




## Trends in the Experiences of Youth With Emotional Disturbances Up to 6 Years After High School

**Findings From the National Longitudinal Transition Study-2 (NLTS2)**



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## NLTS2 overview





<b>Stratified random sample</b>	Nationally representative sample of 501 LEAs and 38 special schools, stratified by: <ul style="list-style-type: none"> <li>• Geographic region</li> <li>• Enrollment size</li> <li>• District wealth</li> </ul> 11,275 students across disability categories; 1,077 youth in the category of emotional disturbance (ED)
<b>Focuses on</b>	Youth, ages 13 to 16 at start of study
<b>Study began</b>	2000–2001 school year
<b>Generalizes to</b>	Each disability category and age cohort
<b>Longitudinal</b>	9 years 5 waves of data collection (wave 5 underway)

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## Data sources





- Parent telephone interviews
- Youth telephone interviews/survey
- NLTS2 Waves 2, 3, and 4 (2003, 2005, 2007)
  - Wave 4, youth with ED had been out of high school from a few days up to 6 years
  - Ages 19 through 23
- NLTS Wave 1 (1986-87)

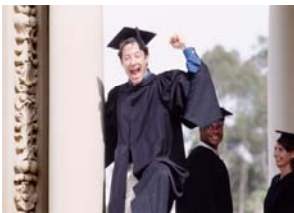





## Today's agenda

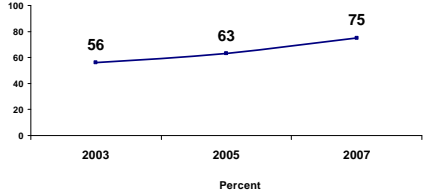
- Review trends in outcomes of youth/young adults with ED out of high school up to 6 years regarding:
  - High school completion
  - Postsecondary education
  - Employment
  - Participation in postsecondary school, work, or preparation for work
  - Independent living and childbearing or fathering
  - Criminal justice system involvement
- Compare with outcomes of same-age youth with ED in 1986-87
- Describe patterns of adult service and medication use by youth/young adults with ED out of high school up to 6 years

