





Students with Emotional Disturbances: How are Schools Preparing Them for Adulthood?

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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










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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

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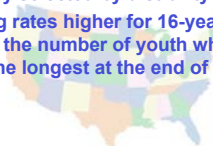
NLTS2 Sample




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



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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.



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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







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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



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Today's Questions

What do students with ED "bring to the table" of their secondary school experiences in terms of:

- Demographic characteristics
- Functional abilities
- Past educational experiences

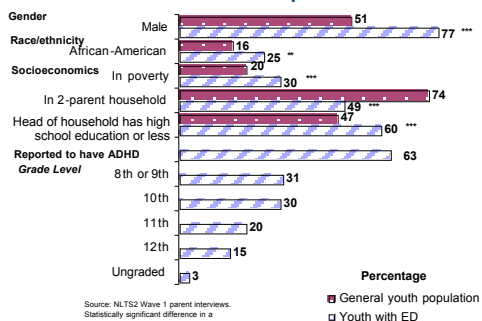
How are schools preparing secondary school students with ED for young adulthood in terms of:

- Course taking
- Instructional settings
- Related services and supports
- Transition planning



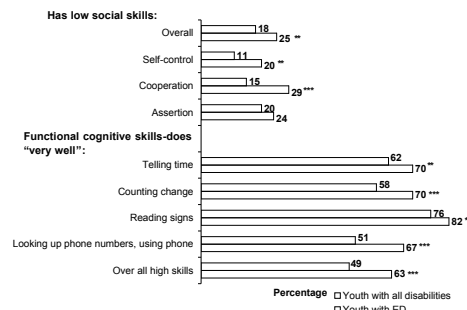
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Selected Characteristics of Youth with ED and the General Population



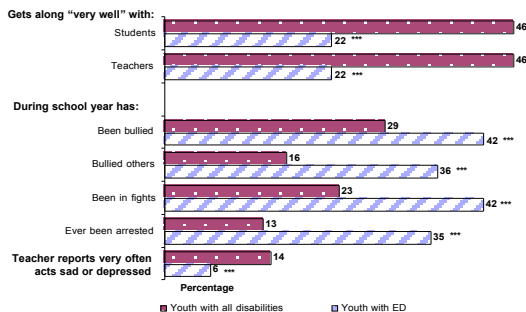
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Functional Characteristics of Youth with ED and with All Disabilities



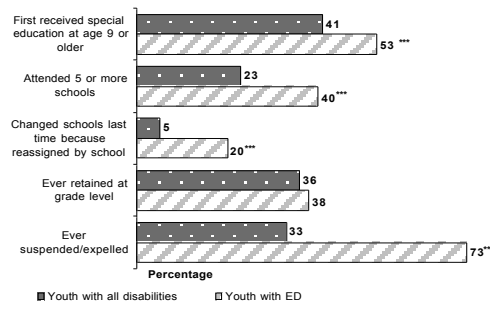
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Social Adjustment of Youth with ED and Youth with All Disabilities

