

# The National Longitudinal Transition Study-2 (NLTS2)

## Project Update: Self-Perceptions of Youth With Disabilities

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# NLTS2 Overview



<b>Focuses on</b>	<b>Youth</b>
<b>Study began</b>	<b>2000 – 2001 school year</b>
<b>Age at start of study</b>	<b>13 to 16</b>
<b>Disability categories</b>	<b>All disability categories</b>
<b>Longitudinal</b>	<b>9 years 5 waves of data collection</b>

# NLTS2 Sample Design

**NLTS2 includes a nationally representative sample of LEAs, from which students were randomly selected to generalize to:**

- **Students receiving special education who are in the NLTS2 age range**
- **Each of the 12 special education disability categories**
- **Each single-year age cohort, with a larger proportion of the oldest age group than others**

# Today's agenda

- **Describe the perceptions of youth with disabilities regarding:**
  - Themselves
  - Their self-determination abilities
  - School
  - Their social involvement
  - Expectations for their future
- **Compare the perceptions held by youth with disabilities, when possible, with:**
  - Their own actions
  - Perceptions held by youth in the general population
  - Their parents' perceptions
  - Other sources of data about them

# Data sources

- **Primarily NLTS2 Wave 2 (2003) youth telephone interviews/mail survey (youth who could respond for themselves, could be reached, and were willing to respond)**
  - **N = 2,919**
- **NLTS2 youth in-person interviews (2002 and 2004) as part of youth assessments**
  - **N = 5,111**
- **For comparison:**
  - **Data from parents for youth who did not respond for themselves (to describe differences in the samples; N = 3,940)**
  - **NLTS2 Waves 1 and 3 (2001 and 2005) parent/youth interviews for youth with Wave 2 youth data (variable sample size by item)**
  - **Selected surveys of youth in the general population**

# Characteristics of youth respondents

- Compared with youth whose parents were interview respondents, youth who responded for themselves are significantly:
  - More likely to have a learning disability (69 percent vs. 54 percent) or to be from a household with an income of more than \$50,000 (41 percent vs. 30 percent).
  - Less likely to have mental retardation (8 percent vs. 17 percent) or multiple disabilities (1 percent vs. 3 percent) or to be male (64 percent vs. 71 percent).
  - More likely to have high functional cognitive skills (70 percent vs. 54 percent), social skills (26 percent vs. 18 percent), and self-care skills (97 percent vs. 90 percent).
  - Less likely to have trouble communicating (23 percent vs. 43 percent), understanding language (26 percent vs. 43 percent), hearing (6 percent vs. 15 percent), seeing (11 percent vs. 18 percent), using their arms and hands (3 percent vs. 9 percent), or using their legs or feet (5 percent vs. 11 percent).



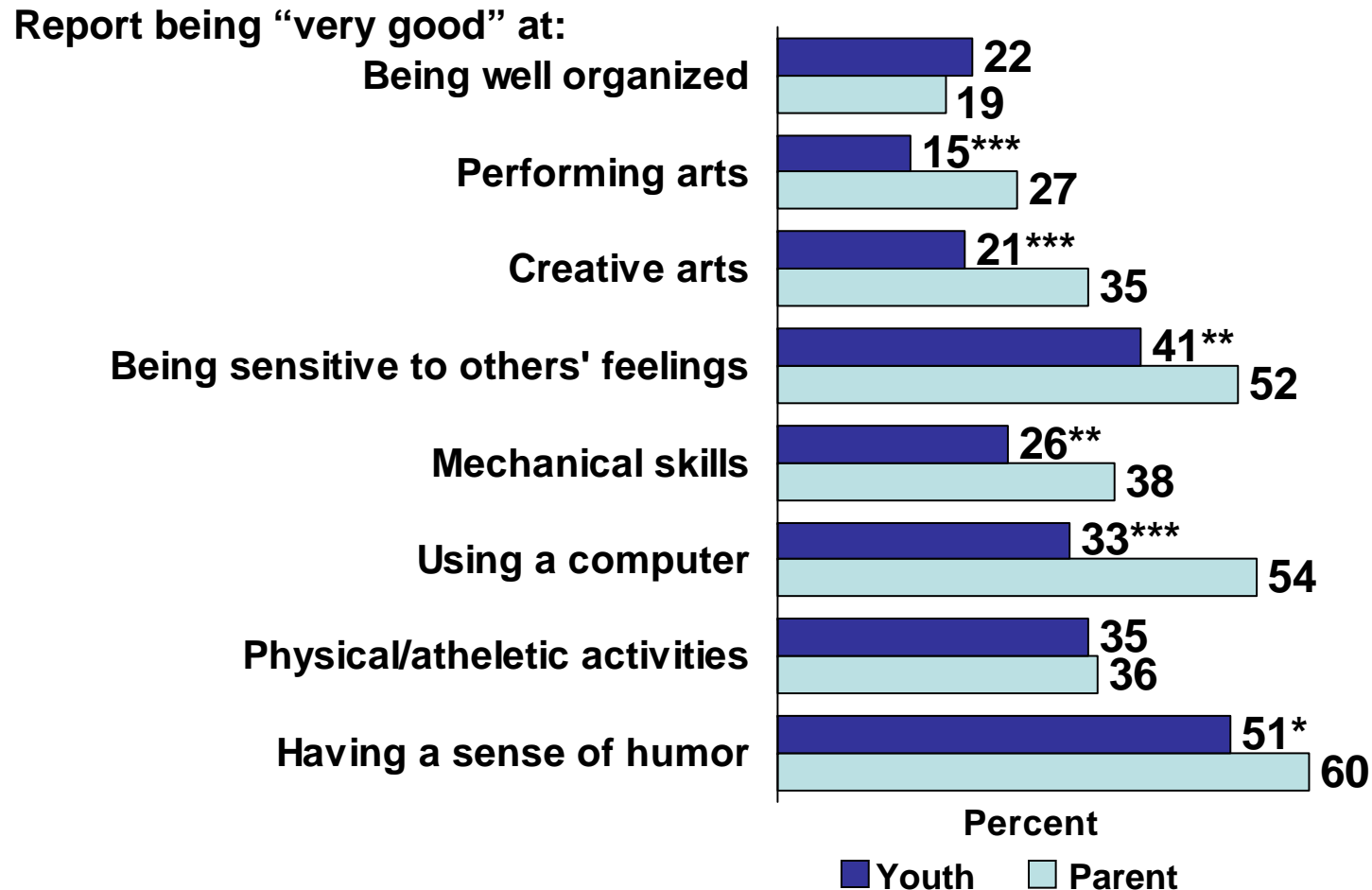
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 1 parent interviews, 2001 and school district rosters indicating primary disability classification.

# Perceptions of self among youth with disabilities

- Strengths
- Self-concept
- Views of their life
- Views of their disability



# Youth's and parents' reports of strengths of youth with disabilities



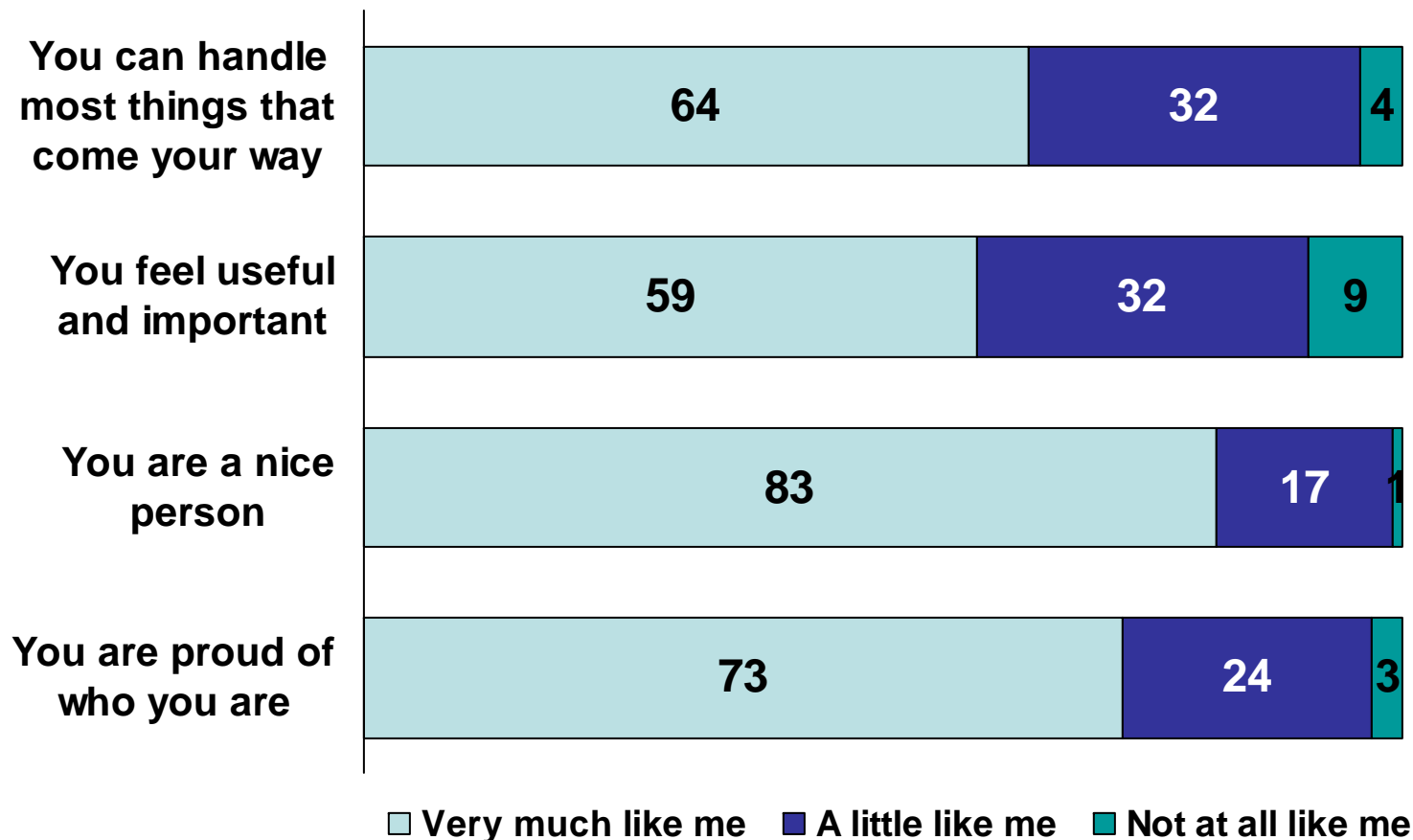
Statistical significance: \* $p < .05$ ; \*\* $p < .01$ , \*\*\* $p < .001$ .