## High School Completion



## High school completion by youth with ED out of high school up to 6 years, by year

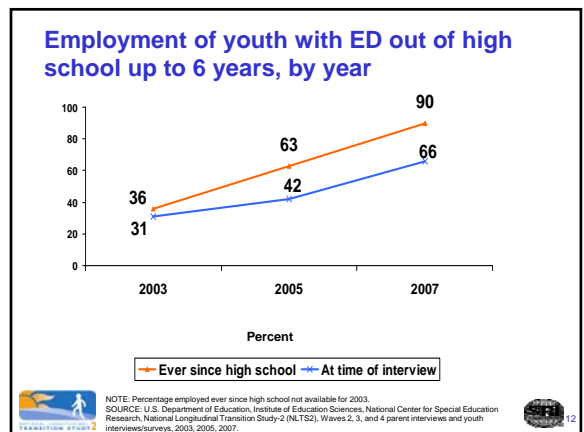
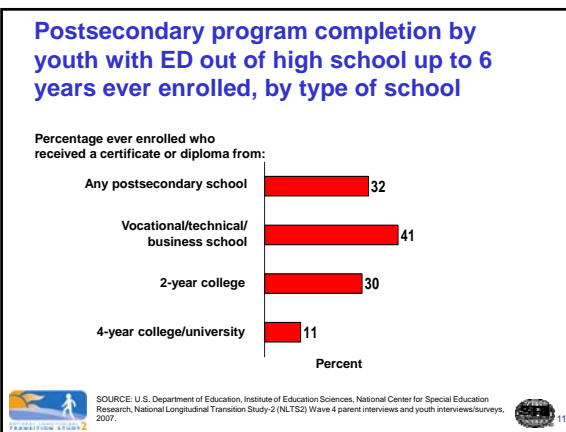
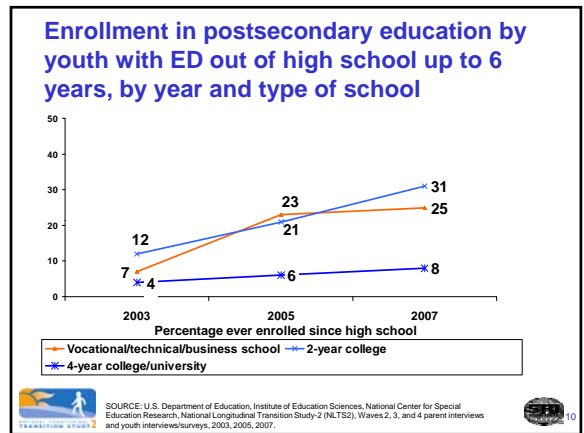
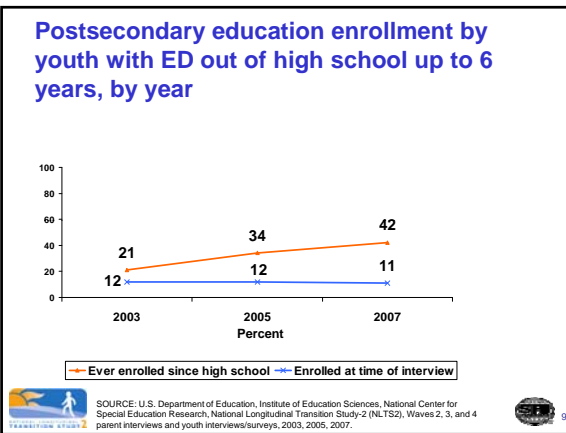
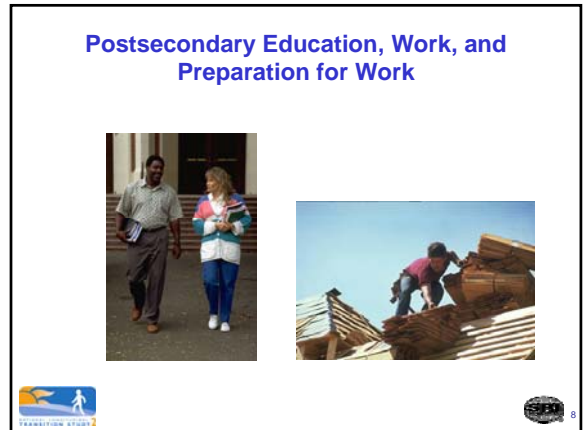
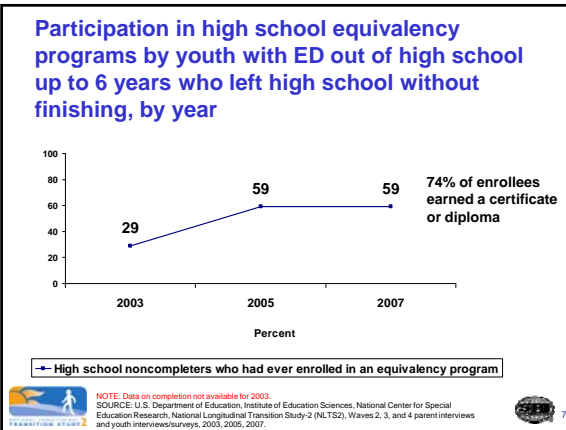


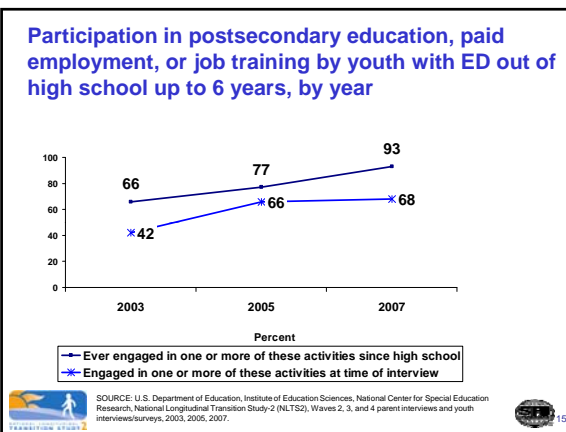
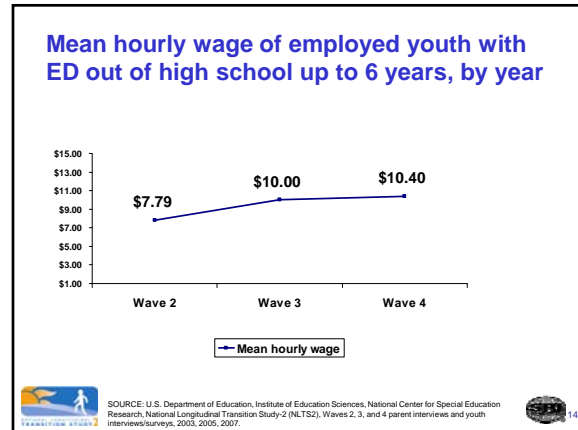
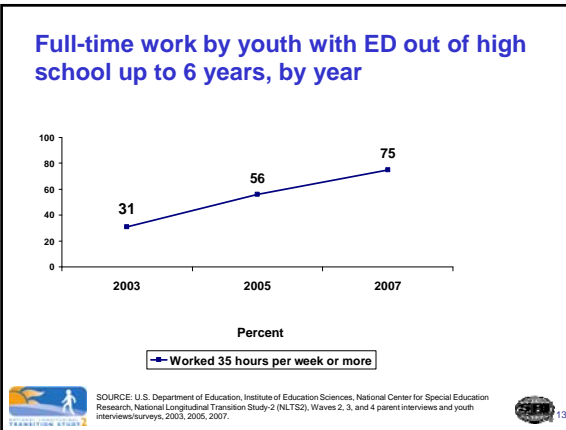
Year	Percent
2003	56
2005	63
2007	75

