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AN ANALYSIS OF EVIDENCE-BASED COURSE OF STUDY PREDICTORS FOR
IMPROVING THE POST-SCHOOL OUTCOMES OF POST-SECONDARY
EDUCATION AND EMPLOYMENT FOR STUDENTS WITH AUTISM (pp. 129)

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The purpose of this study was to conduct a secondary data analysis in order to
examine the relationship of three evidence-based high school course of study predictors:
(a) inclusion, (b) career and technical education, and (c) work-study experience, on the
post-school outcomes for post-secondary education and employment, for a population of
students with autism. Participants were selected from a sample of 5,919 students with
disabilities in the state of Ohio. All students identified in the disability category of
autism were included ($N = 136$).

Results established three predictor variables for improving outcomes for
post-secondary education and employment for students with autism. First, inclusion in
the general education classes for at least 80% of the time was highly associated with
post-school outcomes for post-secondary education. Second, academic proficiency,
defined as passing all five of the Ohio graduation tests, was highly associated with
post-school outcomes for post-secondary education. Finally, a work-study program was
associated with positive employment outcomes.

Implications for transition planning include: use of evidence-based predictors to
improve post-school goals; and post-school goals should reflect a course of study that
improves the odds of meeting that goal. Predictors such as inclusion or work-study

programs can positively contribute to better transition planning that can improve

opportunities for post-secondary education and employment.