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 1 parent interviews, 2001, and Wave 2 youth interviews/survey, 2003



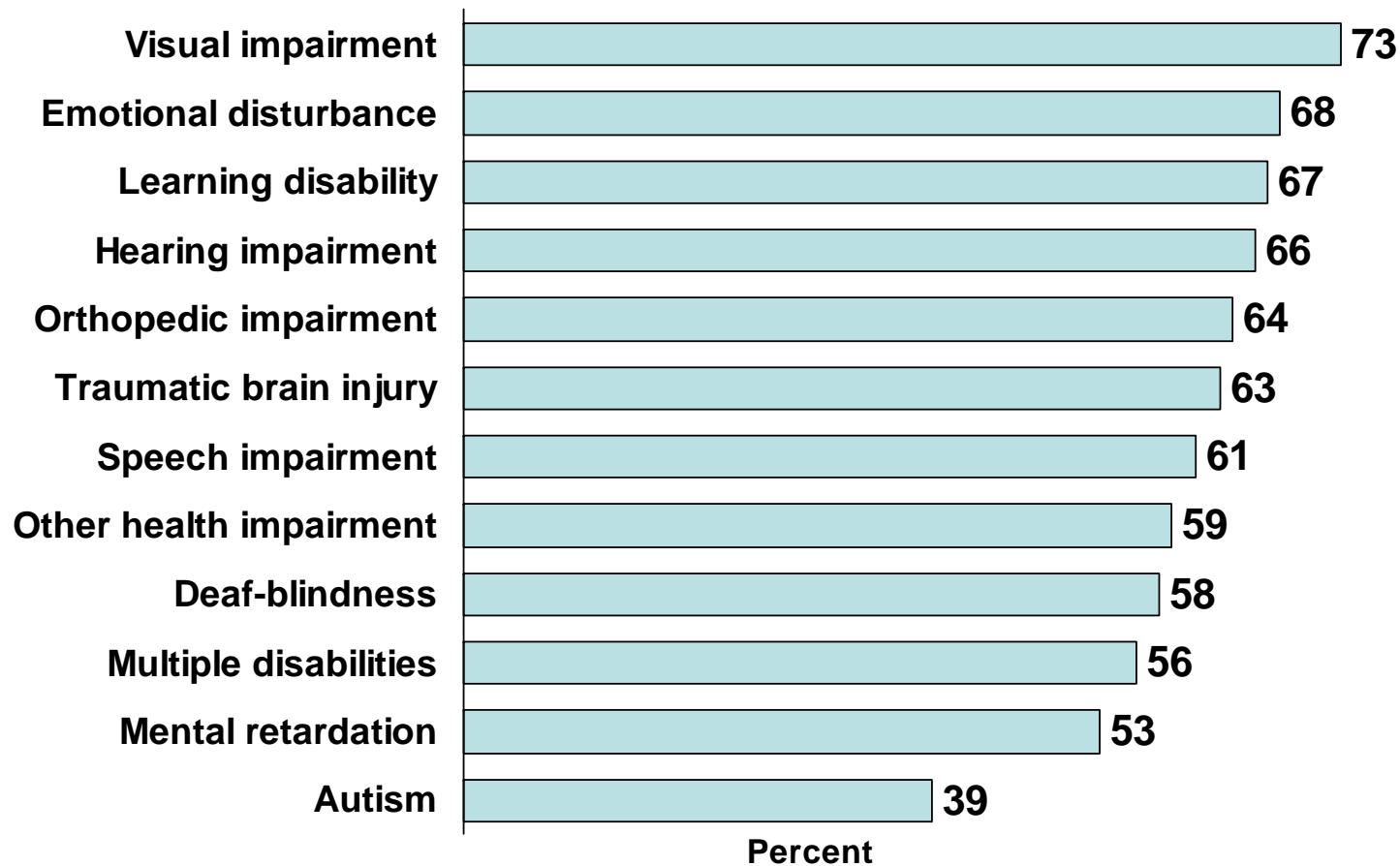
# Youth with disabilities' perceptions of self

How much the following statements are “like you:”



# Youth's perceptions of general competence, by disability category

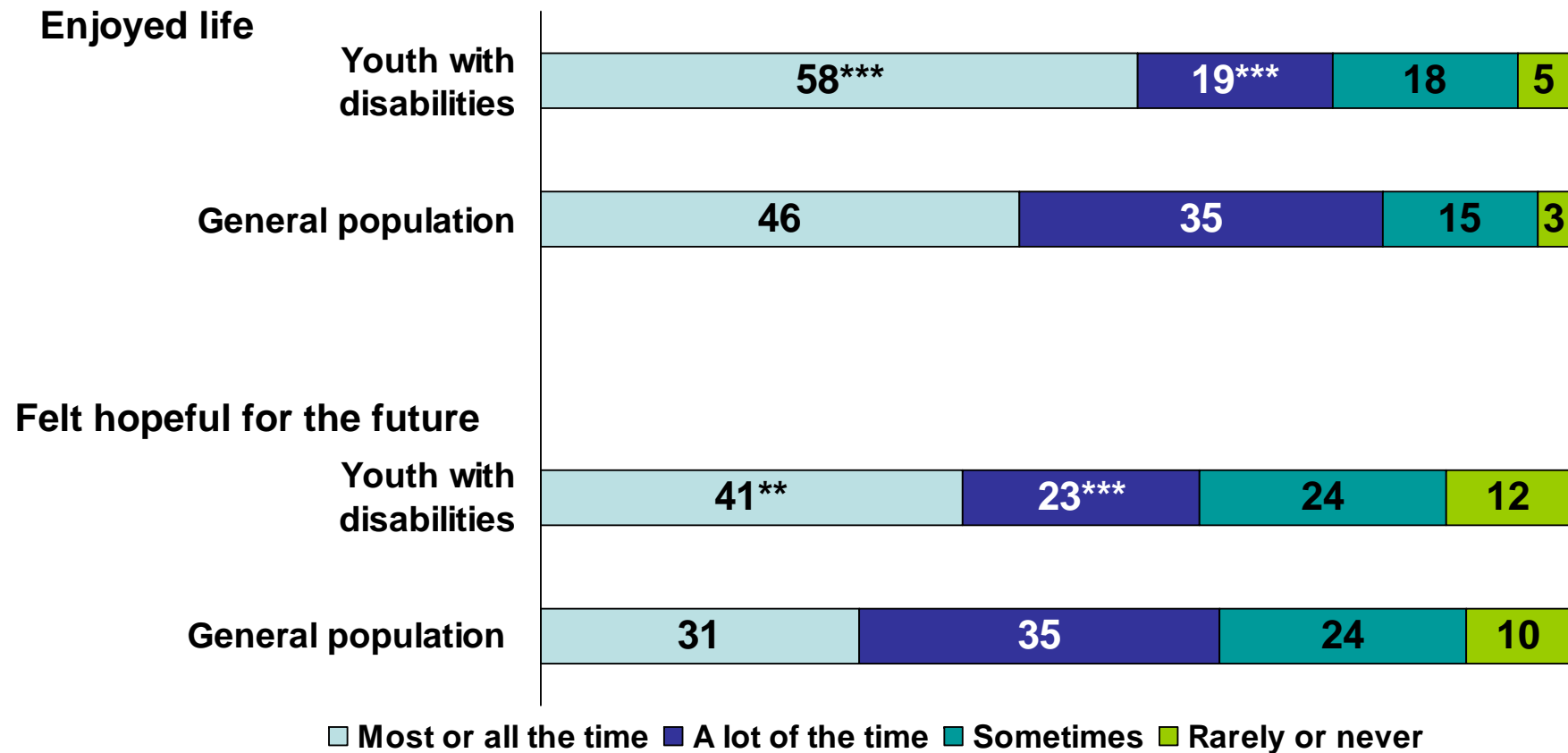
Youth perceive the statement “you can handle most things that come your way” is “very much like me”



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment, 2001 and 2003.

# Youth with disabilities' positive feelings toward life

During the past week, how often youth:

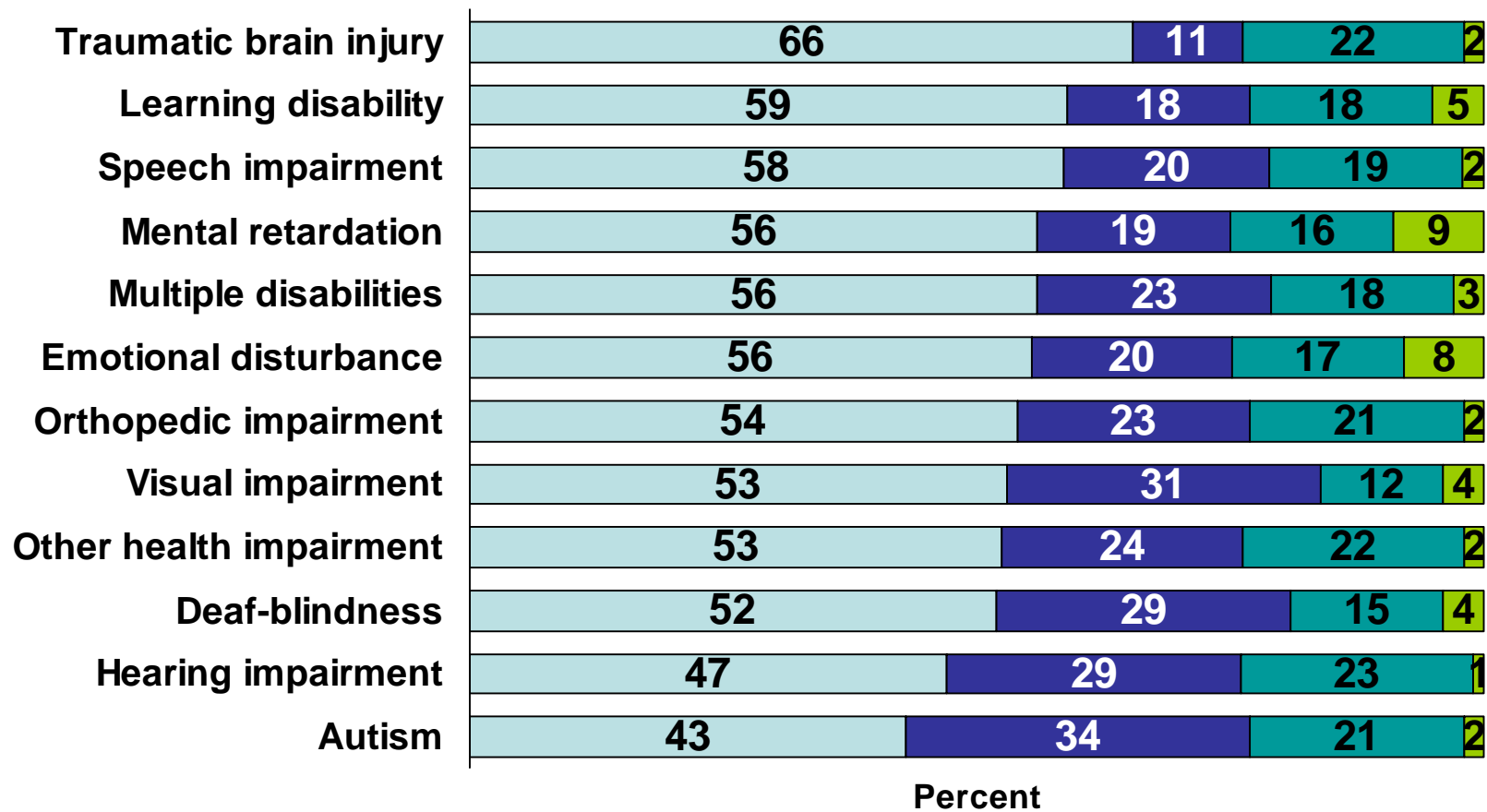


Statistical significance: \*\* $p < .01$ , \*\*\* $p < .001$ ; for comparison between youth disabilities and in the general population

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003, National Institute of Child Health and Human Development, National Longitudinal Study of Adolescent Health, Wave 1 youth survey, 1998



# Youth's enjoyment of life, by disability category



■ Most or all the time 
 ■ A lot of the time 
 ■ Sometimes 
 ■ Rarely or never



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003



# Youth with disabilities' negative feelings toward life

During the past week, how often youth:

**Felt lonely**

**Youth with disabilities**



**General population**



**Felt depressed**

**Youth with disabilities**



**General population**



**Thought people disliked him or her**

**Youth with disabilities**



**General population**



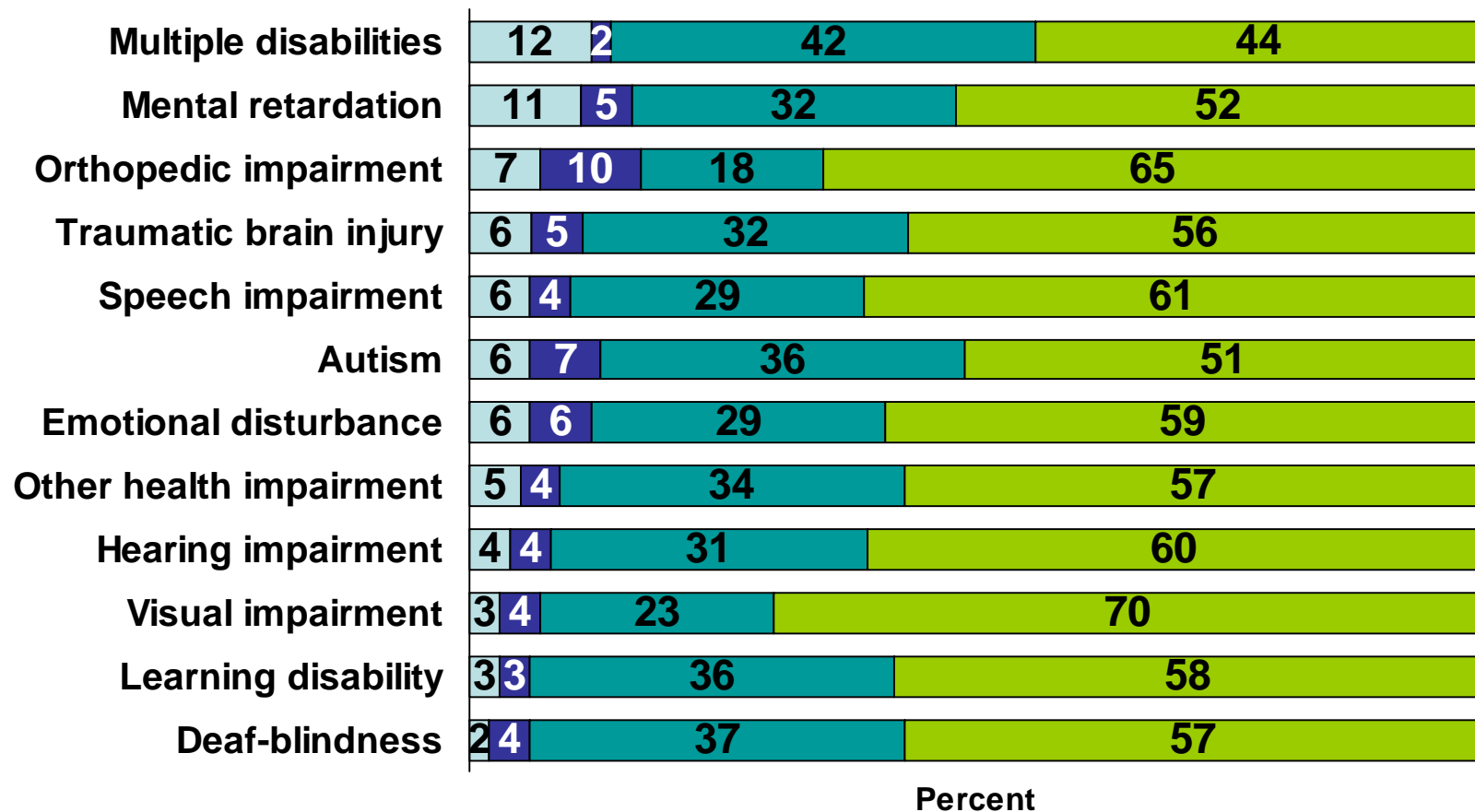
**Percent**

■ Most or all the time 
 ■ A lot of the time 
 ■ Sometimes 
 ■ Rarely or never

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003, National Institute of Child Health and Human Development, National Longitudinal Study of Adolescent Health, Wave 1 youth survey, 1998



# Youth's feelings of depression, by disability category



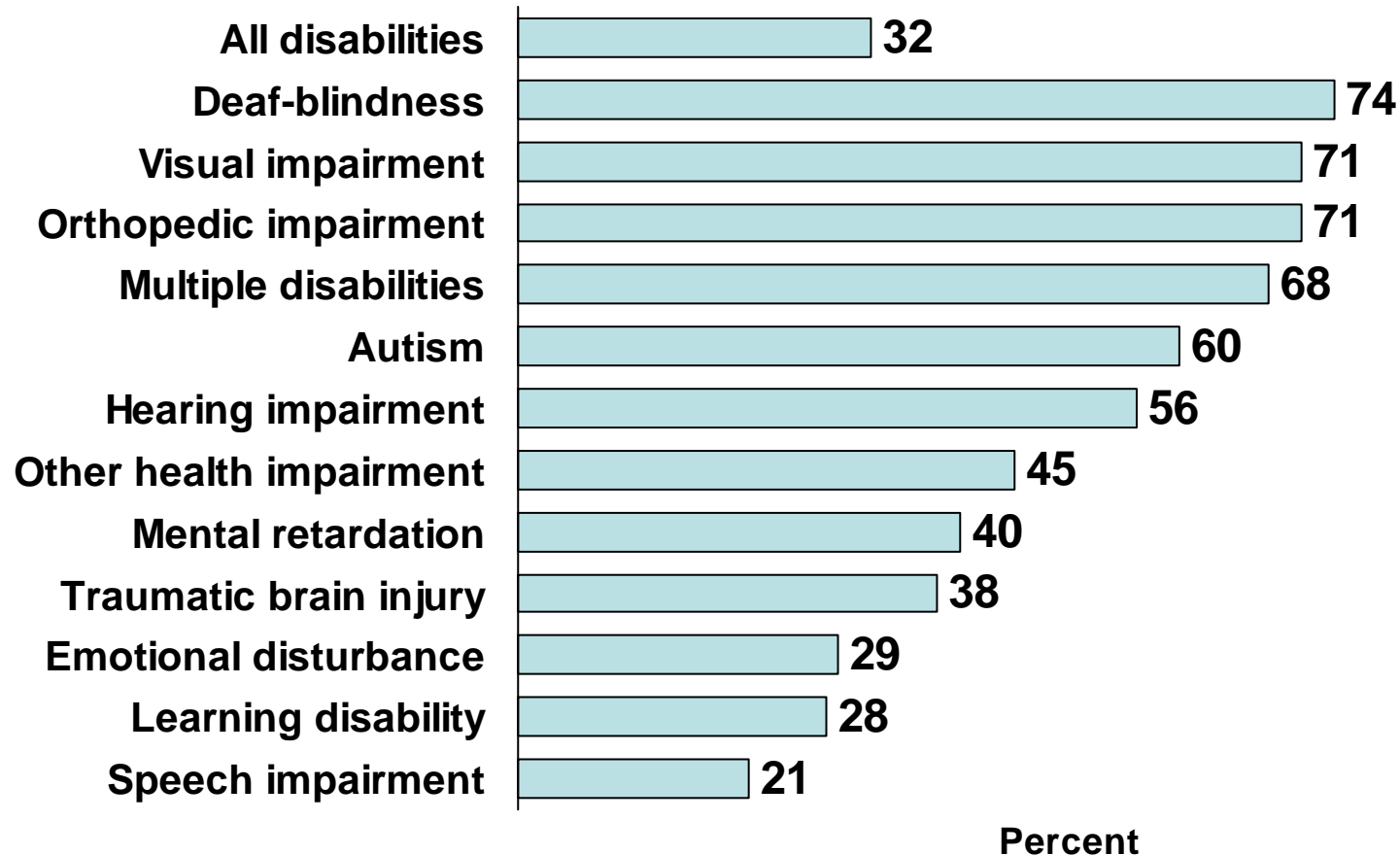
■ Most or all the time 
 ■ A lot of the time 
 ■ Sometimes 
 ■ Rarely or never



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003



# Youth perceive themselves to have a disability or special need



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment, 2001 and 2003.

# Self-determination of youth with disabilities

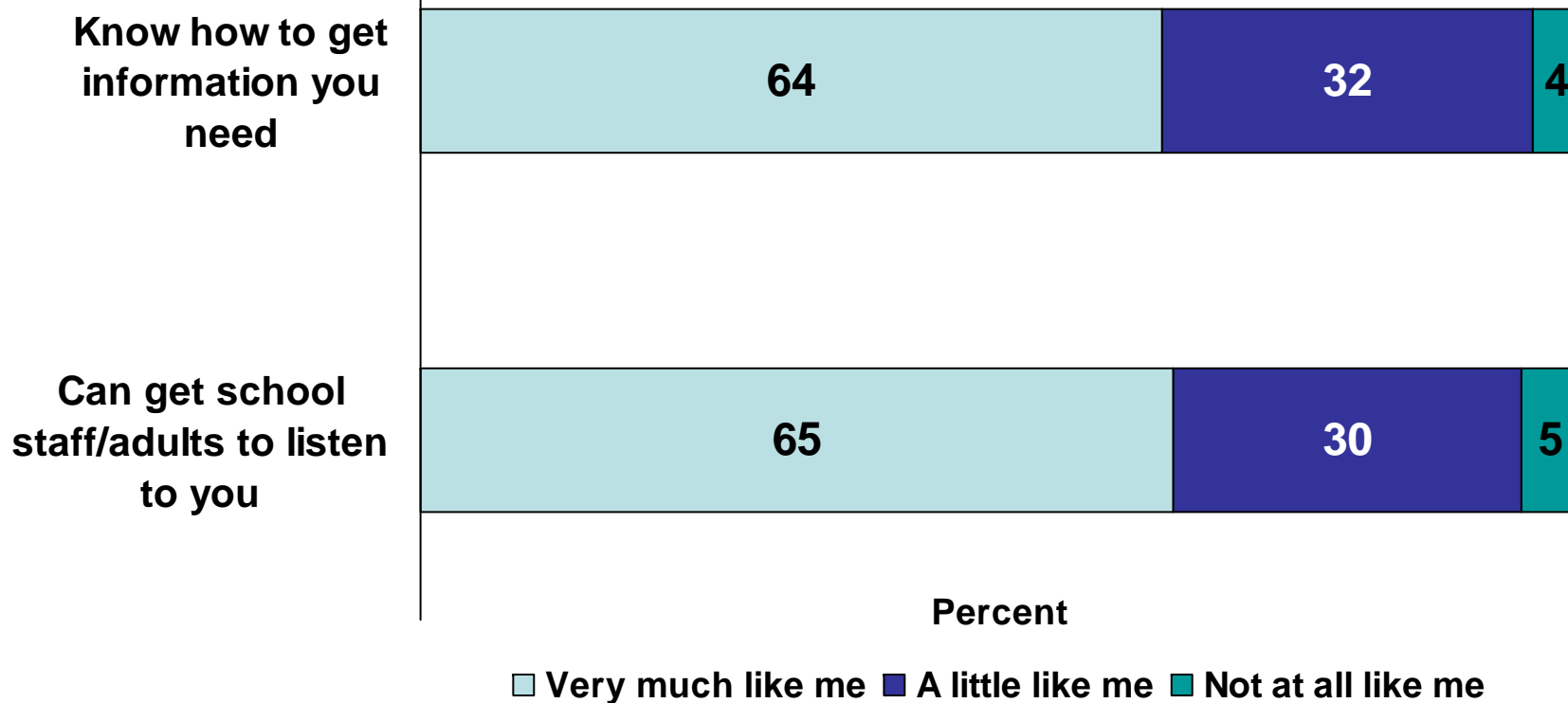
- **Self-advocacy**
- **Understands service needs**
- **Acknowledges disability**
- **Communicates with professionals about services**
- **ARC Self-determination Scale**





