NLTS-2 and Findings From NLTS-2012 Annotated Bibliography

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What is the National Longitudinal Transition Study-2?

In 2011, the National Longitudinal Transition Study-2 (NLTS-2) data set was released to the field to provide researchers with data to conduct additional analysis (e.g., multivariate, descriptive) of youth with disabilities' in-school and post-school experiences. Funded in 2000 by the U. S. Department of Education's, Office of Special Education Programs, NLTS-2 included more than 11,000 youth with disabilities (ages 13 to 16) nationwide. From 2001 to 2009, data were collected from parents, youth, and schools to gain a national picture of youth with disabilities' transition experiences from high school into post-school life. NLTS-2 data elements included: (a) demographic characteristics; (b) secondary school experiences (e.g., schools, school programs, related services, extracurricular activities); (c) post-school experiences of youth with disabilities; and, (d) contextual factors (e.g., community type, interagency collaboration, service agencies and programs). This annotated bibliography provides an overview of NLTS-2 secondary analysis articles published from 2009 through 2017.

What does Secondary Analysis of NLTS-2 Tell Us about Transition?

The purpose of this annotated bibliography is to summarize the literature that used the NLTS-2 data set to conduct secondary analyses to identify factors that influence both in-school and post-school outcomes for youth with disabilities. Based on the categorical nature of the literature identified, the information below is organized by the following categories: across disabilities, autism, deaf/hard of hearing, emotional behavioral disorders, learning disabilities, intellectual disability, and vision impairment.

Across Disabilities

Berry, H. G., Ward, M., & Caplan, L. (2012). Self-determination and access to postsecondary education in transitioning youths receiving supplemental

security income benefits. *Career Development and Transition for Exceptional Individuals, 35,* **68-75. doi:10.1177/0885728811422230 [a priori Correlational; logistic regression]**

- Examined self-determination components (i.e., autonomy, empowerment, and self-realization) and demographic (e.g., gender, race) variables as predictors of access to postsecondary education for youth with disabilities receiving Social Security Income (SSI) benefits.
- Results indicated youth with disabilities receiving SSI benefits are less likely to enroll in postsecondary education; however, results also indicated youth with disabilities, who received SSI benefits, with higher levels of self-determination (i.e., empowerment, autonomy) were more likely to participate in 2-year and 4-year colleges.
- Recommendations for future research included examining elements that positively influence postsecondary access, such as self-determination, in addition to factors that encourage retention and degree attainment among SSI participants. Further, recommendations included following SSI participants beyond postsecondary education to identify factors that promote independence.
- Implications for practice suggested that teaching evidence-based self-determination skills might promote positive postsecondary outcomes for youth with disabilities receiving SSI benefits.

Bouck, E. C., Maeda, Y., & Flanagan, S. (2012). Assistive technology and students with high incidence disabilities: Understanding the relationship through the NLTS-2. *Remedial and Special Education, 33,* **298-308*. doi:10.1177/0741932511401037 [Correlational; logistic regression]**

- Examined the use of assistive technology as a predictor of post-school outcomes for students with high incidence disabilities (i.e., attention deficit/hyperactivity disorder, emotional and behavioral disorders, learning disabilities, mild intellectual disabilities) in secondary education and postsecondary education.
- Results indicated receiving assistive technology in school was not a significant predictor of post-school success (e.g., paid job, participation in postsecondary education).
- Recommendations for future research included (a) investigating differences in self-reported assistive technology use among students with varying disabilities, and (b) comparing low-tech, moderate tech, and hi-tech assistive technology use.
- Implications for practice included providing better access to assistive technology devices and services to students with high incidence disabilities in K–12 schools, higher education, and other organizations (e.g., vocational rehabilitation).

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Carter, E. W., Austin, D., & Trainor, A. A. (2011). Factors associated with the early work experiences of adolescents with severe disabilities. *Intellectual and Developmental Disabilities*, *49*, 233-247. [Correlational; logistic regression]

- Examined the extent to which various student, family, school, and community-level factors were associated with paid work experiences during high school of adolescents with severe disabilities.
- Results indicated a small proportion of adolescents with severe disabilities were accessing paid work experiences during secondary school. For these students (a) family factors of household responsibilities and parental expectations, (b) school factors related to IEP goal type, and (c) mobility and availability of transportation were associated with early work experiences.
- Recommendations for future research suggested further examination of how secondary work experiences affect early career trajectory for all students.
- Implications for practice suggest that policies, service-delivery models, and programmatic issues may enhance early career trajectories of all students.

Carter, E. W., Austin, D., & Trainor, A. A. (2012). Predictors of postschool employment outcomes for young adults with severe disabilities. *Journal of Disability Policy Studies*, *23*, 50-63. doi:10.1177/1044207311414680 [Correlational; logistic regression]

- Examined student, family, and school factors (e.g., paid job while in school, self-care skills, social skills) as predictors of employment during the two years following high school.
- Results indicated having held a paid, community-based job while still in high school was strongly correlated with post school employment success. In addition, results indicated being male, having independent self-care skills, higher social skills, more household responsibilities, and higher parent expectations increased odds of employment after school.
- Recommendations for future research included identifying salient factors (e.g., quality of adult services, local economic conditions) to include in ongoing and future follow-up studies with youth with disabilities.
- Implications for practice suggested teachers support youth with severe disabilities in attaining community-based work experience while still in high school.

Doren, B., Gau, J. M., & Lindstrom, L. E. (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities. *Exceptional Children*, *79*, 7-23. [*a priori* Correlational; logistic regression]

- Examined parents' school and post-school outcome expectations as predictors of in-school (i.e., high school graduation) and post-school (i.e., paid job, attending postsecondary education) outcomes.
- Results indicated that parent expectations significantly predicted both in-school and post-school education and employment outcomes for youth with disabilities.
- Recommendations for future research include examining potential moderators and mediators (e.g., individual or school level factors) of parent expectations.
- Implications for practice include school or agency personnel providing information and consultation to parents regarding supports, accommodations, and services available to support post-school goal attainment. In addition, authors recommended schools work with families to support involvement in activities that promote autonomy development.

Fleming, A. R., & Fairweather, J. S. (2012). The role of postsecondary education in the path from high school to work for youth with disabilities. *Rehabilitation Counseling Bulletin, 55*, 71-81. doi:10.1177/0034355211423303 [*a priori* Correlational; logistic regression]

- Examined the relative importance of disability related factors (i.e., federal disability category, severity of disability, students and parent satisfaction with special education services, and number of services received in high school) and traditional factors (i.e., gender, socioeconomic background, race, parental education, and grades reported by classroom teachers) as predictors of attendance at postsecondary vocational training or a four-year college for students with disabilities.
- Results indicated that vocational training attendance was influenced by disability-related factors rather than traditional factors, while four-year college attendance was influenced by traditional factors rather than disability related ones.
- Recommendations for future research include identifying factors affecting retention and completion.
- Implications for practice indicated rehabilitation counselors should consider traditional factors in planning services and supports for young adults attending four-year colleges.

Jasper, A., & Bouck, E. C. (2013). Disproportionality among African American students at the secondary level: Examining the MID and EBD disability categories. *Education and Training in Autism and Developmental Disabilities, 48,* 31-40. [Correlational; logistic regression]

- Examined ethnicity as a predictor of students being identified as mild intellectual disability (MID).
- Results indicated that African American students were 3.15 times likely to be identified as MID compared to Caucasian group.
- Recommendations for future research included the need to examine disproportionality at the secondary level considering students with MID and other high incidence disabilities categories, such as emotional/behavior disorders.
- Implications for practice included training school professionals to be culturally competent, including re-evaluating the assessment and identification process to ensure all student needs are met.

Karpur, A., Brewer, D., & Golden, T. (2013) Critical program elements in transition to adulthood: Comparative analysis of New York State and the NLTS2. *Career Development and Transition for Exceptional Individuals.* 37, 119-130. doi:10.1177/2165143413476880 [Correlational; multivariate logistic regression with propensity score analysis]

- Examined transition program elements (e.g., career development activities, work-related IEP goals, paid work) by comparing the postsecondary outcomes of youth with disabilities, served in New York transition programs, to youth with disabilities included in NLTS2.
- Results indicated New York students had (a) significantly higher exposure to career development activities, (b) significantly higher likelihood of having postsecondary education and employment goals in their IEP, (c) a higher likely to participate in in-school work, and (d) were more likely to receive services from community-based providers compared with the youth in NLTS2.
- Recommendations for future research suggested exploring the impact of a mixture of transition to adulthood programming strategies within the school's contextual environment using more rigorous design of random assignment of schools to intervention groups.
- Implications for practice suggested encouraging school and interagency partnership/collaboration to promote positive post-school outcomes for youth with disabilities.

Lee, I. H., Rojewski, J. W., Gregg, N., & Jeong, S. (2015). Postsecondary education persistence of adolescents with specific learning disabilities or emotional/behavioral disorders. *The journal of Special Education, 49*, 77-88. doi:10.1177/0022466914524826

- Examined the influence of selected risk and resilience factors (i.e., individual factors, family factors, school and peer factors, community factors) as predictors of the short-term postsecondary educational outcomes of adolescents with specific learning disabilities or emotional/behavioral disorders.
- Results indicated all selected risk and resilience factors significantly predicted educational persistence. Specifically, three factors (i.e., high school GPA, socioeconomic status, number of friends having plans to attend a 4-year college) were significant predictors of educational persistence for adolescents with disabilities.
- Recommendations for future research suggested understanding how policy-related strategies or interventions may reduce the effect of socioeconomic status on educational persistence for adolescents with disabilities. Furthermore, future research should examine how school-parent partnerships and peer mentoring programs increase students' academic achievement and postsecondary outcomes.
- Implications for practice indicated schools should strengthen relationships with parents to encourage their involvement at home to motivate students to succeed academically, especially for families from low socioeconomic backgrounds. In addition, teachers should develop peer mentoring programs to support students' needs.