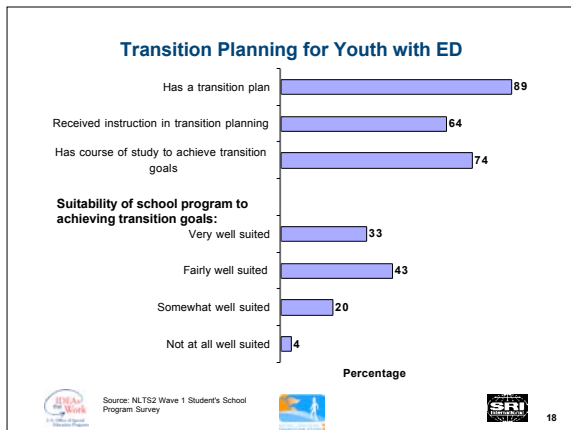
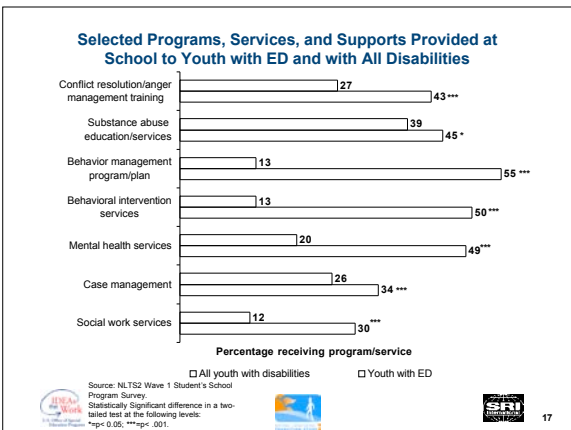
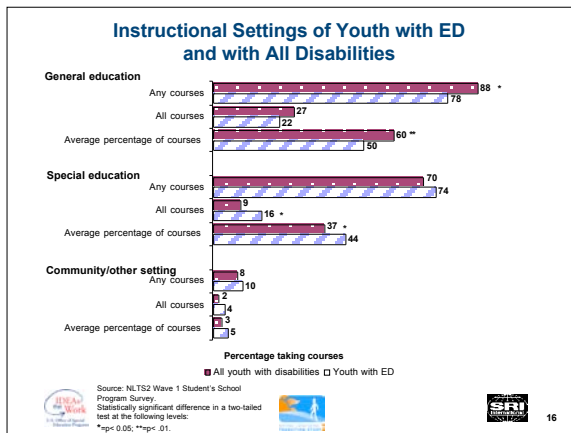
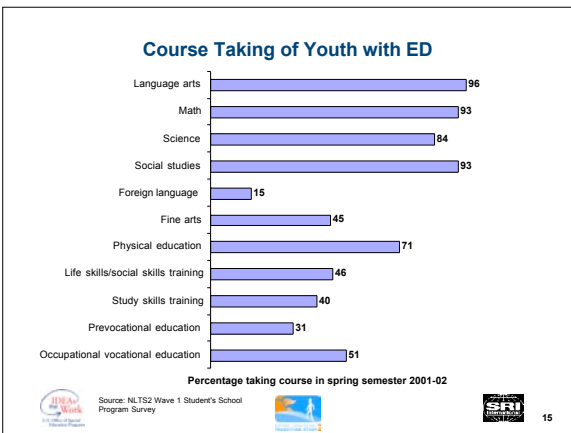
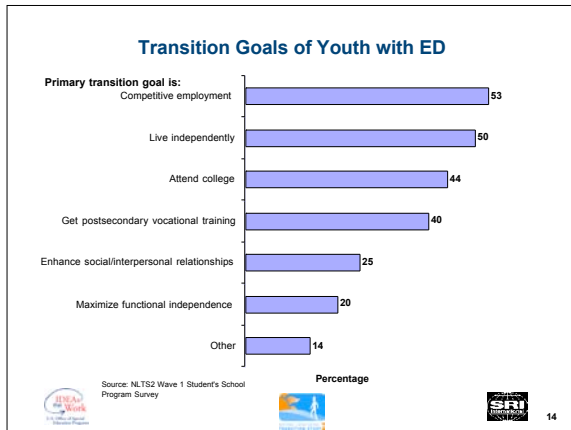
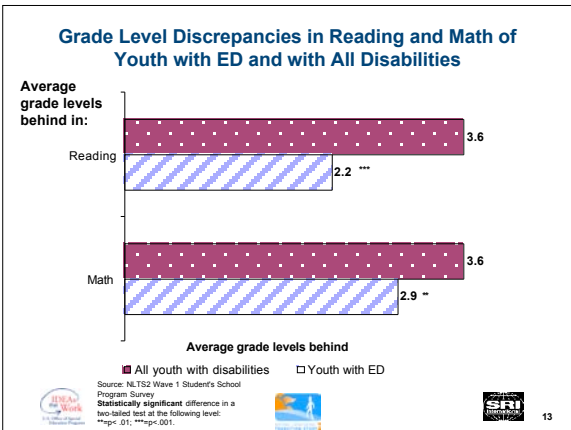