← Out-of-high school youth who had finished high school

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Waves 2, 3, and 4 parent interviews and youth interviews/surveys, 2003, 2005, 2007.

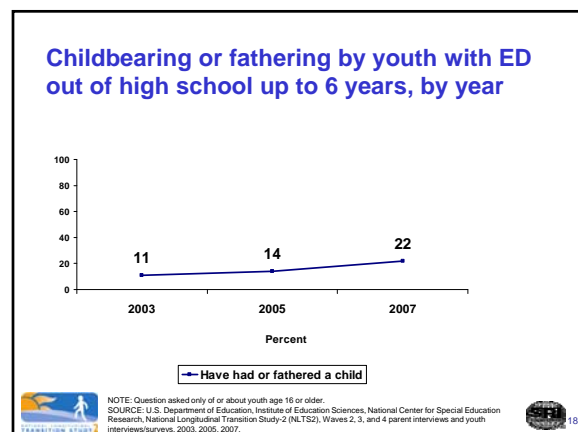
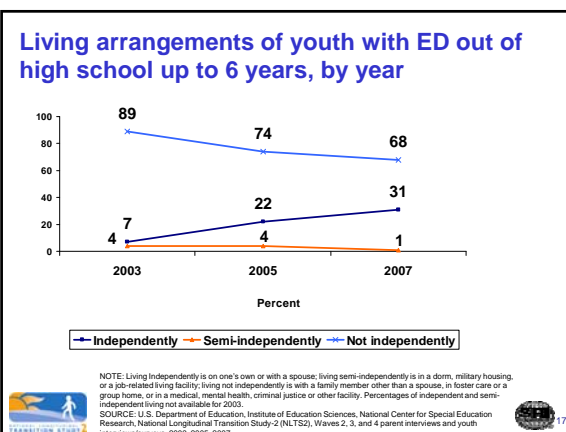







### Living Arrangements and Childbearing or Fathering

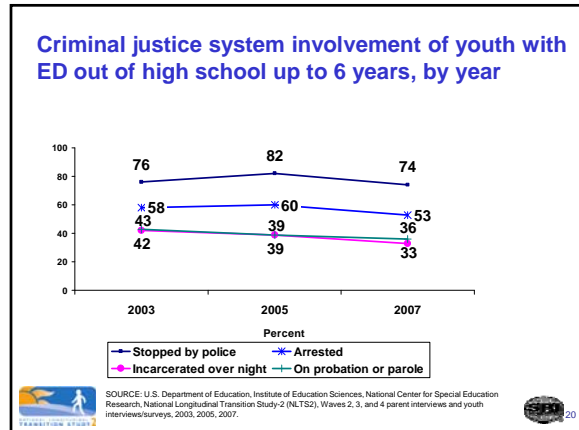
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### Criminal Justice System Involvement

