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

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage Taking Course in Spring Semester 2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language arts</td>
<td>95</td>
</tr>
<tr>
<td>Math</td>
<td>84</td>
</tr>
<tr>
<td>Science</td>
<td>74</td>
</tr>
<tr>
<td>Social studies</td>
<td>51</td>
</tr>
<tr>
<td>Foreign language</td>
<td>31</td>
</tr>
<tr>
<td>Fine arts</td>
<td>21</td>
</tr>
<tr>
<td>Physical education</td>
<td>21</td>
</tr>
<tr>
<td>Life skills training</td>
<td>11</td>
</tr>
<tr>
<td>Study skills training</td>
<td>10</td>
</tr>
<tr>
<td>Prevocational education</td>
<td>9</td>
</tr>
<tr>
<td>Vocational education</td>
<td>8</td>
</tr>
</tbody>
</table>

Instructional Settings of Youth with ED and with All Disabilities

<table>
<thead>
<tr>
<th>Setting</th>
<th>Percentage Taking Courses in Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td></td>
</tr>
<tr>
<td>Special education</td>
<td></td>
</tr>
<tr>
<td>Community/other setting</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Class function: Placement of youth with ED in class in:</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below grade level</td>
<td>13</td>
</tr>
<tr>
<td>At grade level</td>
<td>12</td>
</tr>
<tr>
<td>Above grade level</td>
<td>6</td>
</tr>
<tr>
<td>Very appropriate</td>
<td>39</td>
</tr>
<tr>
<td>Somewhat appropriate</td>
<td>27</td>
</tr>
<tr>
<td>Not appropriate</td>
<td>14</td>
</tr>
<tr>
<td>Youth is expected to keep up with class</td>
<td>98</td>
</tr>
<tr>
<td>Youth does keep up with class</td>
<td>88</td>
</tr>
</tbody>
</table>

Curriculum Modification in General Education Academic Classes for Youth with ED

- Specified individualized curriculum: 2%
- Substantial modification: 5%
- Some modification: 53%
- No modification: 38%
Instructional Groupings in General Education Academic Classes for Youth with ED and Other Students

Classroom Participation of Youth with ED and Other Students in General Education Academic Classes

Learning Supports Provided Youth With ED in General Education Academic Classes

Access to the General Education Curriculum in Vocational Education Classes for Youth with ED

Performance Expectations For Youth with ED in General Education Vocational Classes

Vocational Services Provided Youth with ED

Source: NLTS2 Wave 1 General Education Teacher Survey.

Statistically Significant difference in a two-tailed test at the following levels:

* = p < 0.05;
** = p < .01;
*** = p < .001

Percentage whose experience is the same as others in the general education vocational class

Presented at the 17th Annual RTC Conference, Tampa FL, 2/29 – 3/3 2004. For more information, contact Mary Wagner: mary.wagner@sri.com
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

No modification, 17%
Specialized individualized curriculum, 17%
Substantial modification, 35%
No curriculum, 7%

Instructional Groupings in Special Education Classes for Youth with ED

Whole class instruction
Small group instruction
Individual instruction: From teacher
From another adult

Classroom Participation of Youth with ED in Special Education Classes

Works independently
Presents to class or small group
Responds orally to questions
Works with peer or group
Takes quizzes or tests

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

Any of these services
Psychological/mental health services
Social work services
Speech/language therapy
Occupational therapy
Physical therapy
Diagnostic medical services
Vocational services
Academic tutoring
Transportation
Reader or interpreter
Respite Care

Percentage reported to receive services in the past 12 months
* Significant difference in a two-tailed test at the following levels:
** = p < 0.01; *** = p < .001

Presented at the 17th Annual RTC Conference, Tampa FL, 2/29 – 3/3 2004. For more information, contact Mary Wagner: mary.wagner@sri.com
Parents' Reports of Barriers to Obtaining Services for Youth with Disabilities and Youth with ED

- Lack of information
- Services not available
- Poor quality
- Scheduling conflicts
- Cost of services
- Youth ineligible for services
- Where services are provided
- Lack of time
- Transportation barriers
- Language barrier

Percentage of parents reporting barrier

- All Youth with Disabilities
- Youth with ED

Source: NLTS2 Wave 1 parent interviews. Statistically Significant difference in a two-tailed test at the following levels:
= p < 0.05
= p < 0.01
= p < 0.001

Participation of Youth with Disabilities and Youth with ED in School-Based Programs Targeting Risk Behaviors

- Reproductive health education or services
- Substance abuse prevention education or services
- Conflict resolution/anger management violence prevention programs
- Teen parenting education or services

Percentage of students

- All Youth with Disabilities
- Youth with ED

Source: NLTS2 Wave 1 parent interviews. Statistically Significant difference in a two-tailed test at the following levels:
= p < 0.05
= p < 0.01
= p < 0.001
Youth with All Disabilities and Youth with ED Who Do Not Participate in School-Based Programs Targeting Risk Behaviors but Could Benefit from Such a Program

Reproductive health education or services
Substance abuse prevention education or services
Conflict resolution/anger management/violence prevention programs
Teens parenting education or services

Percentage of students

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?

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 (58%)

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

Source: NLTS2 Wave 1 parent interviews.
Statistically Significant difference in a two-tailed test at the following levels:

* = p < 0.05;
** = p < .01;
*** = p < .001
For more information:

www.nlts2.org