





NLTS2: A National Look at the School Programs and Services of Students with Emotional Disturbances



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Background






NLTS2 is a reprise of the original National Longitudinal Transition Study

- Congressionally mandated, 1983; conducted by SRI, 1984-1993
- Comprehensive information on secondary school-age students nationally as they transitioned to early adulthood
- Comparison of NLTS and NLTS2 important to the analysis agenda; facilitating valid comparisons has influenced the NLTS2 design



NLTS2 Generalizes to:

- Students receiving special education services who were 13 to 16 when the study began in 2001, as they transition into young adulthood
- Each of the 12 special education disability categories, including students with ED
- Each single-year age cohort







NLTS2 Sample

501 LEAs and 38 special schools representing variation in:

- Geographic region
- District size (student enrollment)
- District wealth (student poverty)

11,272 eligible students


- Randomly selected by disability category
- Sampling rates higher for 16-year-olds to increase the number of youth who will be out of school the longest at the end of the study



Data Collection Components




Parents

- Telephone interviews (CATI). Only respondent Wave 1. First respondent (preceding youth interview) subsequent waves. Simultaneous respondent subsequent waves.



Youth

- Telephone interviews (CATI) if able to answer by phone.
- Mail surveys (multiple components tailored to youth's status) if can answer, but not by phone.
- Direct assessment of reading and math skills, content knowledge in social studies and science.
- In-person interview regarding self-concept and self-determination.




Data Collection Components (continued)

Mail surveys of:



- One of each student's general education teachers about access to general education curriculum and student performance in that classroom context
- School staff best able to describe each student's overall school program (often special education personnel) to describe program (e.g., placements), vocational education, special education, transition planning, and performance (e.g., days absent)
- School principals regarding school characteristics and policies and aggregate measures of school performance

High school transcripts of courses taken and grades



Data Sources

Findings are from Wave 1 (2001-02)

- **Parent interview** (n=9,230)
- **Student's School Program Survey** (n=6,038), completed by the school staff member most knowledgeable about the student's overall program
- **Teacher Survey** (n=2,822), completed by a general education academic teacher



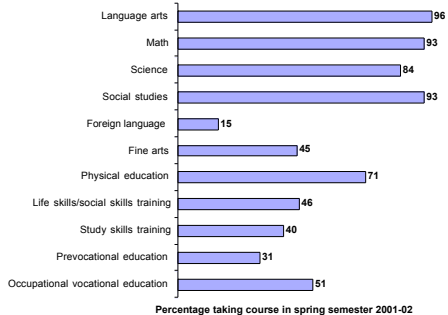
Today's Questions

Special education is an important part of the therapeutic interventions provided many youth with ED. What are the secondary school programs and services provided to these students with regard to:

- **Course taking**
- **Instructional settings**
- **Access to the general education curriculum**
- **Special education classroom instruction**
- **Vocational education and services**
- **Related services and supports**



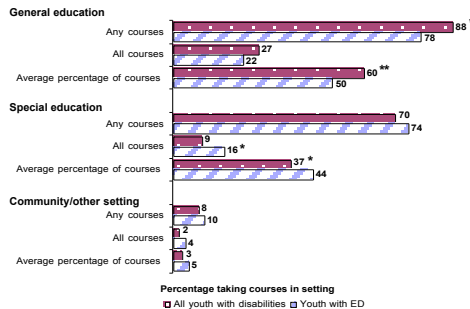
Course Taking of Youth with ED



Source: NLTSS Wave 1 Student's School Program Survey



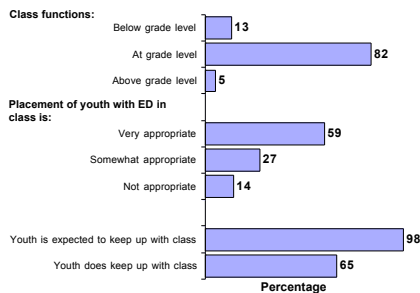
Instructional Settings of Youth with ED and with All Disabilities



Source: NLTSS Students School Program Survey.
 * = p < 0.05; ** = p < .01



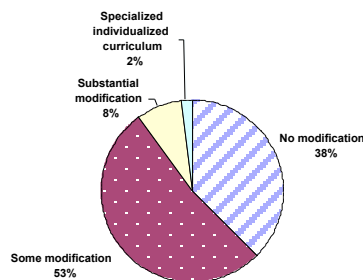
Performance Level and Expectations For Youth with ED in General Education Academic Classes



Source: NLTSS Wave 1 General Education Teacher Survey.