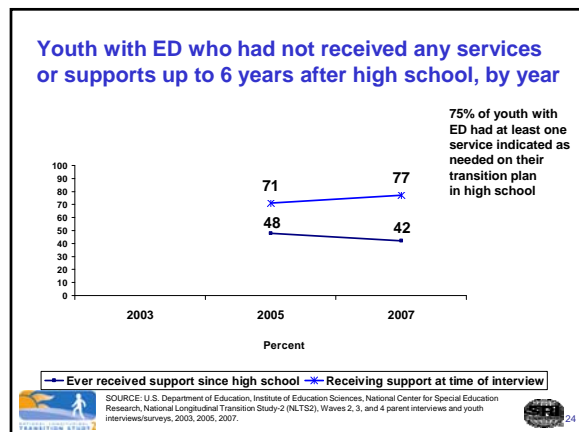
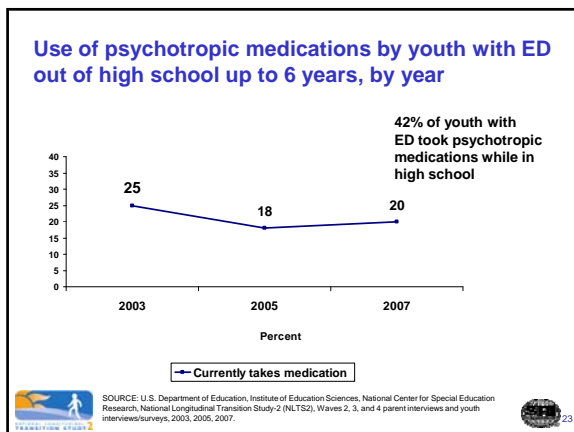
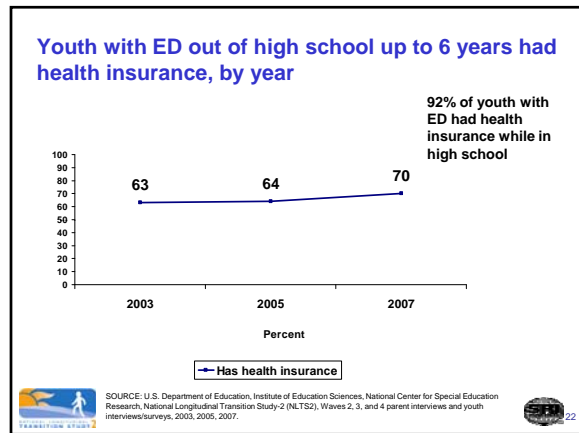