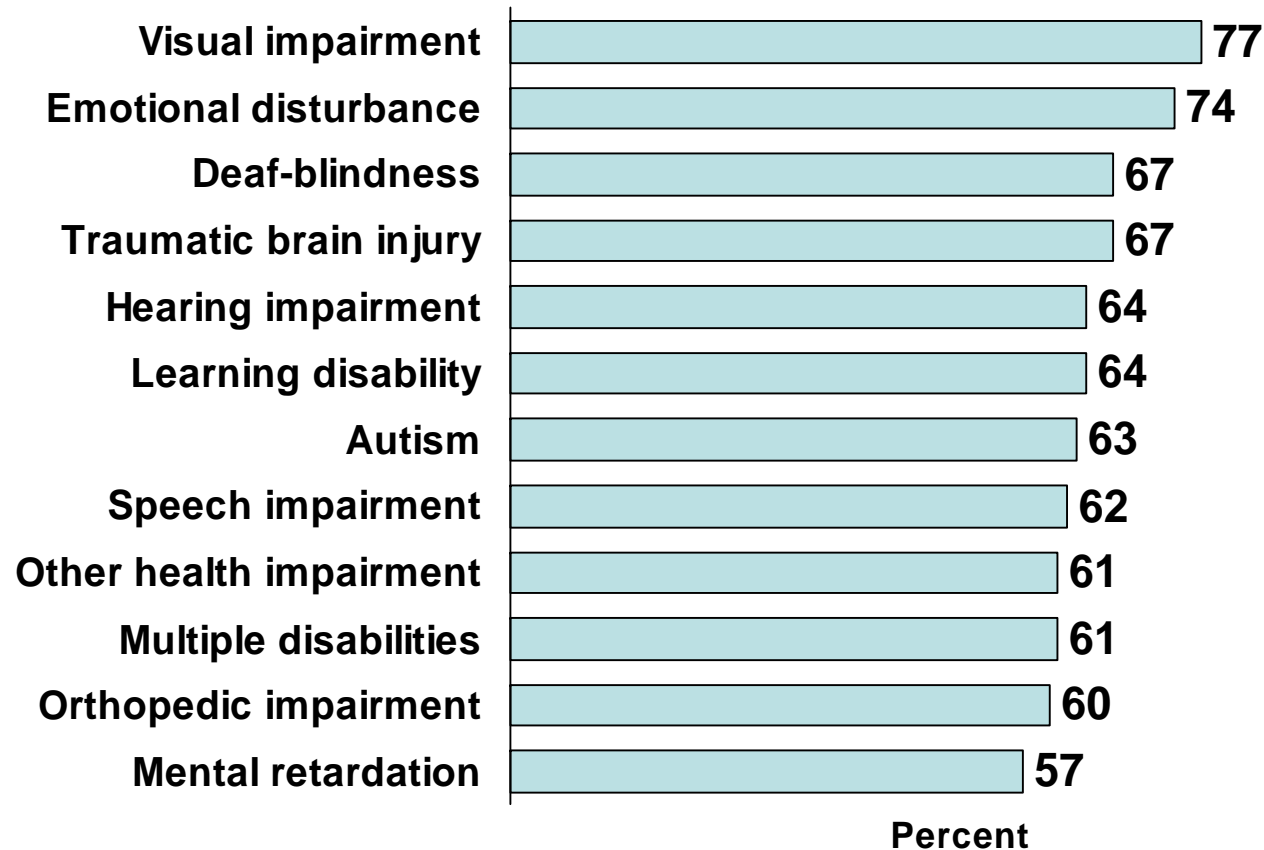
# Youth with disabilities' feelings of self-advocacy

How much the following statements are "like you:"



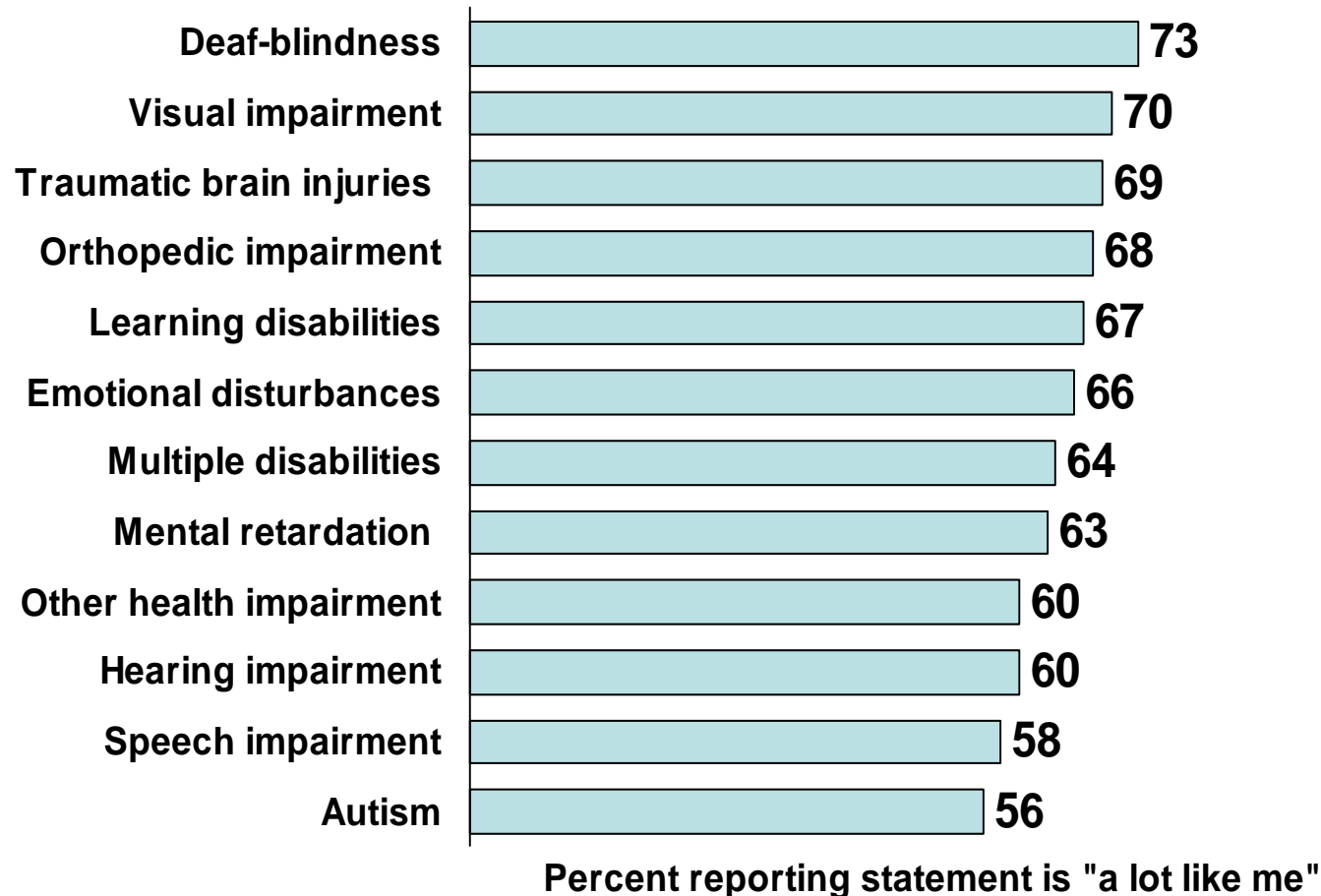
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

# Youth with disabilities' report that they know how to get information they need, by disability category

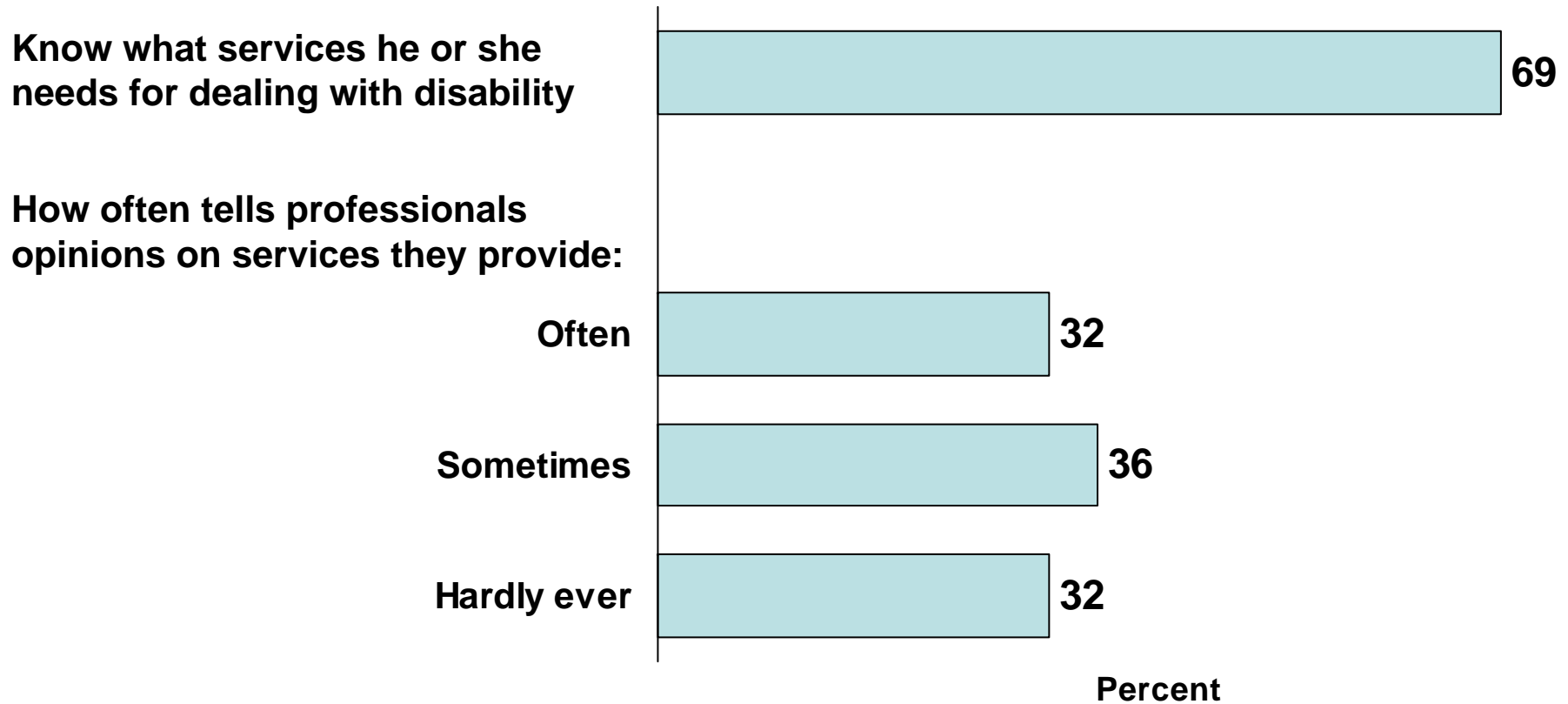


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth telephone interviews/survey, 2003.