Lombardi, A., Gau, J., Doren, B., & Lindstrom, L. (2013). The influence of instructional setting of common core subjects on postsecondary participation. *Journal of Disability Policy Studies, 24,* 170-180. doi:10.1177/1044207312468766 [*a priori* Correlational; logistic regression]

- Examined instructional setting in language arts and math as predictors of participation in postsecondary education at two- and four-year institutions for youth with disabilities.
- Results indicated students who received math and language arts instruction in a general education classroom were more likely to participate in a two-year postsecondary education programs than students in more segregated settings.
- Recommendations for future research suggested classroom accommodation and parent expectation and involvement in transition planning be considered in future designs identifying predictors of postsecondary participation and completion.

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- Implications for practice indicated general education course placements be considered for students who aspire to attend postsecondary institutions. Also, placement options for minority and low-income students should be carefully considered.

Mazzotti, V. L., Rowe, D. A., Sinclair, J., Poppen, M., Woods, W. E., & Shearer, M. L. (2016). Predictors of post-school success: A systematic review of NLTS2 secondary analyses. *Career Development and Transition for Exceptional Individuals, 39*, 196-215. doi:10.1177/2165143415588047

- This systematic literature review identified additional evidence to support the existing in-school predictors of post-school success and identified four new in-school predictors of post-school success for youth with disabilities based on the National Longitudinal Transition Study-2 secondary analyses articles published from 2009-2015 that met the quality indicators for correlational research.
- Results indicated no change in level of evidence for any of the existing predictors; however, exit exam/high school diploma status and parent involvement were identified as predictors of postsecondary education outcomes. In addition, results identified four new predictor categories (i.e., parent expectations, youth autonomy/decision making, goal setting, travel skills).
- Authors suggested using propensity score analysis when identifying correlational factors for post-school outcomes and using other data sets (e.g., researcher collected, other statewide data sets) to explore in-school predictors of post-school success.
- Implications for practice included implementing the evidence-based predictors to guide transition program development, improvement, and evaluation.

Milsom, A., & Glanville, J. L. (2009). Factors mediating the relationship between social skills and academic grades in a sample of students diagnosed with learning disabilities and emotional disturbance. *Remedial and Special Education, 31,* 241-251. doi:10.1177/0741932508327460 [Correlational; structural equation modeling]

- Examined social skills (e.g., social assertiveness, self-control, cooperation) as predictors of overall grades for students with learning disabilities and emotional disturbance.
- Results indicated social assertiveness did not have an effect on overall grades, while self-control and cooperation had a significant effect on overall grades. Higher levels of self-control predicted less trouble with teachers and students, higher grades, and greater school enjoyment. Higher levels of cooperation predicted less trouble with teachers, higher grades, and higher school enjoyment.

- Recommendations for research suggested examining various factors that affect student achievement including academic ability, motivation, career aspirations, study skills, and school climate.
- Implications for practice included targeting students with disabilities in elementary and middle school for early, multiyear social skill interventions that are evidence-based and tailored to support skill acquisition and/or performance dictated by student need.

Murray, C., Doren, B., Gau, J. M., Zvoch, K., & Seeley, J. R. (2015). Constructing and validating a multiple-indicator construct of economic hardship in a national sample of adolescents with disabilities. *Exceptional Children, 8*, 507-522. doi:10.1177/0014402914563701

- Developed a multi-indicator construct of economic hardship among adolescents with disabilities participating in the National Longitudinal Transition Study-2.
- Results indicated five theoretically relevant indicators (i.e., family income, head-of-household education, head-of-household employment, participation in social programs, and lack of resources) contributed to the formation of an economic hardship latent construct.
- Recommendations for future research included identifying additional indicators (e.g., "doe" or "does not" live in poverty and income) that reflect the emerging reconceptualization of poverty.
- Implications for practice included identifying solutions to reduce exposure to poverty among children and youth with an intellectual disability.

Newman, L. A., & Madaus, J. W. (2015). An analysis of factors related to receipt of accommodations and services by postsecondary students with disabilities. *Remedial and Special Education, 36*, 208-219. doi:10.1177/0741932515572912.

- Examined the relationship between disability demographics related, secondary school preparation, and transition planning variables and receipt of accommodations and other disability-specific services at the postsecondary education level for students with disabilities.
- Results indicated secondary students, who received transition planning education were more likely to receive accommodations and other disability-specific services in two-year college. In addition, students, who had a transition plan that specified postsecondary accommodation and supports as a needed post-high school service were more likely to receive those type of services in two-year colleges and career and technical education schools.
- Recommendations for future research included identifying: (a) characteristics of transition planning education, specifically content, optimal grade level for

receipt, and a duration of transition planning; and (b) characteristics of schools and special education team structures that offer the instruction.

- Implications for practice included supporting high school special education staff and transition specialists in implementing transition planning activities, which influence the likelihood that students will seek out and receive accommodations and other disability-specific services at the postsecondary level.

Newman, L. A., & Madaus, J. W. (2015). Reported accommodations and supports provided to secondary and postsecondary students with disabilities: National perspective. *Career Development and Transition for Exceptional Individuals, 38*, **173-181. doi:10.1177/2165143413518235**

- Examined a nationally representative cohort of 3,190 students with disabilities who reported enrollment in a postsecondary education program since leaving high school.
- Results indicated: (a) Only 35% of youth with disabilities informed their college of their disability; (b) 95% received disability-based accommodations at the secondary level, only 23% did so at the postsecondary level; and (c) 59% received at least one modification at the secondary level, but only 4% received a modification in college.
- Recommendations for future research included identifying who receives supports, who discloses a disability, and the impact of receipt of these supports on school completion and persistence.
- Self-disclosure their disability to the proper postsecondary contact to receive accommodations and services in college. In addition, since modifications (e.g., modified exams, shorter assignment, modified grading standards) are unlikely to be available at all at the college level, transition planning team needs to promote the use of learning strategies and self-awareness over modifications.

Newman, L. A., Madaus, J. W., & Javitz, H. S. (2016). Effect of Transition planning on postsecondary support receipt by students with disabilities. *Exceptional Children, 82*, **497-514. doi:10.1177/0014402915615884**

- Examined receiving transition planning education and having a transition plan that specified needed postsecondary accommodations as predictors of receiving disability-specific services and generally available supports at the postsecondary level by students with disabilities.
- Results indicated both receiving transition planning education and having a transition plan significantly increased the odds that students with disabilities would receive disability-specific and generally available supports at 2-year institutions. In addition, students with transition plans specifying

accommodations were more likely to receive disability-related supports at career and technical education (CTE) school. CTE students, who had received transition planning education in high schools, were more likely to receive generally available supports.

- Recommendations for future research included examining characteristics of effective transition-planning education.
- Implications for practice included increasing awareness for parents and students during high school transition planning meeting about requirements for self-disclosure their disability to the proper postsecondary contact to receive accommodations and services in college. In addition, since modifications (e.g., modified exams, shorter assignment, modified grading standards) are unlikely to be available at all the college level, transition planning team needs to promote the use of learning strategies and self-awareness over modifications.

Rojewski, J. W., Lee, I. H., & Gregg, N. (2015). Causal effects of inclusion on postsecondary education outcomes of individuals with high-incidence disabilities. *Journal of Disability Policy Studies, 25,* **210-219. doi:10.1177/1044207313505648 [Correlational; logistic regression with propensity score analysis]**

- Examined inclusion (80% or more credits taken in general education) as a causal predictor of post-school education outcomes for students with learning disabilities and emotional disturbance.
- Results indicated a significant positive relationship between students in inclusive high school placements and participation in postsecondary education 2-years after high school
- Recommendations for future research included examining the role of various aspects of inclusion (e.g., social components, students' pursuit of postsecondary education, amount of time in inclusive placements) necessary for positive outcomes.
- Implications for practice included providing (a) professional development in the area of inclusion to all secondary educators and (b) student access to inclusive academic settings.

Schifter, L. (2011). High school graduation of students with disabilities: How long does it take? *Exceptional Children, 77,* **409-422. [Correlational; logistic regression]**

- Examined disability as a predictor of high school graduation for youth with disabilities.
- Results indicated type of disability had an impact on the amount of time to graduate for youth with disabilities. For example, students with learning disabilities had the earliest estimated time to graduation (i.e., 4.6 years).

- Recommendations for future research suggested examining how decisions about graduation are made and how those decisions impact students' in-school experiences, postsecondary goals, and outcomes.
- Implications for practice indicated districts and states should measure and report both, four-year adjusted, and extended-year cohort graduation rates.

Shogren, K. A., & Garnier-Villarreal, M. (2015). Developing student, family, and school constructs from NTLS2 Data. *Journal of Special Education, 49,* **89-103. doi:10.1177/0022466913513336 [Correlational; structural equation modeling]**

- Examined the feasibility of generating latent constructs of students (e.g., grades, behavior, functional skills), family (e.g., parent expectations, involvement), and school (e.g., access to general curriculum, inclusion, social networks) for youth with disabilities. Additionally, exploration of the equivalence of constructs across all disabilities and investigation of possible differences in the latent means, variances, and correlations across disability groups were examined.
- Results indicated disability label impacts the experiences of youth with disability while in high school. For example, disability label moderates the relationship between student, family (e.g., parent expectations), and school factors (e.g., inclusion, social networks and supports).
- Recommendations for future research included understanding the impact of disability on student, family, and school constructs. In addition, future research should examine the relationship of student, family, and school constructs and how these constructs impact post-school education, employment, and independent living.
- Implications for practice included professional development for practitioners to gain a more comprehensive understanding of each student's contextual factors.