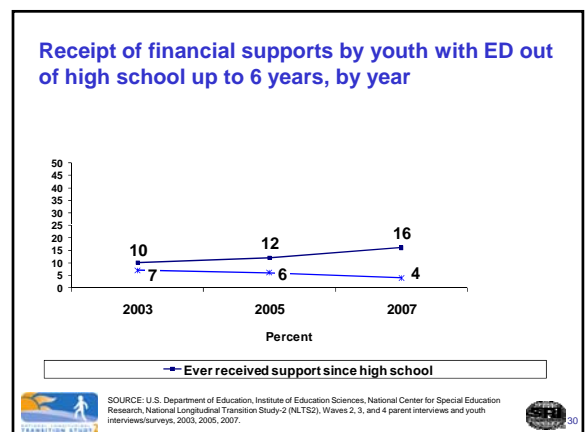
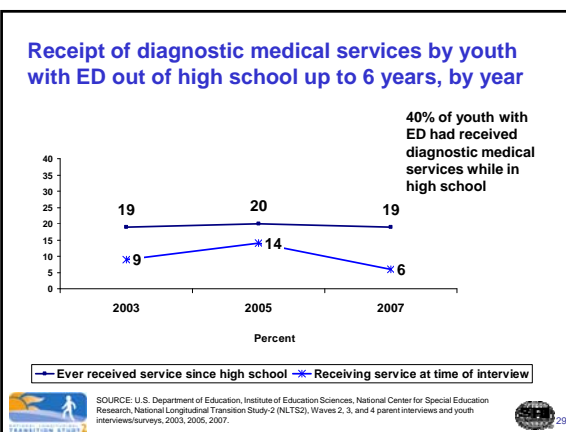
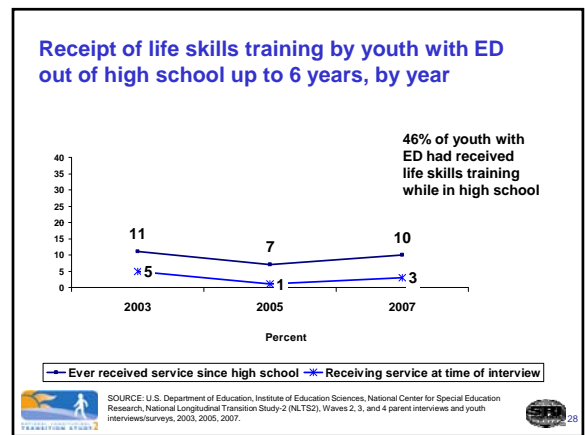
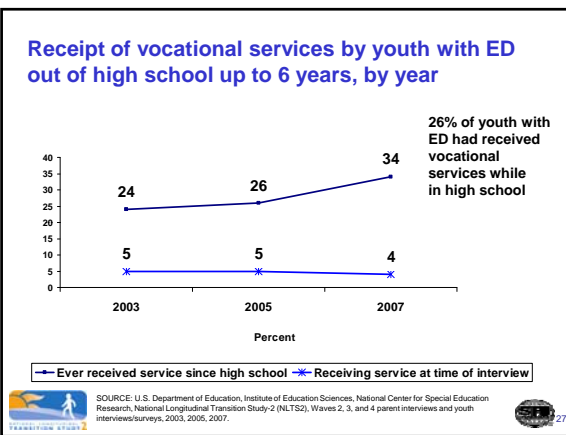
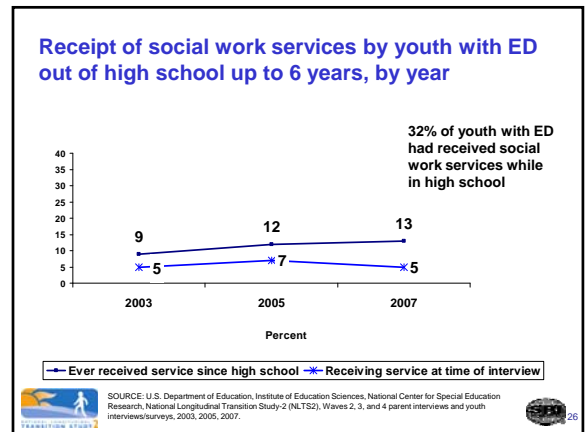
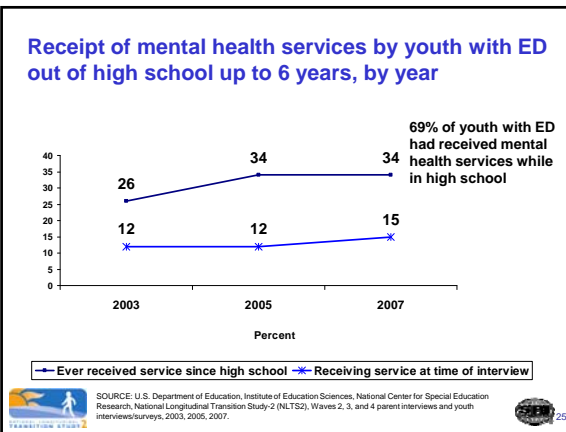




### Medication and Service Use by Youth With ED After High School







### What have we learned about outcomes?

- High school completion rate grew since mid-80's; boosted by many dropouts accessing and completing GED-like programs. Dropout rate still significant and higher than for all other disability categories.
- No significant increase over time in postsecondary education overall, but significant increase in 2-year college enrollment. Fewer than 1 in 10 attend 4-year college.
- Large majorities work after high school, but only about two-thirds were employed at a given time, with no increase with time since leaving high school.
- No wage growth since mid-1980s and no difference with time since leaving high school. Insufficient earnings for residential or financial independence.
- More than one-fifth of youth out of high school up to 6 years were parents.



### What have we learned about supports and services after high school?

- Three-fourths of youth had transition plans with at least one service indicated as being needed after high school. Only one-fourth of youth with ED actually got any services in the early years after high school.
- Receipt/use of most supports and services dropped significantly after youth left high school, including:
  - Use of psychotropic medications
  - Health insurance coverage
  - Mental health services
  - Social work services
  - Life skills training
  - Diagnostic medical services
- Reduced service use was consistent with rates of services being indicated as needed on transition plans in high school.



### For more information:

Full Reports  
Executive Summaries

Fact Sheets & Data Briefs  
Data Tables



[www.nlts2.org](http://www.nlts2.org)