# Youth with disabilities' report that they can get school staff/adults to listen to them, by disability category

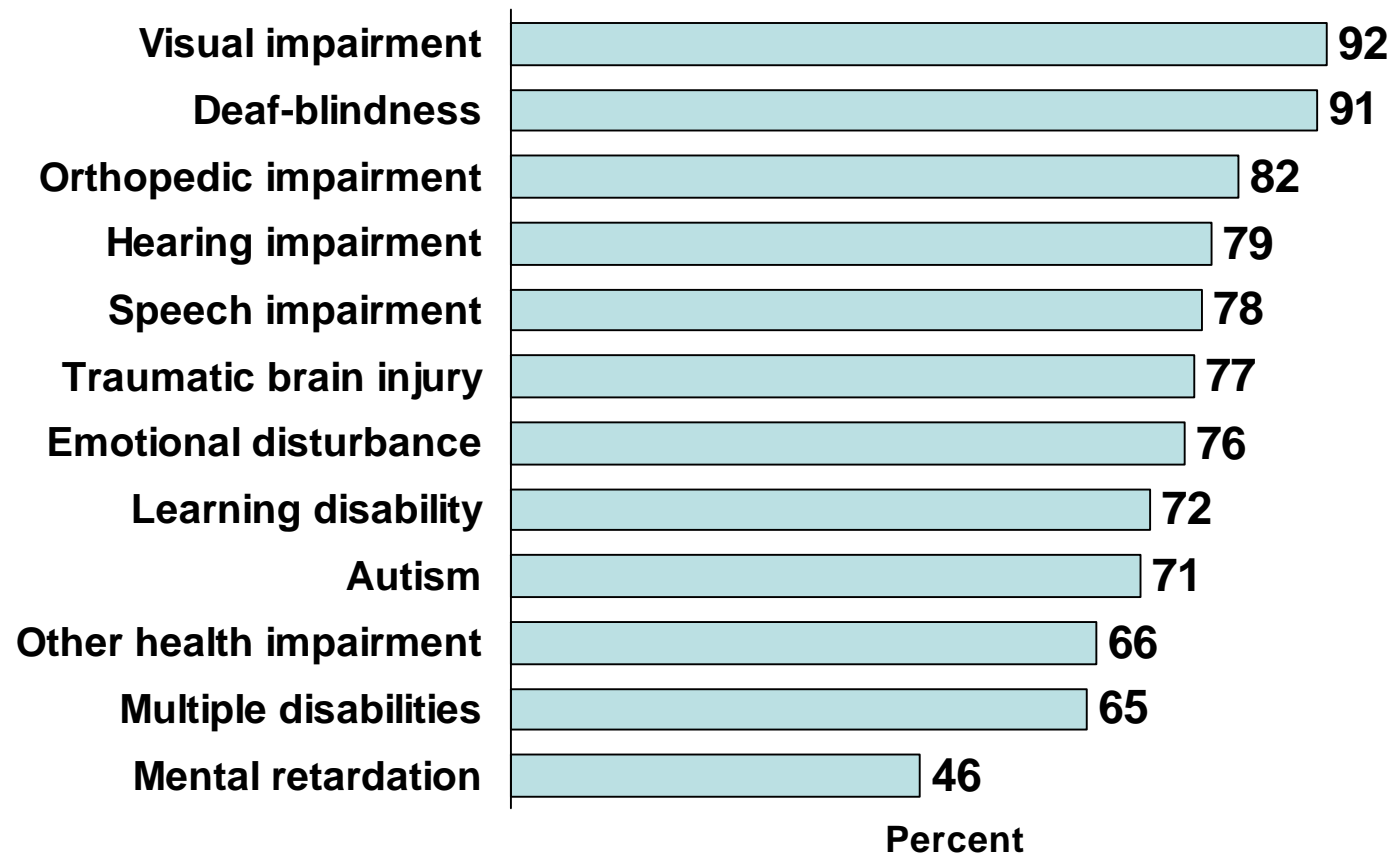


# Self-advocacy regarding their disability of youth who report disability



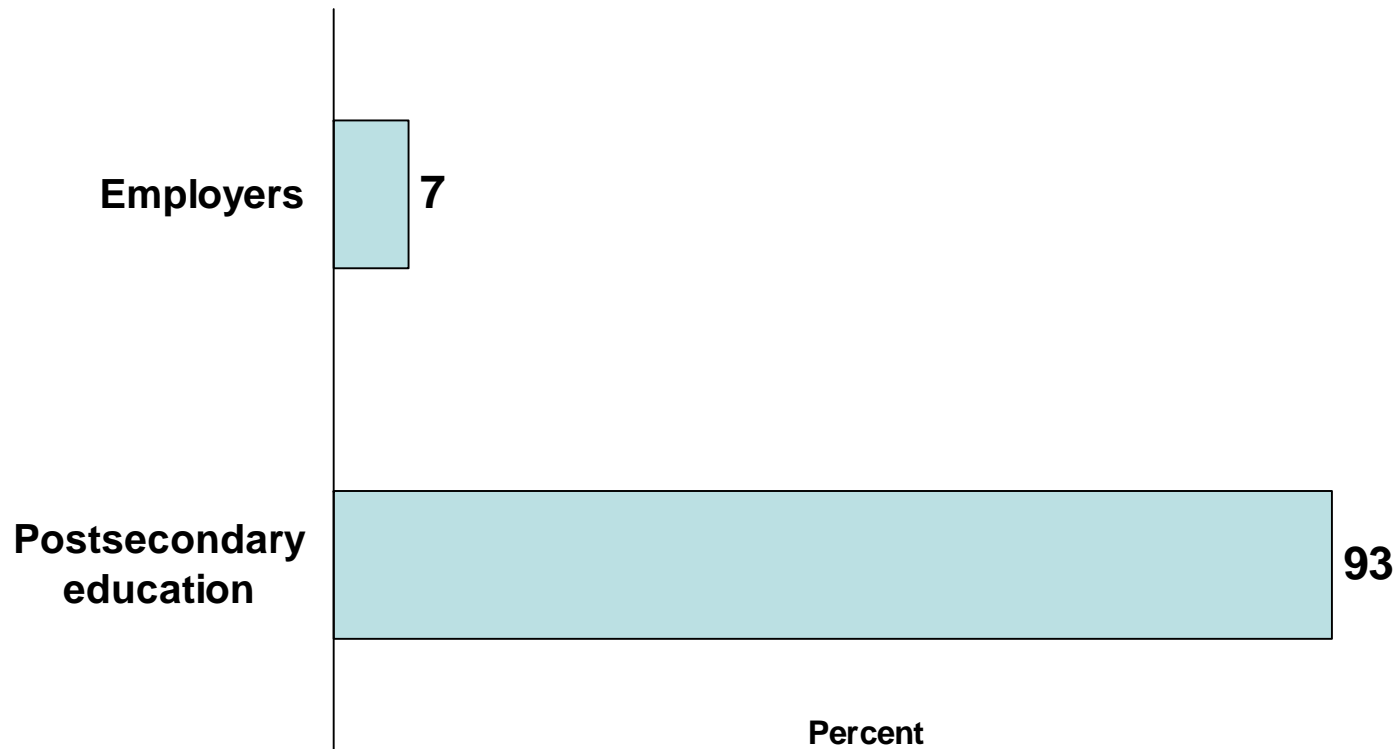
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

# Knowledge of services needed by youth who report disability, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth telephone interviews/survey, 2003.

# Employer and/or postsecondary education institution's awareness of their disability for youth who report disability



# Personal autonomy items

- I keep my own personal items together
- I keep good personal care and grooming
- I make friends with other kids my age
- I keep my appointments and meetings
- I plan weekend activities that I like to do
- I am involved in school-related activities
- I volunteer for things that I am interested in
- I go to restaurants that I like
- I choose gifts to give to family and friends
- I choose how to spend my personal money

# Autonomy in career planning items

- I work on schoolwork that will improve my career chances.
- I do school and free time activities based on my career interests.
- I make long-range career plans.
- I work or have worked to earn money.
- I am in or have been in career or job classes or training



Source: Wehmeyer, M.L. (2000). *The Arc's Self-Determination Scale: Procedural Guidelines* (Revised). Silver Spring, MD: The Arc of the United States.



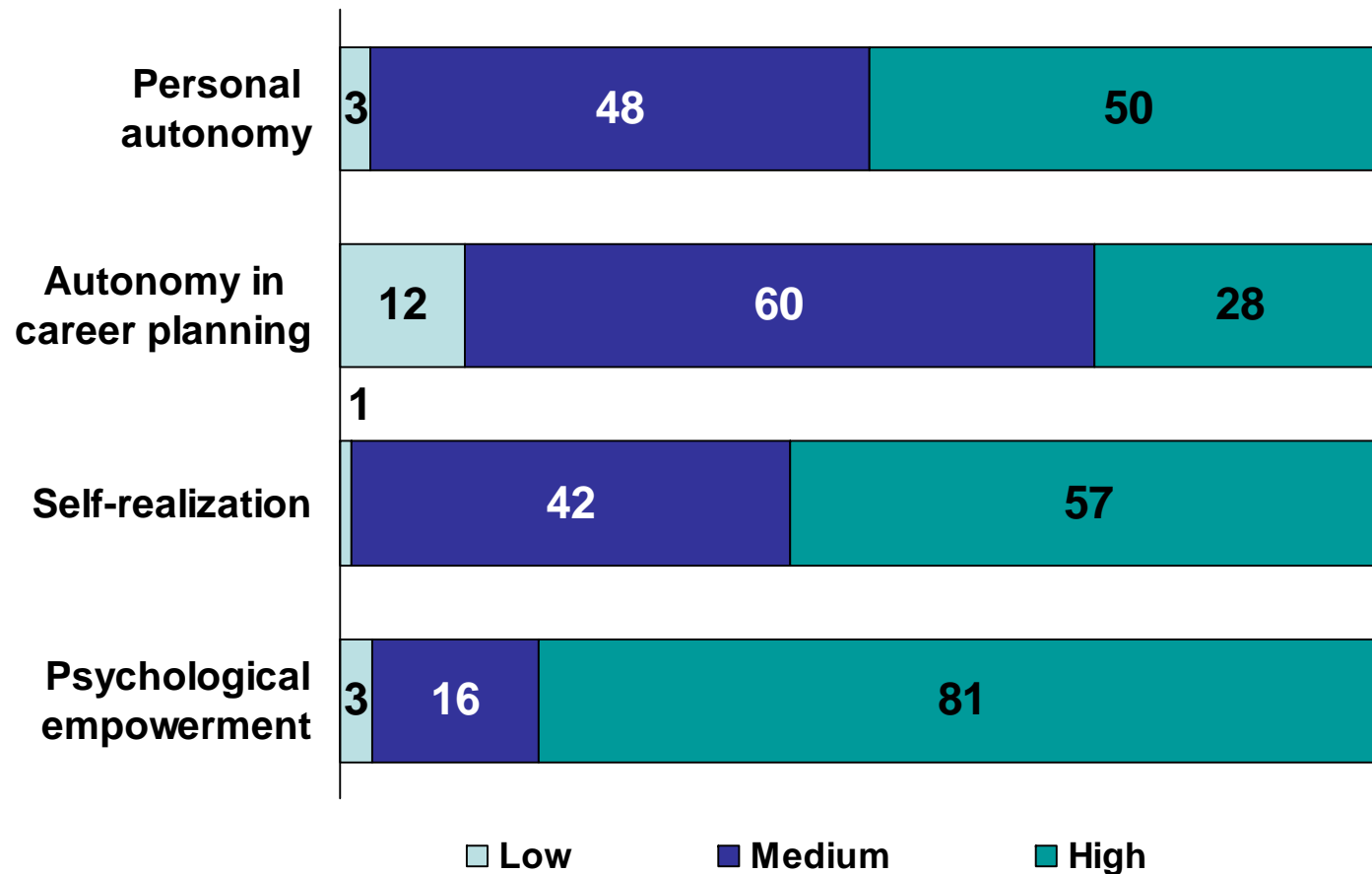
# Self-realization items

- I can like people even if I don't agree with them.
- I know what I do best.
- I like myself.
- I know how to make up for my limitations.
- I am confident in my abilities