Shogren, K. A., Garner-Villarreal, M. G., Dowsett, C., & Little, T. D. (2014). Exploring student, family, and school predictors of self-determination using NLTS2 Data. *Career Development and Transition for Exceptional Individual***s. Advance online publication. doi:10.1177/2165143414546685. [Correlational; structural equation modeling]**

- Examined student, family, and school constructs as predictors of self-determination outcomes (i.e., autonomy, psychological empowerment, self-realization) for students with disabilities.
- Results indicated self-concept was a significant predictor of autonomy and psychological empowerment across most disability groups.
- Recommendations for future research included carefully assessing self-determination and investigating the influence of ecological and individual factors impact on self-determination for youth with disabilities.

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- Implications for practice included creating systemic strategies to allow for and catalogue multiple factors of school and community contexts.

Shogren, K. A., Kennedy, W., Dowsett, C., & Little, T. D. (in press). Autonomy, psychological empowerment, and self-realization: Exploring data on self-determination from NLTS2. *Exceptional Children*. [Correlational; structural equation modeling]

- Examined constructs of self-determination (i.e., autonomy, psychological empowerment, self-realization) and measurement equivalence of self-determination constructs across disability groups.
- Results confirmed the constructs of self-determination did not vary across disability groups.
- Recommendations for future research suggested systematically exploring the specific aspects of autonomy, psychological empowerment, and self-realization assessed in NLTS2. Additionally, future research should concentrate on the assessment of self-determination.
- Implications for practice suggested the importance of assessing self-determination before implementing interventions to support youth with disabilities' self-determination knowledge and skills.

Shogren, K. A., Kennedy, W., Dowsett, C., Garnier Villarreal, M., & Little, T.D. (2014). Exploring essential characteristics of self-determination for diverse students using data from NLTS2. *Career Development and Transition for Exceptional Individuals, 37,* 168-176. doi:10.1177/2165143413486927 [Correlational; structural equation modeling]

- Examined race/ethnicity as predictors of self-determination (i.e., autonomy, self-realization, psychological empowerment) among transition-aged youth with disabilities.
- Results indicated race/ethnicity added additional unique information, above and beyond disability, that explains student's relative levels of autonomy, self-realization, and psychological empowerment.
- Recommendations for future research include investigating the influence of race/ethnicity on self-determination outcomes and exploring the multiple factors that influence self-determination.
- Implications for practice included identification of methods to ensure practitioners understand how culture shapes self-determination and to select and implement self-determination interventions based on a student's culture.

Shogren, K. A., & Plotner, A. J. (2012). Characteristics of transition planning for students with intellectual disability, autism or other disabilities: Data from the

National Longitudinal Transition Study-2. *Intellectual and Developmental Disabilities*, *50,* 16-30. [Descriptive]

- Examined the experiences of youth with intellectual disability, autism, or other disabilities in the transition planning process.
- Results indicated students with intellectual disability or autism were significantly less likely to have primary goals related to post-secondary education or employment and more likely to have functional independent goals. Additionally, students with ID and autism had limited participation in the transition planning process when compared to students from other disability categories.
- Recommendations for future research included investigating interagency collaboration and involvement of other service providers outside of the educational system.
- Implications for practice included a need to support youth in participating in an individualized student centered transition planning process to facilitate participation in the IEP.

Shogren, K. A., & Plotner, A. J. (2012). Transition planning for students with intellectual disability, autism, or other disabilities: Data from the national longitudinal transition study-2. *Intellectual and Developmental Disabilities, 50*, 16-30. doi:10.1352/1934-9556-50.1.16

- Examined the status of students with intellectual disability, autism, or other disabilities in the transition planning process.
- Results indicated students with autism or intellectual disability were significantly less likely than students with other disabilities to take a leadership role during the transition planning process. The majority of the active participants in transition planning were school-based personnel (i.e., special education teacher, school counselor, school administrator).
- Recommendations for future research included examining barriers and facilitators of providing high quality instruction and opportunities for Individualized Education Program (IEP) and transition planning family involvement.
- Implications for practice included helping students understand and make progress toward their future goals through individualized instruction that links students' transition goals to students' course of study.

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Shogren, K. A., Shaw, L.A., & Little, T. D. (in press). Measuring the early adulthood outcomes of young adults with disabilities: Developing constructs using NLTS2 data. *Exceptionality*. [Correlational; structural equation modeling]

- Examined if eight quality of life latent constructs (i.e., interpersonal relations, societal inclusion, emotional well being, rights, physical well-being, personal development, material well being, advocacy) could be measured across disability groups.
- Results indicated creating a model to organize the NLTS 2 variables within a relevant quality of life domain could be generated from the data.
- Recommendations for future research included examining previous experiences' impacting student post-school success (e.g., work-experience), the impact of contextual factors, role of access to systems of support, and policy-level factors.
- Implications for practice included providing practitioners with the resources, knowledge, and skills to understand data-based decision making to impact outcomes across all groups of students with disabilities.

Sima, A. P., Wehman, P. H., Chan, F., West, M., Leucking, R. G. (2015). An evaluation of risk factors related to employment outcomes for youth with disabilities. Career *Development and Transition for Exceptional Individuals, 38*, 89-100. doi:10.1177/2165143414534887

- Examined non-modifiable risk factors (e.g., disability type, gender, race, community type, household income level) associated with poor post-school competitive employment outcomes for students with disabilities.
- Results indicated post-school employment was related to the disability characteristics of the student (e.g., disability type, ability to understand what is being said, general health status), family characteristics (e.g., yearly income, community setting), and youth characteristics (e.g., race).
- Recommendations for future research suggested providing school-and home-based interventions that can help high-risk students achieve better post-high school employment outcomes.
- Implications for practice included paying special attention to the existence of high-risk groups (i.e., students in minorities, low socioeconomic status, trouble understanding, and physical or sensory disability)

Sun, C. M. (2007). The impact of inclusion-based education on the likelihood of independence for today's students with special needs. *Journal of Special Education Leadership, 20*, 84-92.

- Examined the likelihood of independence for young people with disabilities by using the National Longitudinal Transition Study (NLTS) from 1992.

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- Results indicated if students with disabilities, participate more in regular educational settings (i.e., the number of hours spent in academic classes), the likelihood they live independently after leaving school increased. In addition, the education level of the parent, having more siblings in the household, the intellect of the student, and earning a high school diploma are the variables that had a statistically significant effect on the likelihood of independence for students with disabilities after high school.
- Recommendation for future research was not included.
- Implications for practice included recommending inclusive placements for students with disabilities, when appropriate.

Wagner, M. M., Newman, L.A., & Javitz, H.S. (2014). The influence of family socioeconomic status on the post-high school outcomes of youth with disabilities. *Career Development and Transition for Exceptional Individuals, 37,* **5-17. doi:10.1177/2165143414523980. [Correlational; logistic regression]**

- Examined family socio-economic factors as predictors of high school graduation, postsecondary education enrollment, and post-school employment for youth with disabilities.
- Results indicated socio-economic status had a statistically small significant effect on high school graduation, postsecondary education, and employment.
- Recommendations for future research suggested focusing on SES within specific racial/ethnic groups and testing interventions and supports directed toward increasing the odds of learning age-appropriate academic and behavioral skills.
- Implications for practice included providing pre-service training to teachers on family and student collaboration.

Wagner, M., Newman, L., Cameto, R., Javitz, H., & Valdes, K. (2012). A national picture of parent and youth participation in IEP and transition planning meetings. *Journal of Disability Policy Studies*, *23,* 140-155. **[Correlational; logistic regression]**

- Examined demographics, parent expectations, and high school instructional programs as predictors of parent and student involvement in IEP/transition planning meetings for students with disabilities.
- Results indicated student disability (e.g., autism, learning disability), ethnicity, and parent expectations (higher expectations increased involvement) were predictors of involvement in the IEP/transition planning. Additionally, students, who were served in inclusive settings and were provided transition-planning instruction were more likely to be involved in the IEP/transition planning process.
- Recommendations for future research were not included.

- Implications for practice included identifying strategies to engage children and families from diverse backgrounds in the transition planning process.

Wei, X., Yu, J. W., & Shaver, D. (2014). Longitudinal effects of ADHD in children with learning disabilities or emotional disturbances. *Exceptional Children, 80*, 205-219.

