

## Examples of SLPs' Postsecondary Transition Interventions – Page 1

| Language Knowledge and Target Skills that Enhance Postsecondary Transition Readiness  | Language-based Skills that Enhance Postsecondary Transition Coping Abilities  | Evidence-based Practice Strategies and Techniques  |
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| <ul style="list-style-type: none"> <li>• Understanding workplace vocabulary/postsecondary education vocabulary.</li> <li>• Reading the room.</li> <li>• Hidden rules.</li> <li>• Flexible vs stuck thinking; adaptability skills.</li> <li>• Social inferencing, implied meaning, indirect requests.</li> <li>• Active listening.</li> <li>• Interpreting body language.</li> <li>• Spoken and digital oversharing.</li> <li>• Showing empathy.</li> <li>• Taking spoken risks and showing vulnerability.</li> <li>• Codeswitching.</li> <li>• Emotion and social awareness, emotion regulation, and control.</li> <li>• Interpersonal communication, social graces, and customer service essentials.</li> <li>• Confirming others' understanding of what the individual said.</li> <li>• Repeating what was understood.</li> <li>• Appropriately adding to the discussion.</li> <li>• Understanding legal rights.</li> <li>• Practice application and interview process.</li> <li>• Maximize the use of technology.</li> </ul> | <ul style="list-style-type: none"> <li>• Appropriate help or support-seeking skills.</li> <li>• Asking for repeated instructions or clarification; expressing when you don't understand.</li> <li>• Appropriately coping with anxiety, uncertainty, overwhelm, or exhaustion.</li> <li>• Using spoken and nonverbal language to problem-solve and deal with unexpected or stressful situations in learning, training, and employment institutions.</li> <li>• Appropriately agreeing/disagreeing.</li> <li>• Appropriately accepting positive and negative or corrective feedback.</li> <li>• Handling unexpected or unwanted requests and nonpreferred tasks.</li> <li>• Handling manuals and documents with dense materials.</li> </ul> | <ul style="list-style-type: none"> <li>• Language enrichment activities (storytelling, retelling events, interactive conversations).</li> <li>• Technology-based learning (e.g., videos, tutorials).</li> <li>• Social stories/narratives.</li> <li>• Educational vignettes</li> <li>• Role-playing exercises; hypothetical and role-playing scenarios</li> <li>• Modeling.</li> <li>• Scaffolding.</li> <li>• Corrective Feedback.</li> <li>• Structured questioning and purposeful dialogue.</li> <li>• Opportunities for repeated practice and generalization.</li> <li>• Cooperative/group learning.</li> <li>• Metacognitive and think-out-loud strategies.</li> <li>• Practicing voice tone/resonance, articulation/enunciation, and fluent speech during exposure to postsecondary concepts.</li> </ul> |

## Examples of SLPs' Postsecondary Transition Interventions – Page 2

| Broad Postsecondary/Adulting Skills to Develop   | Interprofessional Practice, Collaboration, and Coordination of Services   | Tips for SLPs   |
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| <ul style="list-style-type: none"> <li>• Goals focused on education and training, employment, and independent living.</li> <li>• Ability/confidence in discussing student-specific disability.</li> <li>• Knowledge of student-specific strengths and weaknesses, including speech-language challenges.</li> <li>• Understanding areas of need and enhancing the ability to ask for person-specific accommodations, modifications, auxiliary aids, and other supports.</li> <li>• Pros and cons of disclosing one's disability.</li> <li>• Understanding legal rights.</li> <li>• Fostering address agency, self-awareness, self-advocacy, goal setting, decision-making, problem-solving, self-regulation, and self-control.</li> <li>• Maximizing students' use of software tech and available aids.</li> <li>• Fostering listening and reading stamina.</li> <li>• Enhancing one's own learning space/environment.</li> <li>• Discerning whether employers and institutions are inclusive.</li> </ul> | <ul style="list-style-type: none"> <li>• Co-implement academic goals, social skills, self-help, independent living, and/or vocational goals- focus on verbal/nonverbal language.</li> <li>• Discuss students' postsecondary transition plans with parents, brainstorm and research ideas, locations, programs, and vocational settings suitable for the student.</li> <li>• Help connect families with community agencies and resources.</li> <li>• Ensure the students and families are aware of available disability and vocational support services and understand the purpose of specific agencies.</li> <li>• Help connect families with community agencies and resources for work-based learning opportunities.</li> <li>• Assist with the application process for services.</li> <li>• Access student's transition surveys. Discuss their interests and preferences with them.</li> <li>• Consult with counselors and career-technical education reps to explore relevant courses and certifications. If the student's desired career is unrealistic, explore/discuss options closely associated with the career of most interest.</li> <li>• Work with students and families to help individuals become independent, self-directed healthcare users (e.g., vocabulary, services, departments, etc.).</li> </ul> | <ul style="list-style-type: none"> <li>• Show sensitivity to student/family culture and values.</li> <li>• Foster self-determination.</li> <li>• Share information about the Office for Students with Disabilities on campuses of interest.</li> <li>• Vocational rehab services can offer assessments of vocational strengths, career counseling, vocational training, job search assistance, on-the-job support, job coaching, and reasonable accommodations.</li> <li>• Educate on community integration support.</li> <li>• Focus on literacy and language skills that will enhance communication in everyday situations, employment settings, and postsecondary education, notetaking, legal documents, resumes, applications, lease agreements,</li> <li>• Connect students and families with helpful newsletters and publications.</li> <li>• Inform students and families of key deadlines for services.</li> </ul> |