-awareness and self-advocacy	<ul style="list-style-type: none"> • 🧠 Teach understanding of disability, including support needs and strengths. • 📝 Have student identify the accommodations most helpful for them. • 🗣️ Practice requesting supports. • 🏢 Role play and then execute self-advocacy in meetings.
Collaboration, communication, and practice	<ul style="list-style-type: none"> • 🤝 Create group tasks with shared roles. • 💬 Practice greetings and turn-taking. • 🎭 Role-play common workplace situations. • 👥 Practice appropriate workplace conversations. • ☀️ Reinforce positive teamwork.

([Monahan et al., 2018](#))