- Examined the influence of comorbidity between attention deficit/hyperactivity disorder (ADHD) and learning disabilities (LD) or emotional disturbances (ED) as predictors of longitudinal academic, social, and behavioral outcomes.
- Results indicated children with LD and ADHD had lower letter word identification scores, teacher-rated reading levels, and parent-reported social skills than children with LD alone. In addition, children with ED and ADHD had lower social skills and more classroom behavior problems and suspensions in schools than children with ED alone. Also, children with ED and ADHD also had slower growth in math calculation skills than children with ED alone over time.
- Recommendations for research suggested identifying specific mediating factors, attention problems, hyperactivity, and impulsivity, as well as combinations of these factors. Additionally, future research should examine the treatment effects on these students with comorbid ADHD.
- Implication for practice was not included

Zablocki, M., & Krezmien, M. P. (2013). Drop-out predictors among students with high-incidence disabilities: A National Longitudinal and Transitional Study 2 analysis. *Journal of Disability Policy Studies, 24,* 53-64. **[Correlational; logistic regression]**

- Examined the influence of disability type, demographics, and academic experiences as predictors of school drop-out rates for youth with disabilities.
- Results indicated disability type alone was not a significant predictor of school drop-out. Additionally, higher than average grades and emotional engagement significantly reduced the odds of dropping-out, while suspension/expulsion and grade retention significantly increased the odds of dropping-out.
- Recommendations for research suggested examining the mediating effects of academic factors on the relationship between disability type and/or demographic characteristics and drop-out, especially the effects of suspension/expulsion and grade retention.
- Implications for practice indicated administrators could use these indicators to identify students in need of intervention programs to decrease the likelihood of school drop-out.

Autism

Anderson, K. A., Shattuck, P. T., Cooper, B. P., Roux, A. M., & Wanger, M. (2014). Prevalence and correlates of postsecondary residential status among young adults with an autism spectrum disorder. *Autism, 18*, 562-570. **doi:10.1177/1362361313481860**

- Examined disability types as predictors of three living arrangements (i.e., living with a parent or guardian, independently or with a roommate, or in a supervised setting).
- Results indicated young adults with autism spectrum disorder were more likely to live with a parent or guardian and least likely to live independently after leaving high school. Correlates of residential independence include being White, having better conversation ability and functional skills, and having a higher household income.
- Recommendations for future research suggested investigating residential trends related to the quality of life among families and young adults. In addition, more research is needed to identify ways to effectively implement residential transition plans that best meet the needs and preferences of young adults with ASD and their families.
- Implications for practice were not included in the data brief.

Barnard-Brak, L. & Fearon, D.D. (2012). Self-advocacy skills as a predictor of student IEP participation among adolescents with autism. *Education and Training in Autism and Developmental Disabilities, 47*, 39–47. **[Correlational; logistic regression]**

- Examined self-advocacy scores, gender, race, social skills, and communication skills as predictors of student IEP participation among students with autism compared to students with other types of disabilities.
- Results indicated students with disabilities, other than autism, were more likely to participate in IEP meetings compared to students with autism. Additionally, results revealed self-advocacy skills were a significant predictor of IEP meeting participation among students with autism compared to students with other disabilities.
- Recommendations for future research suggested a need for individualized self-advocacy interventions to meet the needs of students with autism spectrum disorder.
- Implications for practice included implementing self-advocacy strategies to teach students with disabilities how to participate in the IEP planning process.

Bouck, E. C., & Joshi, G. S. (2015). Does curriculum matter for secondary students with autism spectrum disorders: Analyzing the NLTS2. *Journal of Autism and Developmental Disorders, 45*, 1204-1212. doi:10.1007/s10803-014-2281-9

- Examined the relationship between curriculum (i.e., functional versus non-functional) and seven measures of post-school outcomes for students with autism spectrum disorder.
- Results indicated low rates of receipt of a functional curriculum, poor post-school outcomes, and the lack of relationship between curriculum and post-school outcomes.
- Recommendations for future research included examining factors related to employment, attendance in postsecondary education, and independent living. Recommendations also included examining nuances of curricula (e.g., duration and quality) for impact on post-school success.
- Implications for practice suggested educators continue supporting students by providing services, including a curriculum that best supports their desired post-school outcomes. In addition, educators should view curricula as a continuum rather than a dichotomy of functional versus academics.

Chiang, H. M., Cheung, Y. K., Hickson, L., Xiang, R., & Tsai, L. Y. (2012). Predictive factors of participation in postsecondary education for high school leavers with autism. *Journal of Autism and Developmental Disorders*, *42*, 685-696. doi:10.1007/s10803-011-1297-7 [Correlational; logistic regression]

- Examined the predictive factors of participation in postsecondary education for high school leavers with autism.
- Results suggested that students' post-high school goal, parental expectations, high school type, annual household income, and academic performance were significant predictors of participation in postsecondary education.
- Recommendations for future research included identifying effective strategies, including difficulties experienced by students with autism, in postsecondary settings.
- Implications for practice included providing resources and supports to form partnerships with families to further understand parental postsecondary expectations.

Chiang, H. M., Cheung, Y. K., Li, H., & Tsai, L. Y. (2013). Factors associated with participation in employment for high school leavers with autism. *Journal of autism and developmental disorders*, *43*, 1832-1842. doi:10.1007/s10803-012-1734-2 [Correlational; logistic regression]

- Examined the factors associated with participation in employment for high school leavers with autism.
- Results indicated that family social status, student characteristics, and high school transition planning services were significant factors associated with participation in employment.
- Recommendations for future research included identifying of stakeholder roles significantly associated factors with participation in employment.
- Implications for practice included devoting more time and resources to ensure professionals have to supports needed to provide effective transition services (e.g., social skills instruction) to individuals with autism.

Frazier, T. W., Shattuck, P. T., Narendorf, S. C., Cooper, B. P., Wagner, M., & Spitznagel, E. L. (2011). Prevalence and correlates of psychotropic medication use in adolescents with an autism spectrum disorder with and without caregiver-reported attention-deficit/hyperactivity disorder. *Journal of Child and Adolescent Psychopharmacology*, *21*, 571-579. doi:10.1089/cap.2011.0057 [*a priori* Correlational; logistic regression]

- Examined demographic characteristics (i.e., Autism Spectrum Disorder [ASD] without a caregiver-reported Attention Deficit Hyperactivity Disorder [ADHD] diagnosis (ASD-only), ADHD without ASD (ADHD-only), and an ASD with co-morbid ADHD (ASD+ADHD) as predictors of psychotropic medication use.
- Results indicated individuals with ASD and ADHD had a higher prevalence of any medication use and greater proportion of individuals taking multiple medications with high rates of antipsychotic, antidepressant/antianxiety, and stimulant medication use.
- Recommendations for research included reinforcing the complexity of pharmacological treatment of challenging behavior in youth with ASD and ADHD and identified the need to determine efficacious medication algorithms and practice parameters.
- Implications for practice included developing guidelines to reduce the use of medication by clinicians, families, and schools for children and youth with autism.

Griffin, M. M., Taylor, J. L., Urbano, R. C., & Hodapp, R. M. (2013). Involvement in transition planning meetings among high school students with autism spectrum disorders. *Journal of Special Education, 47,* 256-264*.* **doi:10.1177/0022466913475668 [Correlational; logistic regression]**

- Examined student characteristic, educational experience, and parent involvement variables as predictors of involvement in transition planning among students with autism spectrum disorders (ASD).
- Results indicated time spent in general education settings and frequency of post-school plans discussed at home significantly predicted both attendance and moderate involvement or student leadership of transition planning meetings. Additionally, instruction in transition planning was not predictive of either student attendance or participation in transition planning meetings.
- Recommendations for future research suggested examining the effectiveness of transition planning instruction in order to guide adaptation of current interventions or develop new interventions that promote involvement of students with ASD. Future research should also target specific sub-populations of students with ASD, including students with lower communication and self-advocacy skills, and African American students.
- Implications for practice included ensuring students with disabilities, who are African American and/or have lower communication skills, are provided opportunities to participate in transition planning. Practitioners are encouraged to use new technologies and evidence-based communication supports during instruction and transition planning to increase communication with families.

Migliore, A., & Lugas, J. (2011) Students with autism: Setting higher expectations for postsecondary education. Data Note Series, *Data Note 31***. Boston, MA: Institute for Community Inclusion, http://www.communityinclusion.org/pdf/DN31_F.pdf [Descriptive]**

- Examined the transition planning goals for postsecondary vocational training or two- or four-year college attendance for youth with autism.
- Results indicated 39% of students without postsecondary vocational training and 30% of students without goals for attending a two- or four-year college went on to attend postsecondary education.
- Implications for research and practice were not included in data brief.

Narendorf, S. C., Shattuck, P. T., & Sterzing, P. (2011). Mental health service use among adolescents with an autism spectrum disorder. *Psychiatric Services, 62*, 975-978. [Correlational; logistic regression]

- Examined demographics, parent involvement in IEPs, diagnostic medical exams, social skills, and bullying as predictors of mental health service use for students with autism.
- Results indicated parent involvement in IEPs predicted mental health services use, but not school-based services. Students were more likely to receive mental health services if they had a diagnostic medical exam in the previous year, but less likely to receive services at school. African American students compared to Caucasian students were more likely to receive school-based mental health services. Students with lower social skills, who experienced bullying, and who bullied others, were more likely to receive mental health services, but not at school.
- Recommendations for future research suggested examining whether the type or quality of mental health services differs between school-based and community-based settings.
- Implications for practice included adaptation of evidence-based practices for youth with ASD, who have co-occurring mental health disorders, and underscored the importance of school-based mental health services for students who are less likely to access supports in the community (i.e., African American, low income).

Orsmond, G. I., Shattuck, P. T., Cooper, B. P., Sterzing, P. R., & Anderson, K. A. (2013). Social participation among young adults with an autism spectrum disorder. *Journal of Autism and Development Disorders, 43*, 2710-2719. doi:10.1007/s10803-013-1833-8.

- Examined rates of participation in social activities of young adults with an autism spectrum disorder (ASD) and compared the ASD group with the groups of students with intellectual disability, emotional/behavioral disability, or a learning disability.
- Results indicated young adults with autism were significantly more likely to never see friends, never get called by friends, never be invited to activities, and be socially isolated. Additionally, among the autism group, lower conversation ability, lower functional skills, and living with a parent were predictors of less social participation.
- Recommendations for future research suggested conducting further longitudinal research to determine whether the same individuals who struggle with friendship and social participation in adolescence are the same who lack friendships and are socially isolated in adulthood.