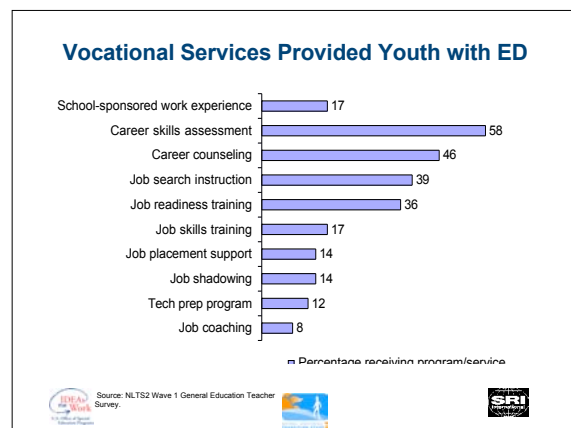
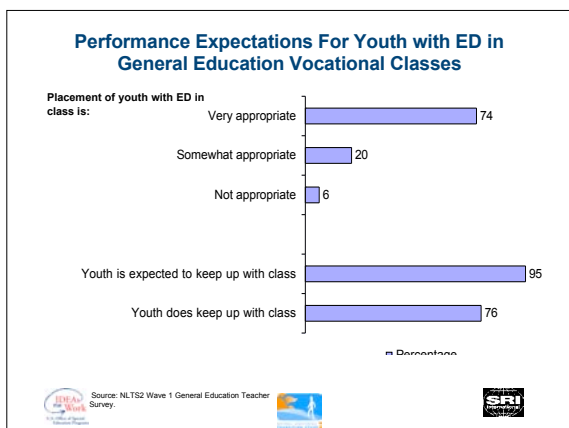
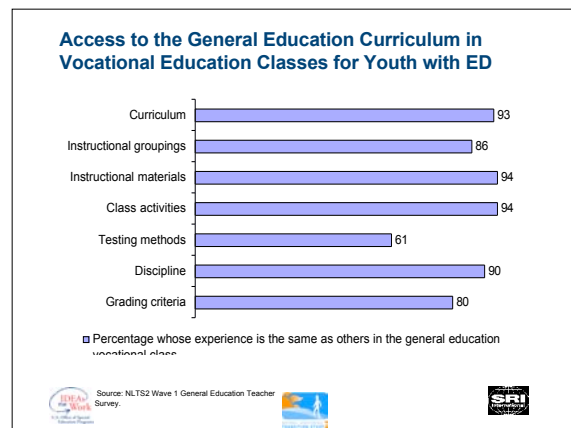
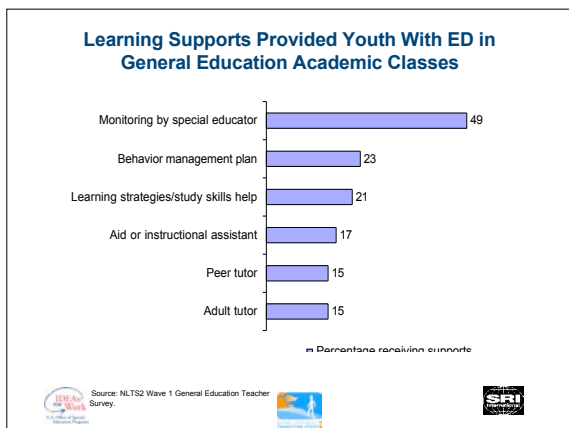
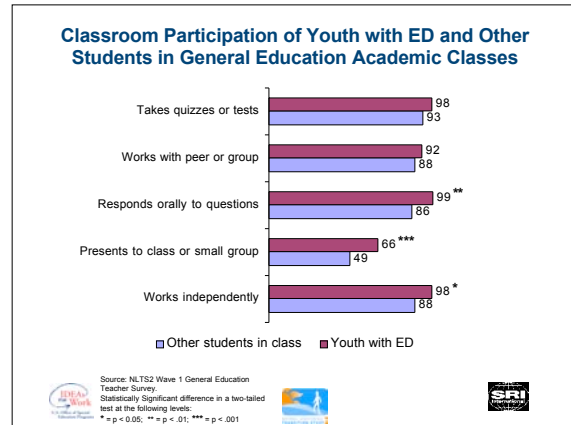
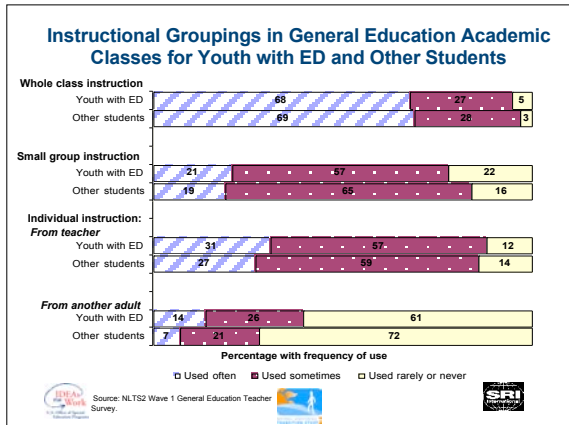