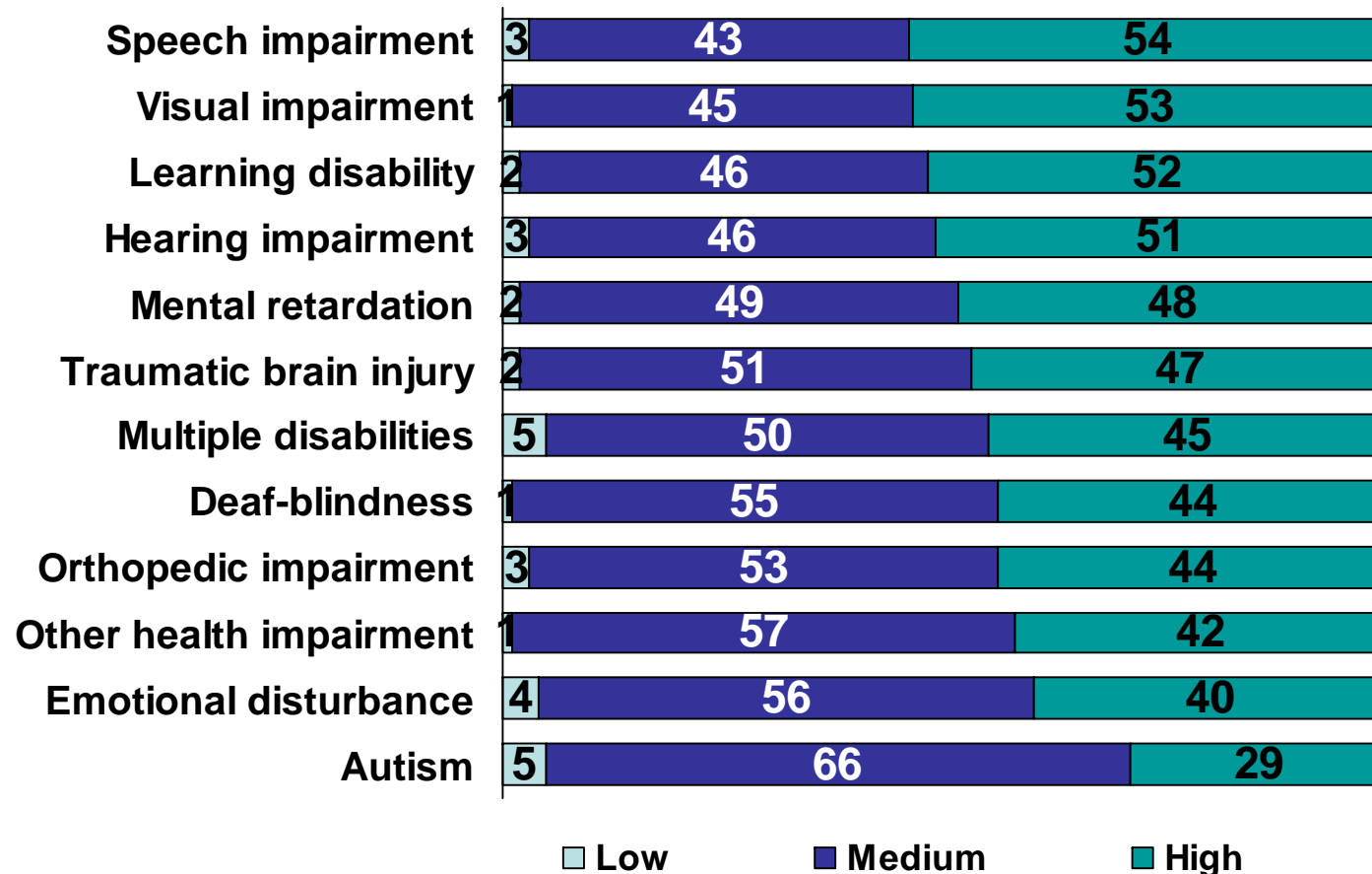
# Psychological empowerment items

- I tell others when I have a new or different opinion, or I usually agree with others' opinions and/or ideas.
- I can make my own decisions, or Other people make decisions for me.
- I can get what I want by working hard, or I need good luck to get what I want.
- I keep trying even after I get something wrong, or It is no use to keep trying because it will not work.
- I usually make good choices, or I usually do not make good choices.
- I will be able to make choices that are important to me, or My choices will not be honored.

# Self-determination scores of youth with disabilities

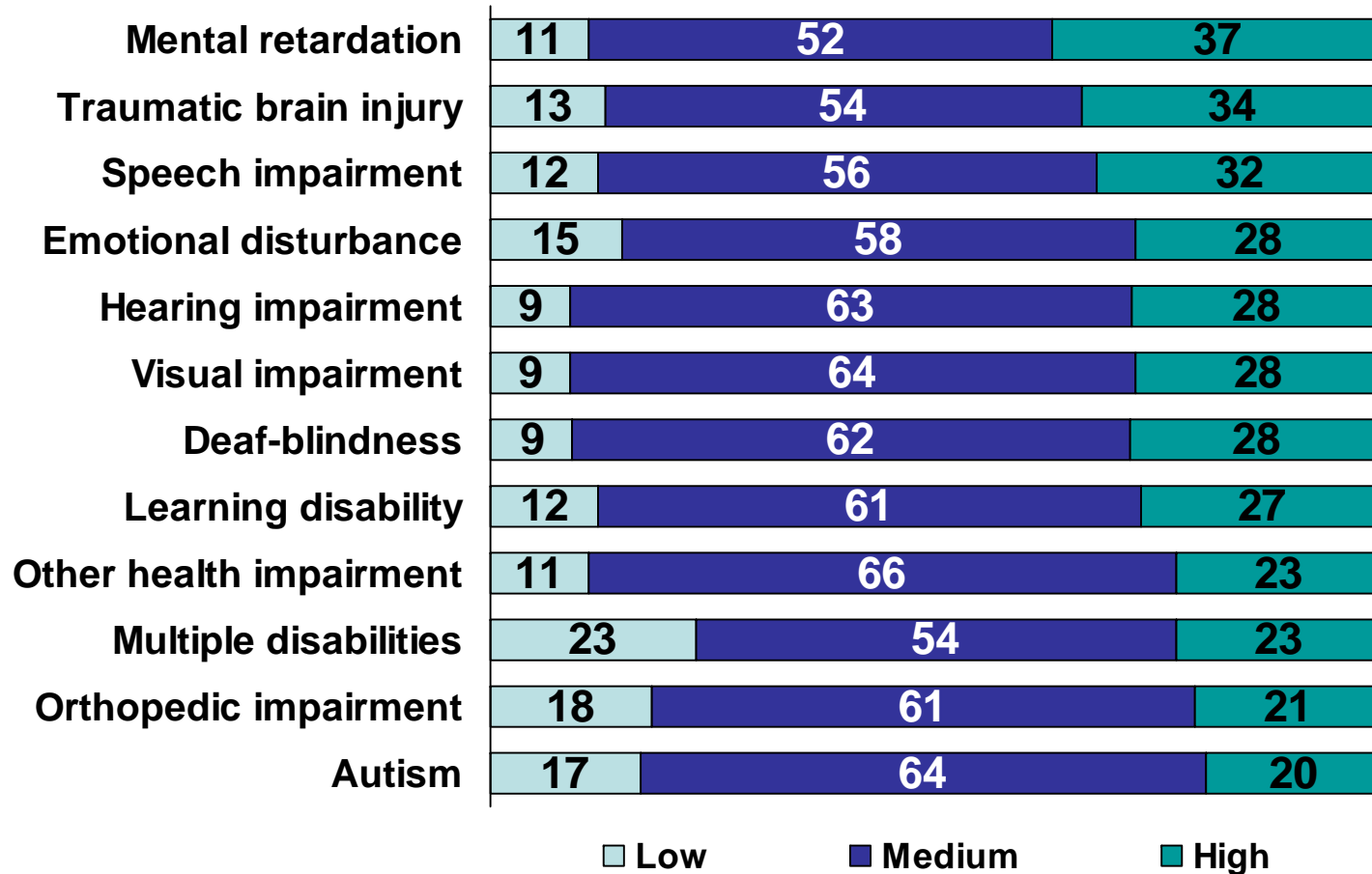


# Personal autonomy scores, by disability category



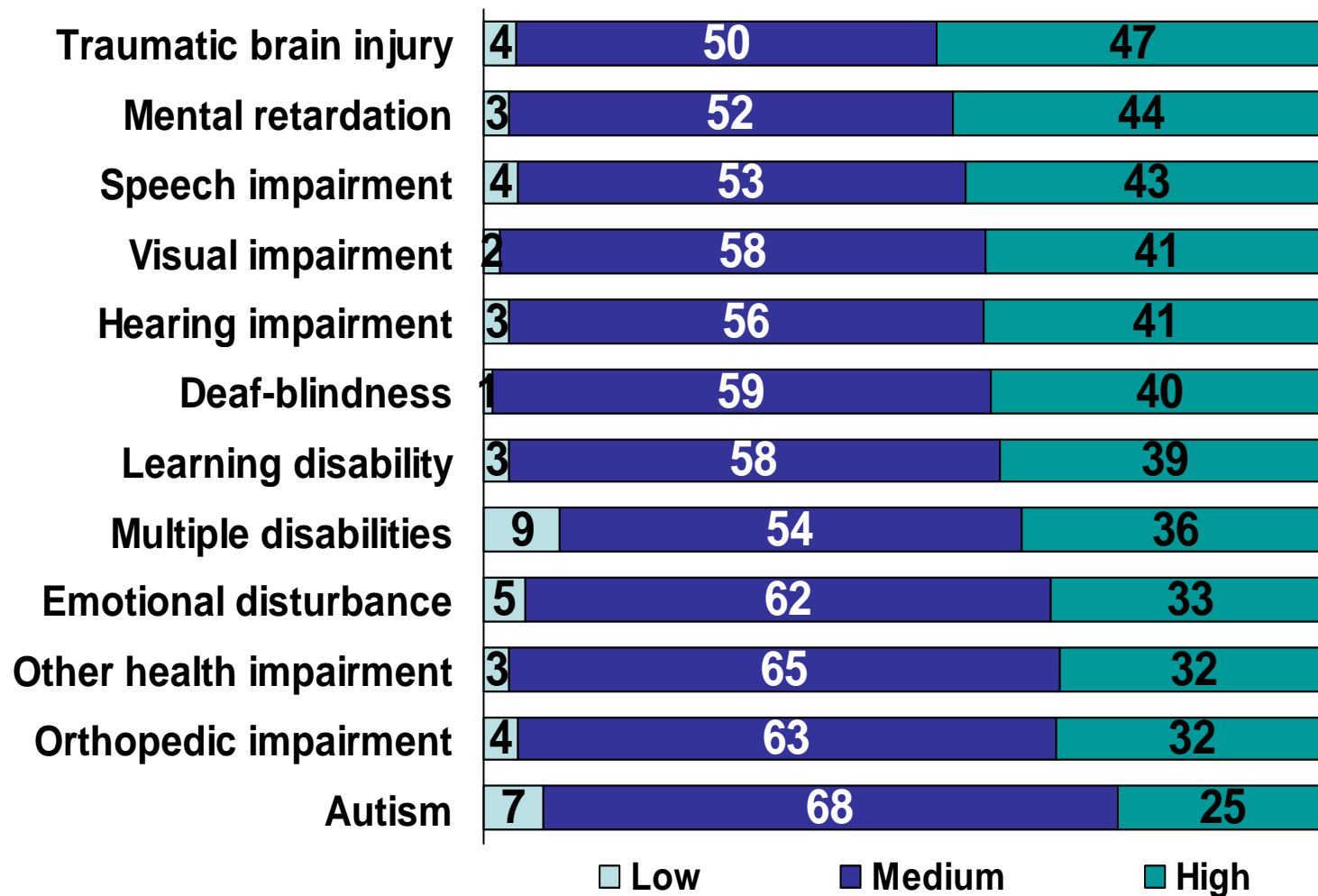
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment 2002 and 2004.