- Implications for practice was not included in data brief.

Roux, A. M., Shattuck, P. T., Cooper, B. P., Anderson, K. A., Wagner, M., & Narendorf, S. C. (2013). Postsecondary employment experiences among young adults with an autism spectrum disorder. *Journal of the American Academy of Child & Adolescent Psychiatry, 52,* **931-939. [Correlational; logistic regression]**

- Examined conversational and functional skills as predictors of post-school employment (i.e., rates of employment, wages earned, types of jobs held) for students with autism.
- Results indicated students with autism had higher odds of having a paid job post-school if they were older, from higher income households, had higher functional skills, and minimal conversational impairments.
- Recommendations for future research suggested examining how instruction provided during secondary education, postsecondary vocational education, and rehabilitation services contributes to future employment.
- Implications for practice included identifying vulnerable subpopulations of youth with ASD, who may need additional services and support during transition.

Shattuck, P. T., Orsmond, G. I., Wagner, M., & Cooper, B. P. (2011). Participation in social activities among adolescents with an autism spectrum disorder. *PLoS One*, *6*(11), 1-9. **[Correlational; logistic regression]**

- Examined predictors (e.g., demographics, conversational speech, functional cognitive skills) of social participation for adolescents with an autism spectrum disorder (ASD).
- Results indicated adolescents with an ASD were significantly more likely never to see friends outside of school, never to get called by friends, and never to be invited to social activities. Additionally, results indicated low family income, impairments in conversational ability, social communication, and functional cognitive skills were correlates of limited social participation.
- Recommendations for future research included expanding social participation measures for youth with ASD.
- Implications for practice included a need for greater supports and services to promote community inclusion for youth with ASD.

Shattuck, P. T., Narendorf, S. C., Cooper, B., Sterzing, P. R., Wagner, M., & Taylor, J. L. (2012). Postsecondary education and employment among youth with an autism spectrum disorder. *The American Academy of Pediatrics, 129*, 1042-1049. doi:10.1542/peds.2011-2864.

- Examined correlates of postsecondary education and employment among youth with an autism spectrum disorder (ASD).
- Results indicated 34.7% of youth with an ASD had attended college, and 55.1% had held paid employment during the first six year after high school. More than 50% of youth, who had left high school in the past 2 years, did not participate in postschool employment or education. Youth with an ASD had the lowest rates of participation in employment and the highest rates of no participation compared with youth in other disability categories. In addition, higher income and higher functional ability were associated with higher adjusted odds of participation in postsecondary employment and education.
- Recommendations for future research included understanding how transition planning is connected for youth with an ASD to ensure services promote participation in education and employment in the first years after high school.
- Implications for practice was not included in data brief.

Shattuck, P. T., Steinberg, J., Yu, J., Wei, X., Cooper, B. P., Newman, L., & Roux, A. M. (2014). Disability identification and self-efficacy among college students on the autism spectrum. *Autism Research and Treatment, 2014* (article ID 924182)*, 1-7. doi:10.1155/2014/924182 [Correlational; logistic regression]

- Examined predictors (e.g., demographics, functional skills, conversational skills) of self-disclosure of disability among college students with autism.
- Results indicated students, who were Black, and students with higher functioning skills were less likely to self-disclose their disability in college.
- Recommendations for future research included examining the link between disability identification and formal disability disclosure required to receive supports and accommodations during college.
- Implications for practice included creating social and academic support services that promote all students and do not require disclosure of disability status.

Shattuck, P. T., Wagner, M., Narendorf, S., Sterzing, P., & Hensley, M. (2011). Post–high school service use among young adults with an autism spectrum disorder. *Archives of Pediatrics & Adolescent Medicine*, *165*, 141-146. [Correlational; logistic regression]

- Examined predictors (i.e., mental health services, medical evaluation and assessment, speech therapy, case management) of post-school service use by young adults with an autism spectrum disorder (ASD).
- Results identified disparities in post-school service engagement by race and socioeconomic status. For example, Black youth were 3.3 times less likely to receive services than White youth, and the odds of having no case management was 5.88 times higher for Black youth from low socio-economic backgrounds.
- Recommendations for future research included developing and evaluating equitable service delivery models for youth with ASD.
- Implications for practice included providing targeted outreach and services to youth with ASD in high school and post-school.

Wei, X., Christiano, E. R. A., Yu, J. W., Blackorby, J., Shattuck, P., & Newman, L. A. (2014). Postsecondary pathways and persistence for STEM versus non-STEM majors: Among college students with an autism spectrum disorder. *Journal of Autism Development Disorder, 44*, 1159-1167. doi:10.1007/s10803-013-1978-5.

- Examined post-secondary pathways and persistence among college students with autism spectrum disorder (ASD).
- Results indicated most college students with ASD enrolled in a 2-year community college (81%). Those in science, technology, engineering and mathematics (STEM) fields were more likely to persist in a 2-year community college and were twice as likely to transfer from a 2-year community college to a 4-year university than their peers in the non-STEM fields.
- Recommendations for research included examining how 2-year community college can support college students with an ASD. In addition, further exploring the barriers to college persistence and how these may vary depending on the field of study are needed.
- Implications for practice suggested providing community college professionals with professional development opportunities and an adequate infrastructure that will enable them to provide high quality transition planning services to students with an ASD.

National Technical Assistance Center on Transition
www.TransitionTA.org

Wei, X., Yu, J. W., Shattuck, P., McCracken, M., & Blackorby, J. (2013). Science, technology, engineering, and mathematics (STEM) participation among college students with an autism spectrum disorder. *Journal of Autism and Developmental Disorders, 43,* 1539-1546. [Correlational; logistic regression]

- Examined student demographics and disability as predictors of postsecondary enrollment and participation in STEM coursework for youth with autism.
- Results indicated students with higher functioning skills were more likely to enroll in postsecondary education. Additionally, results indicated a large gender gap (more males than females) in majoring in STEM-related fields among young adults with autism.
- Recommendations for research included examining postsecondary enrollment, retention, and completion rates of STEM degrees among college students with autism.
- Implications for practice suggested institutes of higher education provide supports and services for youth with autism to promote STEM career attainment and success.

Wei, X., Wagner, M., Christiano, E. R. A., Shattuck, P., & Yu, J. W. (2014). Special education services received by students with autism spectrum disorders from preschool through high school. *The Journal of Special Education, 48,* 167-179. doi:10.1177/0022466913483576 [Correlational; logistic regression]

- Examined age trends in special education services receipt rates (i.e., transportation, occupation therapy, speech/language therapy) from preschool through high school for students with autism.
- Results indicated disability severity and demographic characteristics correlated with differences in receipt of special education services. For example, youth with more significant autism were more likely to receive special education services.
- Recommendations for future research suggested a need to investigate the reasons behind income-related differences in special education service receipt rates and focus on the special education service needs, special education access barriers, and equity of service receipt among minority students with ASDs.
- Implications for practice were not included.

National Technical Assistance Center on Transition
www.TransitionTA.org

Wei, X., Wagner, M., Hudson, L., Yu, J. W., & Javitz, H. (2016). The effect of transition planning participation and goal-setting on college enrollment among youth with autism spectrum disorders. *Remedial and Special Education, 37*, 3-14. doi:10.1177/0741932515581495.

- Examined the relationship between participation in transition planning and goal-setting and college enrollment among youth with autism spectrum disorders (ASDs).
- Results indicated that two- or four-year college enrollment rates were significantly higher among youth with ASDs who participated in transition planning and those who had a primary transition goal of college enrollment.
- Recommendations for future research included determining the mechanism underlying the positive association between transition planning and goal-setting and college enrollment. In addition, future research needs to continue identifying evidence-based practices and interventions that increase the likelihood of postsecondary participation among the growing population of young adults with ASDs and extend the analyses to address college completion.
- Implications for practice were not included in data brief.

Wei, X., Wangner, M., Hudson, L., Yu, J. W., & Shattuck, P. (2015). Transition to adulthood: Employment, education, and disengagement in individuals with autism spectrum disorders. *Emerging Adulthood, 3*, 37-45. doi:10.1177/2167696814534417.

- Examined a nationally representative sample of youth with autism spectrum disorders (ASDs) to understand the longitudinal transition sequences of youth with ASDs and the factors associated with it.
- Results indicated three condensed clusters, with the most common being primary focus on postsecondary education (57.4%). The second most common transition sequence was continuously or increasingly disengaged (29%); the least common was primarily focused on employment (22.4%).
- Recommendations for future research included identifying effective high school transition planning for youth with ASDs to promote participation in both postsecondary education and employment in the first years after high school.
- Implications for practice suggested having a better understanding of transition paths among emerging adults with ASDs to promote a more holistic understanding of transition for all youth with disabilities.

Wei, X., Yu, J. W., Shattuck, P., & Blackorby, J. (2017). High school math and science preparation and postsecondary STEM participation for students with an autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 32*, 83-92. doi:10.1177/1088357615588489.

- Examined the factors that influence students with autism spectrum disorder (ASD) to gravitate toward the science, technology, engineering, and mathematics (STEM) fields.
- Results indicated students with ASD who took more classes in advanced math in a general education setting, were more likely to declare a STEM major after controlling for background characteristics and previous achievement level.
- Recommendations for future research included replicating the current study by using original data that are not constrained by the limitations of secondary data analysis to strengthen the evidence base and help increase the likelihood of postsecondary STEM participation among the growing population of young adults with an ASD.
- Implications for practice suggested increasing the STEM participation rate among minority students and recognizing the amplified disparities that exist among racial/ethnic minorities with an ASD.