Curriculum Modification in General Education Academic Classes for Youth with ED



Source: NLTSS Wave 1 General Education Teacher Survey.





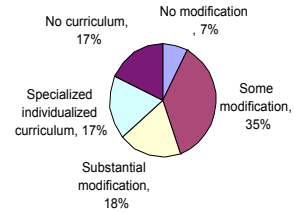
Special Education Classes

Special education classes are likely to:

- Be smaller than other classes (average enrollment = 10 vs. 24 in general education academic classes and 20 in vocational classes)
- Have an instructional aide or other adult, in addition to a teacher (average students per adult = 6 vs. 21 in general education academic classes and 12 in vocational education classes).



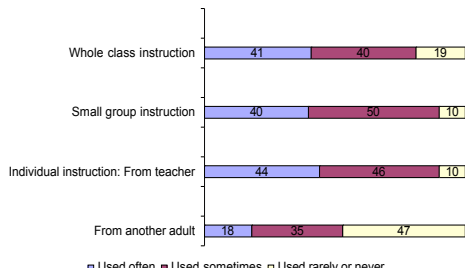
Curriculum Modification in Special Education Academic Classes for Youth with ED



Source: NLTSS Wave 1 General Education Teacher Survey.



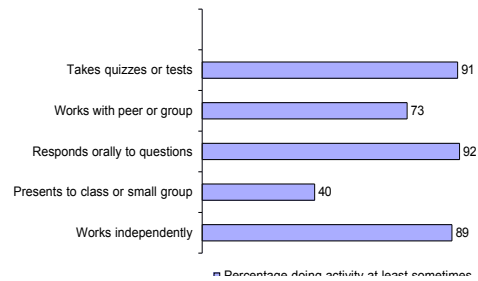
Instructional Groupings in Special Education Classes for Youth with ED



Source: NLTSS Wave 1 parent interviews.



Classroom Participation of Youth with ED in Special Education Classes



Source: NLTSS Wave 1 parent interviews.

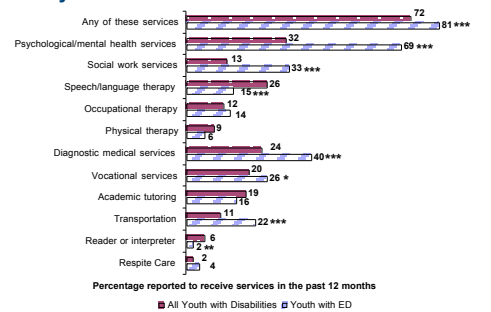


Types of Related Services

- Psychological counseling and mental health services, social work services
- Therapeutic services such as speech or language therapy, physical therapy, occupational therapy
- Diagnostic and medical services
- Vocational services including such activities as career counseling, job search support, job training, vocational education
- Academic tutoring
- Transportation
- The services of a reader or interpreter
- Respite care