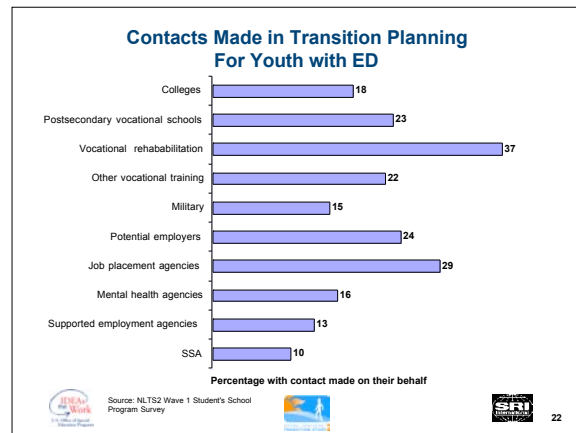
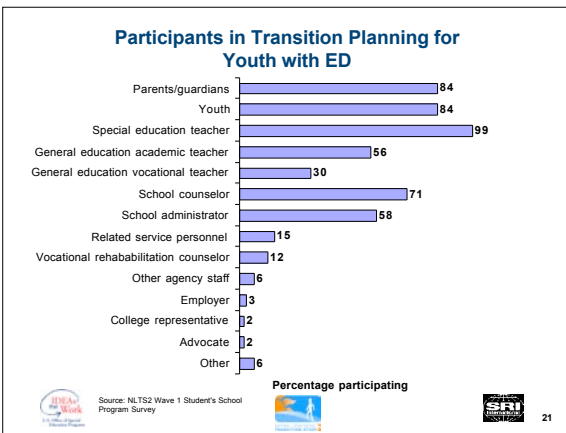
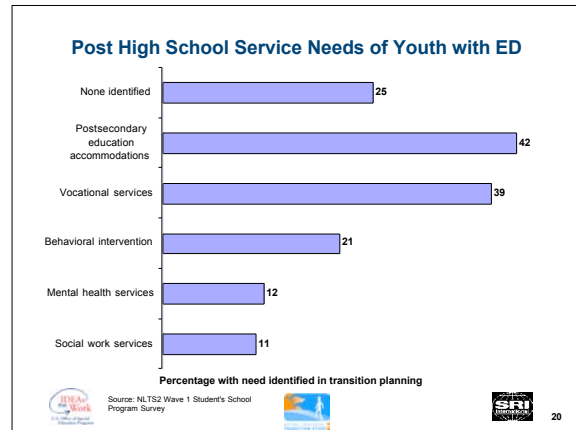
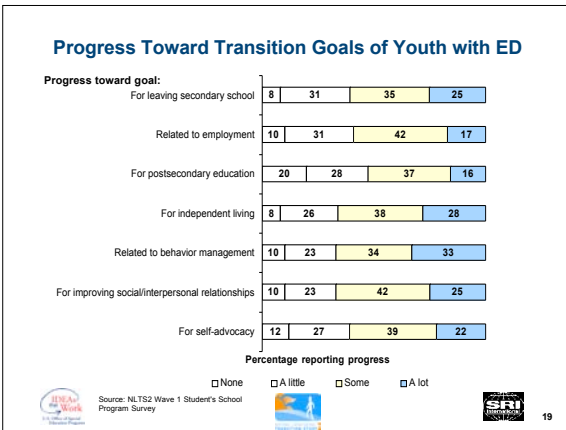
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Past School Experiences of Youth with ED and with All Disabilities



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What Have We Learned?

Youth with ED are likely to have:

- Multiple demographic risk factors (e.g., poverty, low parental education, single-parent households)
- Low social skills and poor social adjustment (e.g., involved in fights, get along poorly at school)
- Academic limitations (e.g., some trouble with functional cognitive skills, behind in reading and math)
- A history of difficulties at school (e.g., grade retention, suspension/expulsions, school reassignment)

Source: NLT2 Wave 1 Student's School Program Survey

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What Have We Learned?

Youth with ED are likely to have:

- Transition goals that emphasize employment and vocational training)
- School programs that emphasize academics and access to the general education curriculum
- School programs that provide social adjustment/behavior-related supports to 45%-55% of students
- School programs considered "very well suited" for meeting the transition goals of one-third of youth; 35%-45% making little or no progress toward meeting goals
- Transition planning with little emphasis on social adjustment/behavior-related services or supports

Source: NLT2 Wave 1 Student's School Program Survey

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For more information:

www.nlts2.org