Deaf/Hard of Hearing

Cawthon, S. W., Caemmerer, J. M., Dickson, D. M., Ocuto, O. L., Ge, J., & Bond, M. P. (2015). Social skills as a predictor of postsecondary outcomes for individuals who are deaf. *Applied Developmental Science, 19,* 19-30*.* doi:10.1080/10888691.2014.948157

- Examined the relationship between parent ratings of social skills and postsecondary outcomes (e.g., attendance and graduation from postsecondary education, independent living, employment) for students, who were deaf or hard of hearing.
- Results indicated social skills were significantly correlated with graduation from postsecondary education, but did not have a statistically significant impact on any other postsecondary outcomes.
- Recommendations for future research included examining the relationship between peer ratings of social skills and postsecondary outcomes.
- Implications for practice suggested school personnel and parents should discuss the social functioning of students who are deaf or hard of hearing during Individualized Education Program (IEP) meetings and ensure students have ample opportunities to develop social skills in high school.

Cawthon, S. W., & Cammerer, J. M., & pepnet 2 Research and Evidence Synthesis Team. (2014). Parents' perspectives on transition and postsecondary outcomes for their children who are d/Deaf or hard of hearing. *American Annals of the Deaf, 159*, 7-21.

- Examined the relationships between characteristics of students who were deaf or hard of hearing, characteristics of their parents, parents' perceptions of the transition planning process, and parents' expectations of postsecondary education and employment.
- Results indicated parents positively rated their experiences with the individualized education program (IEP) process and held high expectations for both their child's educational attainment and employment. Yet, differences in expectations and perceptions emerged among parents whose children had co-occurring disabilities.
- Recommendations for future research included taking a closer, longitudinal look at the specific roles parents play in the transition journeys of their children who are deaf or hard of hearing.
- Implications for practice included considering the effect that co-occurring disabilities and parent audiological identities may have on parents' expectations and perceptions of the transition process.

Cawthon, S. W., Garberoglio, C. L., Caemmerer, J. M., Bond, M., & Wendel, E. (2015). Effect of parent involvement and parent expectations on postsecondary outcomes for individuals who are d/Deaf or hard of hearing. *Exceptionality, 23,* **73-99. doi:10.1080/09362835.2013.865537 [Correlational; logistic regression, ordinary least squares]**

- Examined the effects of parental involvement and expectations for youth who are deaf or hard (DHH) of hearing transitioning to postsecondary settings.
- Results indicated a positive relationship between parental expectations and living independently, as well as finding employment. Additionally, parental expectations of employment had a positive statistically significant effect on postsecondary education attendance of youth who are DHH.
- Recommendations for future research included investigating more in-depth constructs of parental involvement, parental expectations, and the family system.
- Implications for practice included understanding parental involvement for parents, who are not DHH with DHH children (relying more on professionals to communicate the needs of their student).

Cawthon, S. W., Leppo, R., Ge, J. J., & Bond, M. (2015). Accommodations use patterns in high school and postsecondary settings for students who are d/Deaf or hard of hearing*. American Annals of the Deaf, 160*, 9-23. doi:10.1353/aad.2015.0012 [Correlational; logistic regression]**

- Examined the relationship between high school and postsecondary accommodation use and retention, including accommodation type (i.e., language and communication [LC] instructional or testing accommodations, non-language and communication [non-LC] instructional or testing accommodations, mental health, or other activities) for students who are deaf or hard of hearing.
- Results indicated after controlling for student and parent characteristics, none of the accommodation types significantly predicted accommodation use in postsecondary education nor did accommodation use predict postsecondary retention.
- Recommendations for future research were not included.
- Implications for practice suggested practitioners examine non-LC accommodations that may be particularly beneficial for students with co-occurring disabilities in postsecondary settings.

Garberoglio, C. L., Cawthon, S., & Bond, M. (2013). Assessing English literacy as a predictor of postschool outcomes in the lives of deaf individuals. *Journal of Deaf Studies and Deaf Education,* **19(1), 50-67. doi:10.1093/deafed/ent038. [Correlational; logistic regression, multiple regression]**

- Examined the predictive relationship between English literacy skills and post-school outcomes including (a) independent living, (b) positive self-beliefs, (c) employment, (d) income, (e) job satisfaction, (f) postsecondary enrollment, and (g) postsecondary completion for students who are deaf and hard of hearing.
- Results indicated that higher English literacy skills (a) improved the odds of living independently, (b) predicted higher self-belief scores, (c) predicted higher hourly wages, and (d) improved the odds of postsecondary attendance.
- Recommendations for future research suggested examining the impact of instructional methodology of education settings, American Sign Language use and proficiency, and more comprehensive measures of everyday literacy practices for individuals, who are deaf and hard of hearing on post-school outcomes.
- Implications for practice included using/developing more comprehensive measures to assess literacy practices that youth, who are deaf and hard of hearing, can use in everyday life.

Garberoglio, C. L., Schoffstall, S., Cawthon, S., Bond, M., & Ge, J. (2014). The role of self-beliefs in predicting post-school outcomes for deaf young adults. *Journal of Developmental and Physical Disabilities*, *26*, 667-688. doi:10.1007/s10882-014-9388-y [Correlational; logistic regression]

- Examined the role of self-beliefs (i.e., a three self-level construct of self-concept, self-determination, & expectations about the future) on predicting post-school outcomes for young adults who are deaf.
- Results indicated that despite generally positive self-beliefs of deaf young adults, the self-belief construct assessed in this study was not a comprehensive predictor of post-school life, employment, or education.
- Recommendations for future research included identifying psychosocial and linguistic factors that influence the experience of young adults with deafness.
- Implications for practice included providing access to equitable opportunities when considering the development of transition competencies**.**

Garberoglio, C. L., Dickson, D., Cawthon, S., & Bond, M. (2015). Bridging the communication divide: CMC and deaf individuals' literacy skills. *Language Learning & Technology, 19,* 118-133. [Correlational; ordinary least squares regression]

- Examined the frequency of computer-mediated communication as a predictor of English literacy skills of deaf adolescents.
- Results indicated deaf adolescents who e-mailed or chatted more frequently exhibited higher reading comprehension skills.
- Recommendations for future included investigating the relationship between communication technologies and English language and literacy development.
- Implications for practice included increased access to digital communication technologies for youth, who are deaf and hard of hearing, from diverse backgrounds.

Leppo, R., Cawthon, S., & Bond, M. (2013). Including deaf and hard-of-hearing students with co-occurring disabilities in the accommodations discussion. *Journal of Deaf Studies and Deaf Education, 19,* 189-202. doi:10.1093/deafed/ent029

- Examined the accommodation use for equal access to classroom instruction and assessment for students who are deaf or hard of hearing (DHH) with co-occurring disabilities.
- Results indicated students who are DHH, who had a learning disability, and students with attention deficit hyperactivity disorder demonstrated differences in accommodation use.

- Recommendations for future research included examining various assessment methods with students, who have varying disabilities, and accommodation use of students who are DDH.
- Implications for practice included considering the interaction between students' disability categories and informed decisions about proper accommodations for students.

Marschark, M., Shaver, D. M., Nagle, K. M., & Newman, L. A. (2015). Predicting the academic achievement of deaf and hard-of-hearing students from individual, household, communication, and educational factors. *Exceptional Children, 8*, **350-369. doi:10.1177/0014402914563700**

- Examined characteristics of students, characteristics of their family environments, and experiences inside and outside school as predictors of academic achievement (i.e., all subject areas, having attended regular secondary schools, having better spoken language) for students who are deaf and hard-of-hearing students.
- Results indicated significant negative predictors of achievement varied by type of subtests but included having an additional diagnosis of a learning disability, having a mild hearing loss, and being African American or Hispanic. In addition, findings indicated that youth with mild hearing losses may have somewhat lower achievement scores than those with moderate, severe, or profound losses.
- Recommendations for future research suggested, (a) identifying trainings and supports given to teachers to teach students; and (b) understanding how achievement is related to various school interventions and support services as well as to various home and school environments.
- Implications for practice were not included.

Mazurek, M. O., Shattuck, P. T., Wagner, M., & Cooper, B. P. (2012) Prevalence and correlates of screen-based media use among youths with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 42,* **1757-1767. [***a priori* **Correlational; logistic regression]**

- Examined youth demographic characteristics, family variables, and severity of communication, social, or adaptive impairment as predictors of screen-based media use by youth with an autism spectrum disorder (ASD).
- Results indicated access to technology in the home and having higher functional cognitive skills were significant predictors of screen-based media use by youth with ASD.
- Recommendations for future research suggested conducting longitudinal analyses studies to examine social, adaptive, and educational outcomes from use of screen-based media.

- Implications for practice were not included.

Shaver, D. M., Marschark, M., Newman, L., & Marder, C. (2013). Who is where? Characteristics of deaf and hard-of-hearing students in regular and special schools. *The Journal of Deaf Studies and Deaf Education, 19*, 203-219. doi:10.1093/deafed/ent056

- Examined differences in the characteristics of students who attended special schools, such as schools for the deaf, and those who attended regular schools serving a wide variety of students.
- Results indicated students, who attended only special secondary schools, had greater levels of hearing loss, (a) were more likely to use sign language, (b) had more trouble speaking and conversing with others, and (c) were more likely to have low functional scores than students who had attended only regular secondary schools.
- Recommendations for future research suggested identifying students' communication modes and skills and how these factors relate to school placement, educational experiences, and outcomes.
- Implications for practice included the need for effective communication within the family, regardless of whether parents have placed their child in a setting where spoken language predominates.