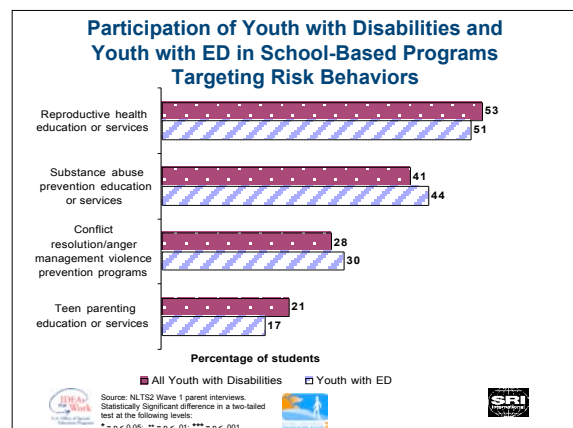
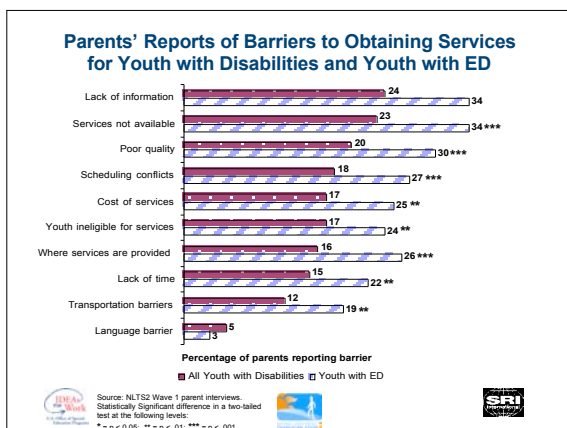
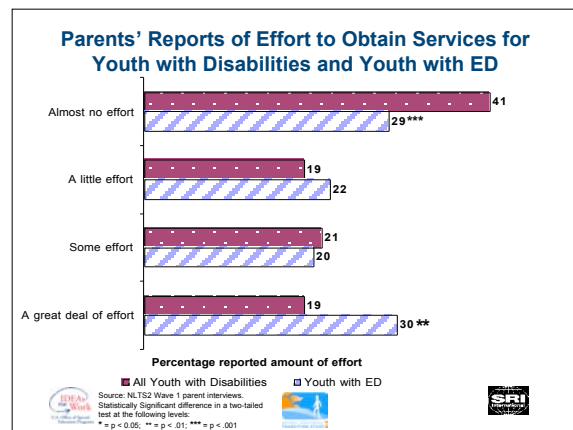
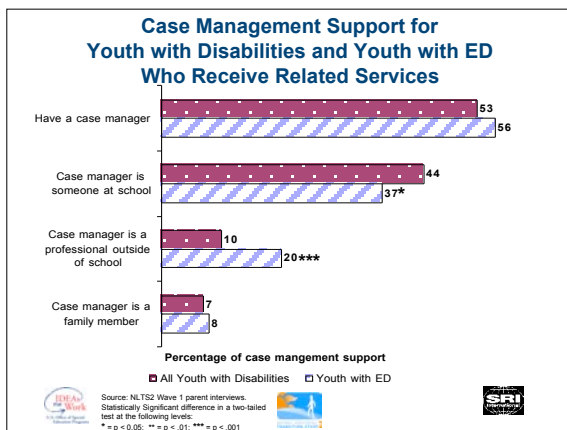
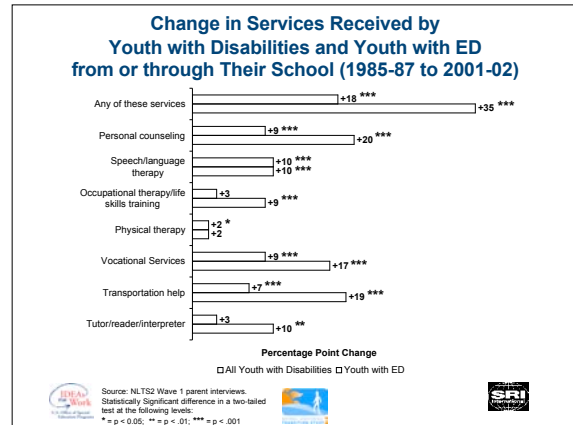
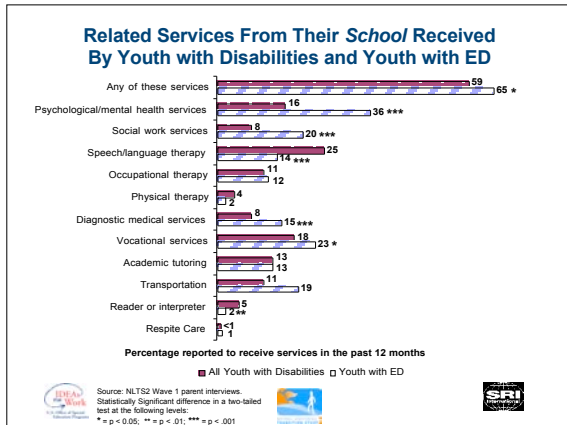