Emotional Behavioral Disorders

Wagner, M., & Newman, L. (2012). Longitudinal transition outcomes of youth with emotional disturbances. *Psychiatric Rehabilitation Journal, 35,* 199-208. [Descriptive]

- Compared the outcomes of two cohorts of youth with emotional disturbance (ED) from the NLTS / NLTS2 data sets.
- Results indicated youth with ED have a higher rate of involvement in the juvenile justice system and are not achieving positive outcomes at the same rate as youth in the general population.
- Recommendations for future research included identifying effective secondary interventions and supports for youth with ED, and with serious mental health needs.
- Implications for practice included addressing concerns earlier in school using RTI to address academic and behavioral needs, and self-determination training for students with ED.

Wagner, M. M., Wei, X., Thornton, P., & Valdes, K. (2016). Accessing services for youth with emotional disturbances in and after high school. *Career Development and Transition for Exceptional Individuals, 39*, 164-174. doi:10.1177/2165143414565837

- Examined rates at which youth with emotional disturbances received services during and up to eight years after high school.
- Results indicated a drop in receipt rates for several services (i.e., mental health services, case management, vocational services, social work services, medical services) in the first 2 years post high school, relative to those received during high school, and a continued decrease after the first 2 years.
- Recommendations for future research included understanding the challenges experienced by youth with ED and their families.
- Implications for practice suggested transition planning for high school students with ED needs to more actively involve and coordinate to build a better bridge from high school to those systems.

Intellectual Disabilities

Barnard-Brak, L., Schmidt, M., Chesnut, S., Wei, T., & Richman, D. (2014). Predictors of access to sex education for children with intellectual disabilities in public schools. *Intellectual and Developmental Disabilities, 52,* 85-97. doi:10.1352/1934-9556-52.2.85. [Correlational]

- Examined age, gender, and inclusion as predictors of access to sex education and frequency of sex education among students with various degrees of intellectual disability (ID; i.e., no ID, mild ID, moderate to profound ID).
- Results indicated a high percentage of students with ID did not receive any formal sex education, and students with moderate to profound ID were less likely to receive sex education than students with mild or no ID. Additionally, descriptive results revealed that special education teachers felt unprepared to teach sex education to students with ID.
- Recommendations for future research included examining variables that could further describe the pattern of receipt of sex education across time.
- Implications for practice suggested collaborative professional development with health educators and special education teachers about appropriate sex education for students with ID to promote awareness and knowledge of sexual behaviors, sexually transmitted infections, and protection.

Bouck E. C. (2010). Reports of life skills training for students with intellectual disabilities in and out of school. *Journal of Intellectual Disabilities Research, 54,* 1093-1103. doi:10.1111/j.1365-2788.2010.01339.x [Descriptive]

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- Examined the extent students with mild intellectual disability (ID) and students with moderate/severe ID receive life skills in school and post-school and how receipt differs across the two disability categories.
- Results indicated students with mild or moderate/severe ID received little life skills instruction in school or post-school. Additionally, there were no differences receipt of life skills instruction in school or post-school for either disability group.
- Recommendations for future research included research to support what constitutes life skills instruction in school.
- Implications for practice included individualizing transition plans to support life skills training for youth and identifying creative practices (e.g., teaching of life skills) that support IDEA policy requirements (e.g., access to the general curriculum).

Bouck, E. C. (2011). A snapshot of secondary education for students with mild intellectual disabilities. *Education and Training in Autism & Developmental Disabilities*, *46*, 399-409. [Descriptive]

- Examined educational programming (e.g., curricular focus, course instruction, setting of instruction, participant in assessment and parental satisfaction) for students with mild to moderate intellectual disabilities who experience poor post-school outcomes.
- Results indicated 90% of students with mild intellectual disabilities reported participating in English/language arts and mathematics. Seventy-percent reported having social studies and science, over half reported having physical education, life skills, or vocational training. Less then half reported having instruction in art, music, drama, or foreign language.
- Recommendations for future research suggested exploring current educational programming and considering the impact of federal educational legislation.
- Implications for practice included providing teachers with opportunities and professional developed focused on understanding the effects of educational programming elements.

Bouck, E. C. (2012). Secondary students with moderate/severe intellectual disability: Considerations of curriculum and post-school outcomes from the National Longitudinal Transition Study-2. *Journal of Intellectual Disability Research*, *56*, 1175-1186. doi:10.1111/j.1365-2788.2011.01517.x [Correlational; logistic regression]

- Examined receipt of functional academics as a predictor of post-school outcomes (i.e., independent living, employment, post-secondary education) for secondary students with moderate to severe intellectual disabilities (ID).

- Results indicated that type curriculum (functional vs. academics) was not related to any post-school outcomes area.
- Recommendations for future research included investigating what factors impact post-school outcomes for students with moderate/severe ID, including further examination of curriculum and instructional environments.
- Implications for practice suggested providing professional development on curriculum decision-making at the secondary level which reflects individual student's desired post-school outcomes.

Bouck, E. C., & Joshi, G. S. (2012). Functional curriculum and students with mild intellectual disabilities: Exploring postschool outcomes through the NLTS2. *Education and Training in Autism & Developmental Disabilities*, *47*, 139-153. **[Correlational; logistic regression]**

- Examined receipt of functional curriculum as a predictor of post school outcomes (i.e., independent living, employment, and postsecondary attendance) for students ages 13-16 with mild intellectual disabilities (MID).
- Results indicated receipt of a functional curriculum does not impact students' post-school outcomes.
- Recommendations for future research included continued exploring impact of curricula on in-school experiences and post-school outcomes for students with MID.
- Implications for practice suggested a need to focus on areas of post-school success for secondary students with MID, such as independent living. Additionally, providing practitioners with information to help students with MID plan and achieve goals for after high school, including identification of curriculum choices.

Bouck, E. C. (2014). The postschool outcomes of students with mild intellectual disability: Does it get better with time? *Journal of Intellectual Disability Research, 58*, 534-548. **doi:10.1111/jir.12051**

- Examined the immediate (i.e., within two years) and longer-term post-school outcomes (i.e., within four years, within six years, and within eight years) of secondary students with mild intellectual disability (MID).
- Results indicated students with MID struggled with post-school success when considering employment, postsecondary education, and independent living. In addition, students with MID did not necessarily improve or decline in their outcomes the longer they were out of school.
- Recommendations for future research suggested exploring the in-school and post-school experiences of students with MID. Also, future research needs to identify educational practices or in-school activities that translate into positive post-school outcomes.

- Implications for practice included making in-school experiences more relevant for students with MID while in school, such as, opportunities for employment, independent living, and ensuring students acquire life skills and social skills.

Grigal M., Hart, D., & Migliore, A. (2011) Comparing the transition planning, postsecondary education, and employment outcomes of students with intellectual and other disabilities. *Career Development for Exceptional Individuals, 34,* **4-17. doi:10.1177/0885728811399091 [Descriptive]**

- Examined relationships between post-school transition goals, contact with outside agencies, participation of external professionals in transition planning and postsecondary education and employment outcomes for students with intellectual disabilities (ID).
- Results indicated students with ID were less likely to experience positive postsecondary education or employment outcomes compared to peers with other disabilities. Additionally, a post-school transition goal of attending a 2- or 4-year college was the only significant relationship between in-school variables and post-school employment for students with ID.
- Recommendations for future research suggested examining variables related to dual enrollment programs for postsecondary education and identifying factors that affect postsecondary education attendance, retention, and outcomes for students with ID.
- Implications for practice included increased post-school outcome expectations for students with ID and more professional development in newly developed transition models and practices.

Joshi, G. S., Bouck, E. C., & Maeda, Y. (2012). Exploring employment preparation and postschool outcomes for students with mild intellectual disability. *Career Development and Transition for Exceptional Individuals*, *35*, **97-107. doi:10.1177/0885728811433822 [Correlational; logistic regression]**

- Examined demographic and employment-related transition activities as predictors of post-school employment outcomes for students with a mild intellectual disability (ID).
- Results suggested employment-related transition activities while in school was a predictor of post-school employment status. Results also indicated students with mild ID in urban settings were six times more likely to experience paid employment in school than students in rural settings.
- Recommendations for future research included investigating school and individual demographic variables mediate participation in transition activities and influence post-school outcomes.

- Implications for practice included expanding use of work experiences and other influential transition activities to improve student outcomes.

Papay, C. K., & Bambara, L. M. (2014). Best Practices in Transition to Adult Life for Youth with Intellectual Disabilities. *Career Development and Transition for Exceptional Individuals*, *37*, **136-148. doi:10.1177/2165143413486693 (Correlational; logistic regression)**

- Examined best practices in transition (e.g., youth involvement, family involvement, transition planning) as predictors of post-school education, employment, and independent living outcomes for youth with intellectual disabilities (ID).
- Results indicated parent expectations for employment and postsecondary education were some of the strongest predictors of post-school success for youth with ID. Additional predictors included life skills instruction, receiving work experiences, and interagency involvement in high school.
- Recommendations for future research suggested investigating and measuring the design and measurement of use and impact of evidence-based practices in transition.
- Implications for practice included no universal recommendations made about transition programs for all youth and consideration must be given to youth and their families' post-school goals.

Learning Disabilities

Joshi, G. S., & Bouck, E. C. (2015). Examining postsecondary education predictors and participation for students with learning disabilities. *Journal of Learning Disabilities*. **Advance online publication. doi:10.1177/0022219415572894**

- Examined the relationship between postsecondary education–related transition services and postsecondary education participation for students with learning disabilities.
- Results indicated receiving core content area instruction in the general education classroom was positively related to postsecondary education participation.
- Recommendations for future research included examining differences in student outcomes based on implementation fidelity of career technical education in classrooms.
- Implications for practice suggested educators should consider inclusion of core content area instruction for students with postsecondary education goals.

Wagner, M. M., Newman, L. A., & Javitz, H. S. (2015). The benefits of high school Career and Technical Education (CTE) for youth with learning disabilities. *Journal of Learning Disabilities*. Advance online publication. doi:10.1177/002221941554774 [correlational; logistic regression with propensity score analysis]

- Examined the impact of high school career-technical education (CTE) courses on post-school employment among youth with learning disabilities (LD).
- Results indicated having four or more credits of CTE in high school was positively related to youth attaining full-time employment up to two years out of high school.
- Recommendations for future research included investigating the amount of CTE course participation required in high school to obtain post-school competitive employment.
- Implications for practice included providing professional development to practitioners to ensure development of a transition plan focused on participation in CTE coursework for students with LD.

Visual Impairment

Freeland, A. L., Emerson, R. W., Curtis, A. B., & Fogarty, K. (2010). Exploring the relationship between access technology and standardized test scores for youths with visual impairments: Secondary analysis of the National Longitudinal Transition Study 2. *Journal of Visual Impairment & Blindness*, 104, 170-182.

- Examined students access to technology as a predictor of performance on the Woodcock-Johnson Test of Academic Achievement III for students with visual impairments.
- Results indicated there was a limited predictive relationship between access to technology for youth with visual impairments and standardized test performance.
- Recommendations for future research included the need to create a clear definition of access to technology that examines the quality, quantity, and specifically the type of technology used.
- Implications for practice included a standardized service of access to technology as a way to provide ample opportunities for youth with visual impairments.

Kelly, S. M. (2011). The use of assistive technology by high school students with visual impairments: A second look at the current problem. *Journal of Visual Impairment & Blindness, 105,* **235-239**. **[Correlational; logistic regression]**

- Examined parental involvement, school placement, and the likelihood of paid work as predictors of use of assistive technology by youth with visual impairments.
- Results indicated that parent involvement, school placement, and the likelihood of paid work were statistically significant predictors of the use of assistive technology by youth.
- Recommendations for future research included examining the connection between the use of assistive technology and post-school outcomes (employment or postsecondary training), as well as school placement (residential vs. non-residential) as a salient factor to access and use of assistive technology.
- Implications for practice were not included.

Kelly, S. M., & Kapperman, G. (2012). Sexual activity of young adults who are visually impaired and the need for effective sex education. *Journal of Visual Impairment & Blindness, 106,* **519-526. [Descriptive]**

- Examined estimates of sexual activity and use of contraception by youth with visual impairments compared to youth without disabilities.
- Results indicated 57% of transition-aged youth with visual impairment had sexual intercourse as compared to 65% of youth without disabilities. Young women reported being more sexually active than young men regardless of visual impairment.
- Recommendations for research included investigating sex education tools and techniques that will benefit youth with visual impairments.
- Implications for practice suggested a need for methods of sex education that are effective and meet the needs for young adults with visual impairments.

Kelly, S. M., & Wolffe, K. E. (2012). Internet use by transitioned-aged youths with visual impairments in the United States: Assessing the impact of postsecondary predictors. *Journal of Visual Impairment & Blindness, 106,* **597-608. [Correlational; logistic regression]**

- Examined use of the Internet for communication as predictors of postsecondary employment, education/training, and community engagement for youth with visual impairments (VI).
- Results indicated youth with VI, who used Internet as form of communication were more likely to be employed or attended postsecondary education, training, or engaged in the community.

- Recommendations for future research suggested comparing differences between youth with VI only and youth with VI and other disabilities.
- Implications for practice included training students with VI on using software to facilitate access to the Internet, social media and email for purposes of social integration. This training will allow students with VI to participate in technology otherwise not be accessible to them.

McDonnall, M. C. (2010). The employment and postsecondary educational status of transition-age youths with visual impairments. *Journal of Visual Impairment and Blindness, 104*, 298-303. **[Descriptive]**

- Described most current data on employment and postsecondary educational status of youths with visual impairments.
- Results indicated youth with visual impairments are obtaining some level of work experience in high school and postsecondary school, and youth with visual impairments were just as likely, or more likely, to attend postsecondary schools than youth in the general population.
- Recommendations for future research included examining the quality of work experience for youth with visual impairments in high school. Additionally, research should focus on follow-up studies related to how many youth with visual impairments graduated from a postsecondary school and their outcomes using NLTS2 data.
- Implications for practice indicated a need for more transition services for youth with visual impairments who do not attend a post secondary school.

McDonnall, M. C. (2011). Predictors of employment for youth with visual impairments: Findings from the second National Longitudinal Transition Study. *Journal of Visual Impairment and Blindness, 105*, 453-466. **[Correlational; logistic regression]**

- Examined social skills, parental expectation, transportation, and postsecondary education as predictors of post-school employment for transition-age youth with visual impairments.
- Results indicated multiple work experiences, independent travel skills, and peer social skills were predictors of post-school employment.
- Recommendations for future research were not included.
- Implications for practice suggested transition programs be designed to address factors related to work experiences, transportation, social skills, and postsecondary education.

McDonnall, M. C., & O'Mally, J. (2012). Characteristics of early work experiences and their association with future employment. *Journal of Visual Impairment and Blindness, 106*, 133-144. [Correlational; logistic regression]

- Examined length of previous jobs, the number of paid jobs, paid work experience compared to school-sponsored work experience, and receipt of Supplemental Security Income (SSI) as predictors of post-school employment for youth with visual impairment (VI).
- Results indicated early paid work experience was a significant predictor of future employment, and receipt of SSI was negatively associated with obtaining post-school work experience.
- Recommendations for future research included evaluation of job duration or number of jobs on for post-school employment.
- Implications for practice included providing early work experiences to youth with VI and ensuring staff consider the type of work, duration of work, and attainment of work for youth with VI.

NLTS-2012
What is the National Longitudinal Transition Study-2012?

The National Longitudinal Transition Study (NLTS) 2012 provides updated information on youth with disabilities in light of the changing educational social, and economic landscape, to inform efforts to address their needs. Through surveys in 2012 and 2013, the study collected data on a nationally representative set of nearly 13,000 students-mostly those with an individualized education program (IEP) and expected to receive special education services. The study also includes students without an IEP who either had no identified disability or who had an impairment that does not qualify them for special education (i.e., accommodations through a 504 plan). NLTS-2012 contains three volumes as followed:

Volume 1

Volume 1 focuses on the similarities between youth with an IEP. Results provide context for understanding how youth in special education have fared in the decade following IDEA 2004, including:

- Youth with an IEP were more likely than their peers without disabilities to be socioeconomically disadvantaged and face problems with health, communication, and completing typical tasks independently.
- Males represented a larger share of youth with disabilities than of youth without disabilities.

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- The vast majority of youth with and without disabilities feel positive about school, but those with disabilities experience bullying and are suspended at higher rates, and are less engaged in school and social activities.
- Youth with disabilities are more likely than youth without disabilities to struggle academically, yet less likely to receive some form of school-based support.
- Youth with disabilities lag their peers in planning and taking steps to obtain postsecondary education and jobs.
- Youth with a 504 plan face fewer functional, social and educational challenges than do youth with disabilities, but more than other youth without disabilities.

Volume 2

Volume 2 focuses on youth with disabilities only and the similarities or dissimilarities across 12 disability groups defined by IDEA (2004). Results related to diversity among disability groups in the decade following IDEA 2004, included:

- Youth with intellectual disability and emotional disturbance were the most socioeconomically disadvantaged groups and the most likely to attend lower-performing schools.
- Difficulties with health, communication, and functioning independently were most prevalent among youth with autism, intellectual disability, multiple disabilities, and orthopedic impairments.
- The groups that most commonly faced health and functional challenges were also less engaged with friends and in school activities, but youth with emotional disturbance were most likely to get into trouble.
- Youth with autism, intellectual disability, and multiple disabilities were most likely to receive academic modifications, but least likely to receive some other forms of academic support.
- Youth with autism, intellectual disability, and multiple disabilities were least likely to take steps to prepare for college and employment.

Volume 3

Volume 3 focuses on findings from the NLTS 2012 data across all three studies in the NLTS series (i.e., NLTS, NLTS-2, NLTS2012) to examine how characteristics and experiences of youth in special education have changed over time, overall, and for each of the 12 disability groups. Most of the analyses examined trends for in-school youth ages 15 to 18 from 2003 to 2012 using the NLTS2 and NLTS 2012 data. When comparable data were available from the NLTS, the researchers also examined trends starting in 1987 for youth ages 15 to 18 and youth ages 19 to 21, who were still enrolled in high school.

The trends from 2003 to 2012 for youth with disabilities ages 15 to 18 suggested several key points:

- Youth with disabilities were more likely than a decade ago to live in households that faced economic challenges.
- Youth with disabilities were more likely than in the past to receive supports at school, but less likely to get them at home.
- Participation in key transition activities by youth with disabilities and their parents declined, although they were just as likely to have gone to an IEP meeting.