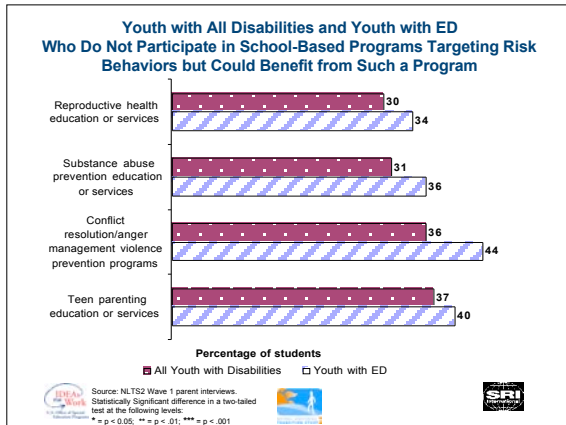
Related Services From Any Source Received By Youth with Disabilities and Youth with ED



Source: NLTSS Wave 1 parent interviews. Statistically Significant difference in a two-tailed test at the following levels: *p < 0.05; **p < .01; ***p < .001







What Have We Learned?

Youth with ED are likely to:

- Have school programs that emphasize academics, increasingly so over time
- Take about equal numbers of general education and special education courses
- In general education academic classes:
 - Be in classes functioning at grade level in which they are expected to keep up; about two-thirds do
 - Have some curriculum modification
 - Have experiences much like other students in class on teacher-driven dimensions (e.g., instructional groupings, test-taking)
 - Be less active participants in voluntary activities (e.g., answering questions, participating in discussions)
 - Have relatively few learning supports

What Have We Learned?

- About half of youth with ED take vocational education in a semester
- In vocational education classes they:
 - Have experiences much like other students in class, with the exception of testing
 - Be reported by the teacher to be “very appropriately” placed in the class more often than in general education academic classes
 - Be more likely to keep up with the class than in general education academic classes

What Have We Learned?

Compared with general education academic classes, youth with ED in special education classes:

- Have fewer students per adult
- Have greater curriculum modification
- Have more small-group and individual instruction
- Are just as likely to take tests, work independently, and participate in class on most dimensions

What Have We Learned?

Youth with ED are likely to:

- Receive a variety of related services
- Rely on the school for services in general, but only about half the time for mental health services
- Have a case manager, usually from the school
- Have parents who work harder and encounter more obstacles to obtain services than parents of youth with disabilities as a whole
- Have unmet needs for services provided in school-wide programs that target youth risk behaviors

What Have We Learned?

Yet some youth with ED:

- Receive no related services at all (19%) or from the school (35%)
- Receive no mental health services at all (31%) or through the school (64%)
- Do not participate in programs targeting risk behaviors, e.g.:
 - Conflict management/violence prevention programs (70%)
 - Substance abuse prevention/treatment programs (56%)

There are a variety of opportunities to enhance school programs for youth with ED

For more information:

www.nlts2.org