# Autonomy in career planning scores, by disability category



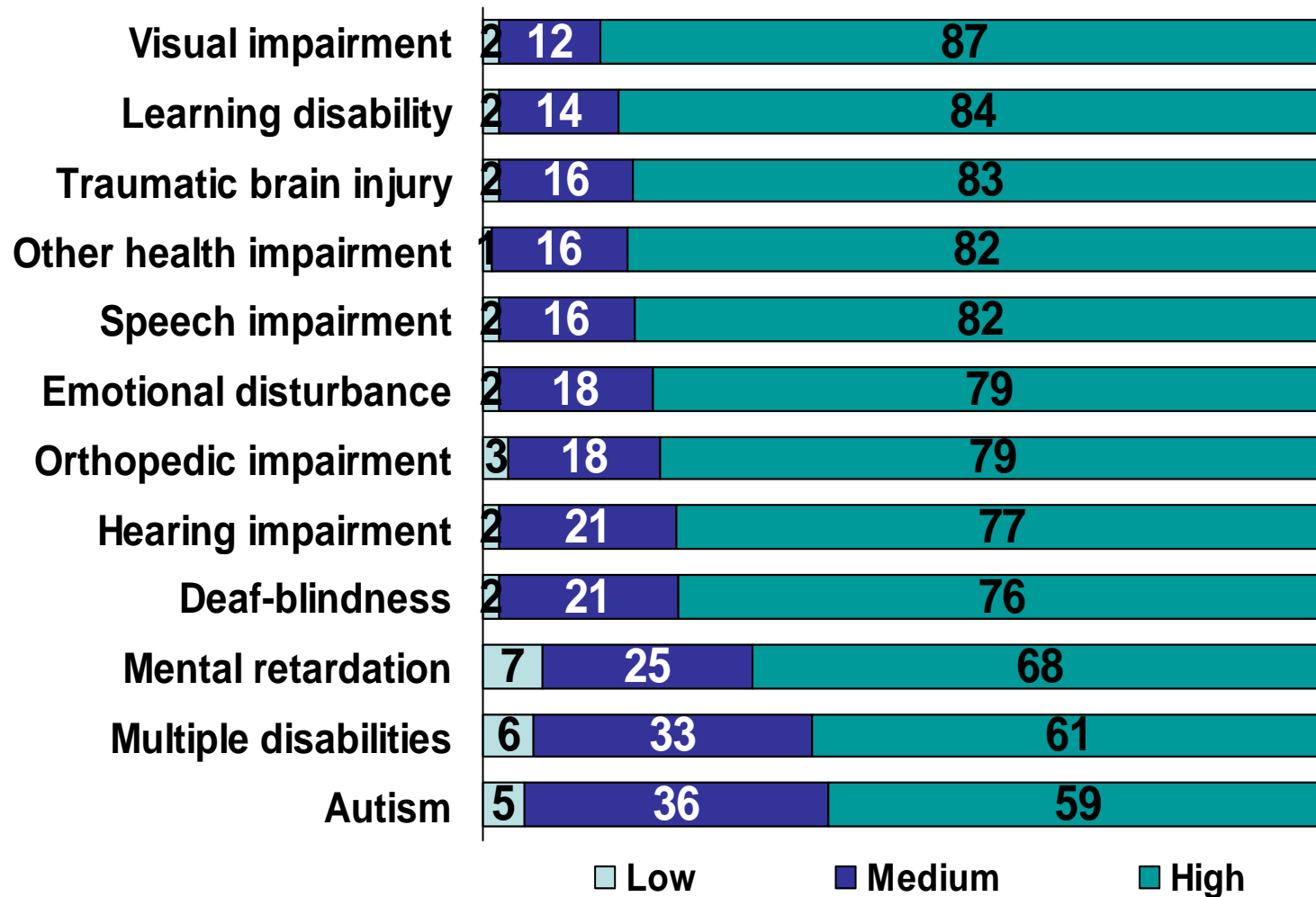
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment 2002 and 2004.

# Self-realization scores, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment 2002 and 2004.

# Psychological empowerment scores, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) student assessment 2002 and 2004.

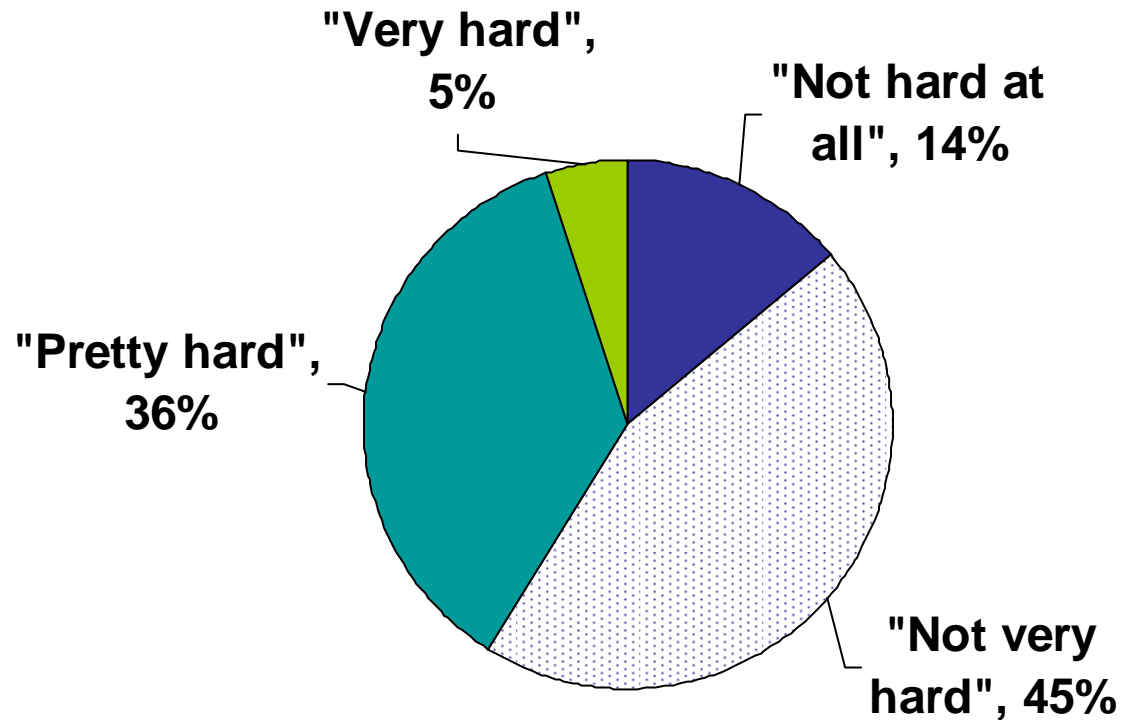
# Views of school

- Academic challenges
- Relationships at school
- Participation at school
- Receipt of services from school

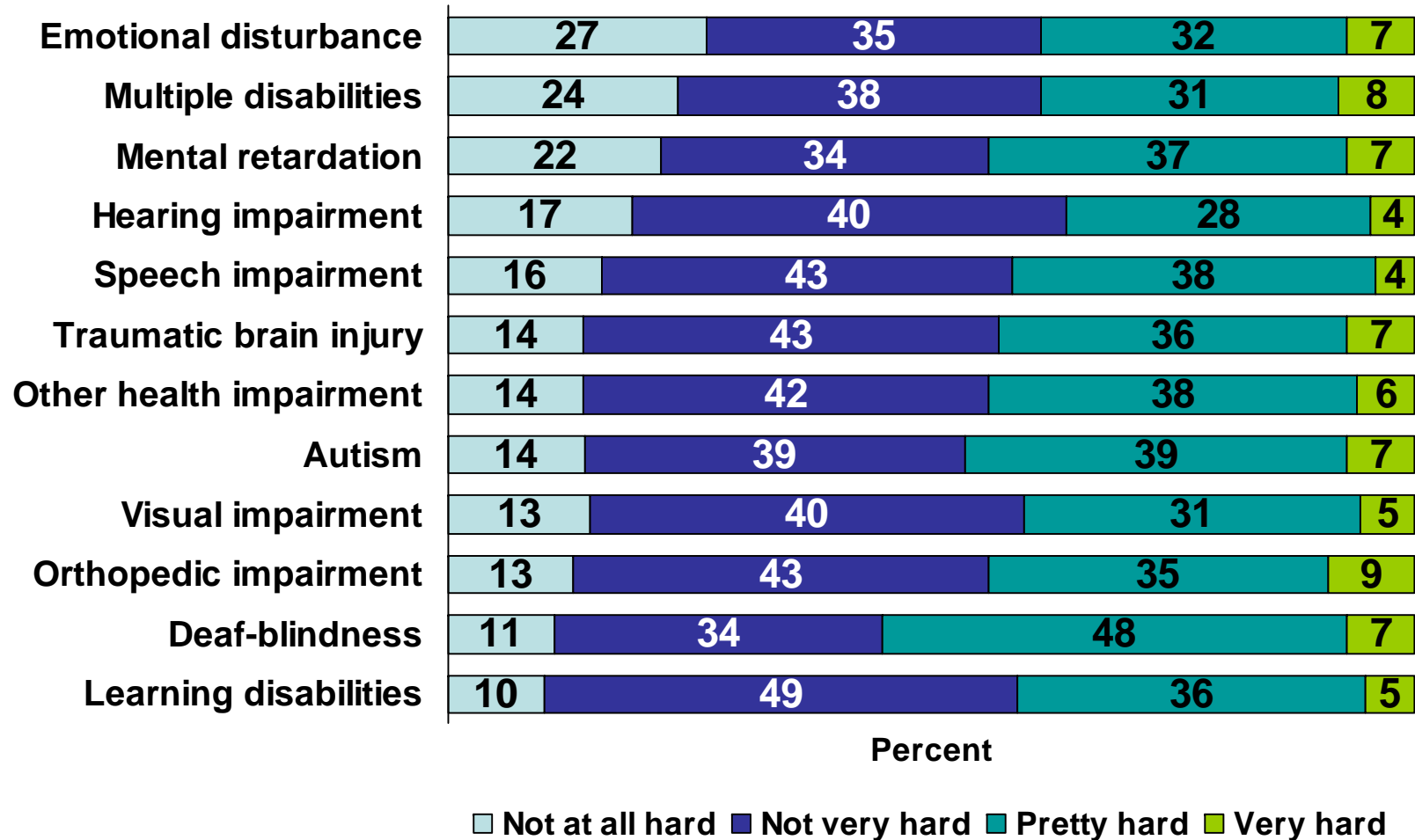




# Youth with disabilities' perceptions of school difficulty



# Perceptions of difficulty of school, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003



# Youth with disabilities' academic challenges

In 2002-03 school year, how often youth had trouble:

**Paying attention in school**



**Finishing homework**



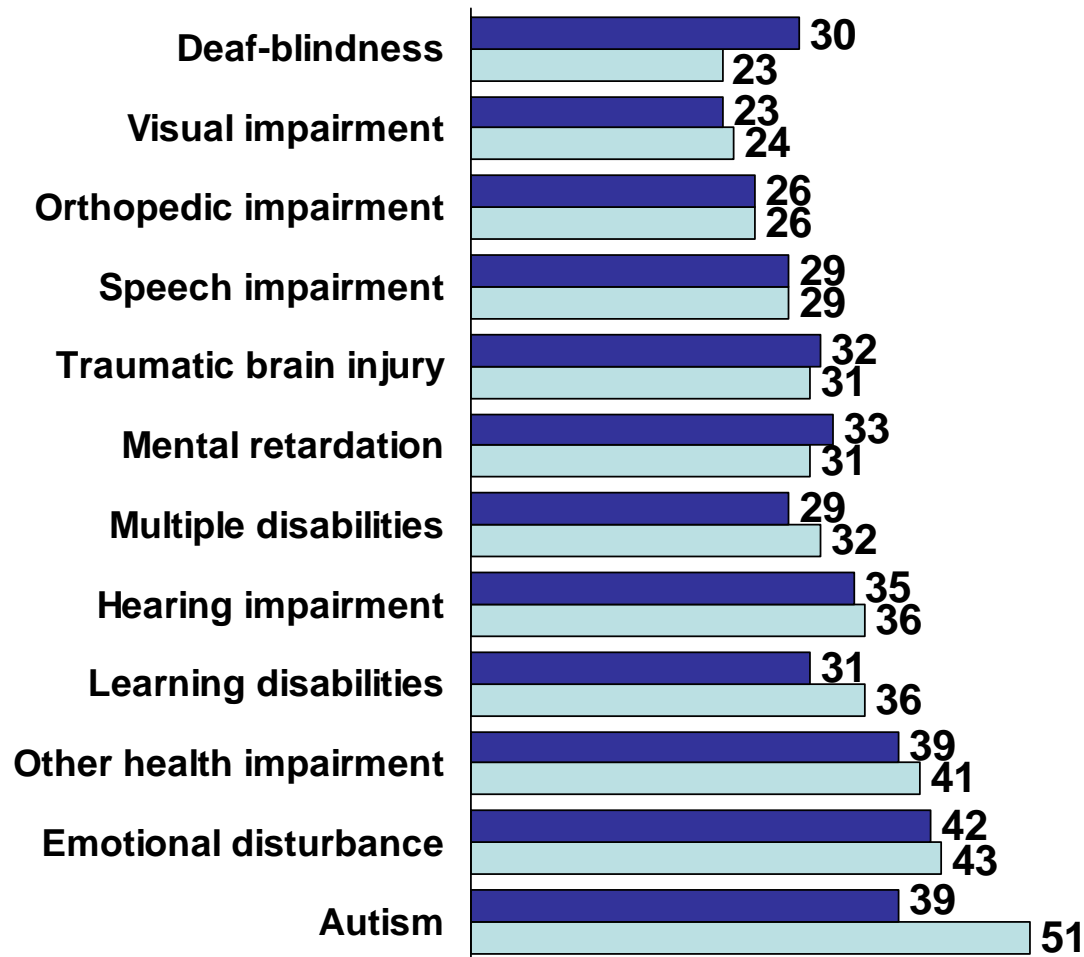
Percent

■ Never 
 ■ A few times 
 ■ At least weekly but not daily 
 ■ Daily

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003. National Institute of Child Health and Human Development, National Longitudinal Study of Adolescent Health, Wave 2 youth survey, 1998.



# Youth's perceptions of academic challenges, by disability category



Percentage having trouble weekly or more often with:

■ Finishing homework    □ Paying attention at school



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003.

# Youth with disabilities' social challenges at school

During the school year, how often youth had trouble:

## Getting along with teachers

Youth with disabilities



Parents of youth with disabilities



General population

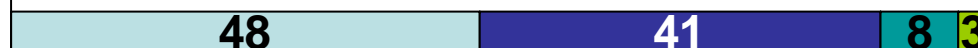


## Getting along with students

Youth with disabilities



Parents of youth with disabilities



General population



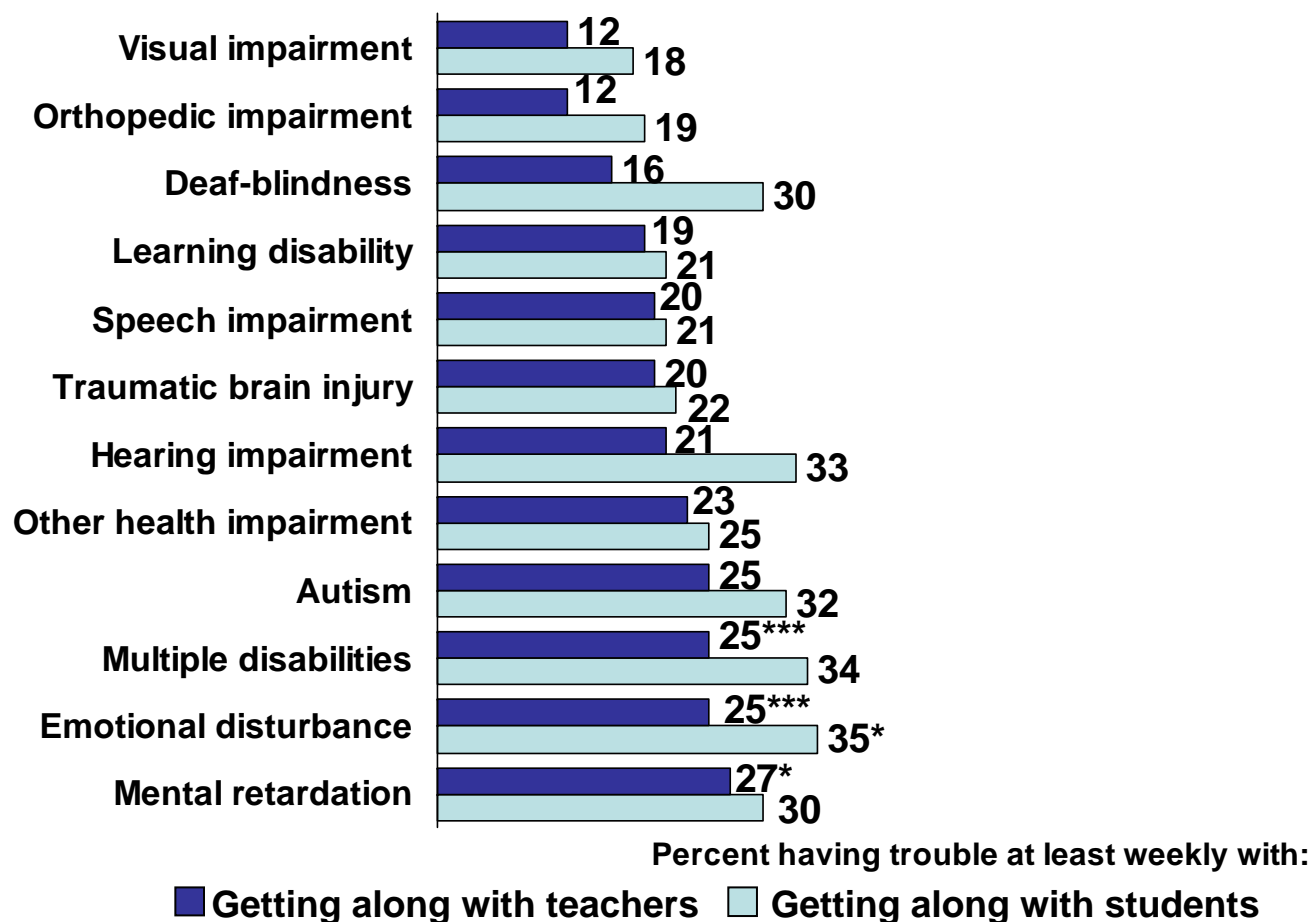
Percent

Never
  A few times
  At least weekly but not daily
  Daily

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 1 parent and Wave 2 youth interviews/survey, 2001 and 2003, National Institute of Child Health and Human Development, National Longitudinal Study of Adolescent Health, Wave 2 youth survey, 1998



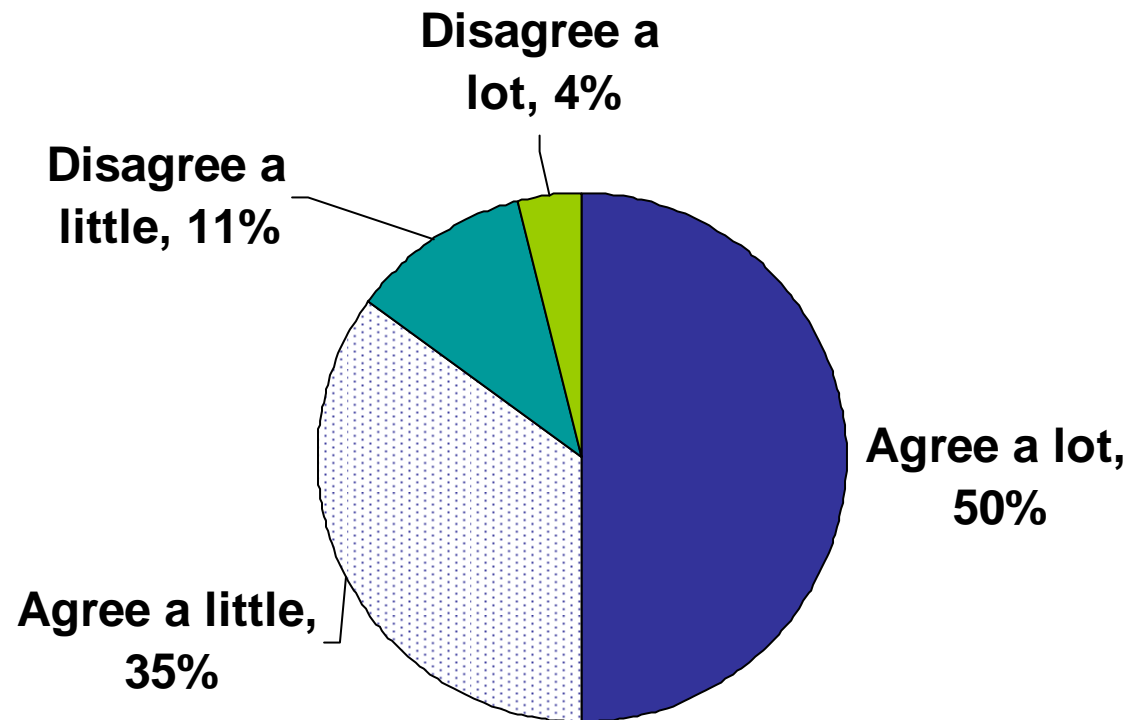
# Youth's perceptions of social challenges, by disability category



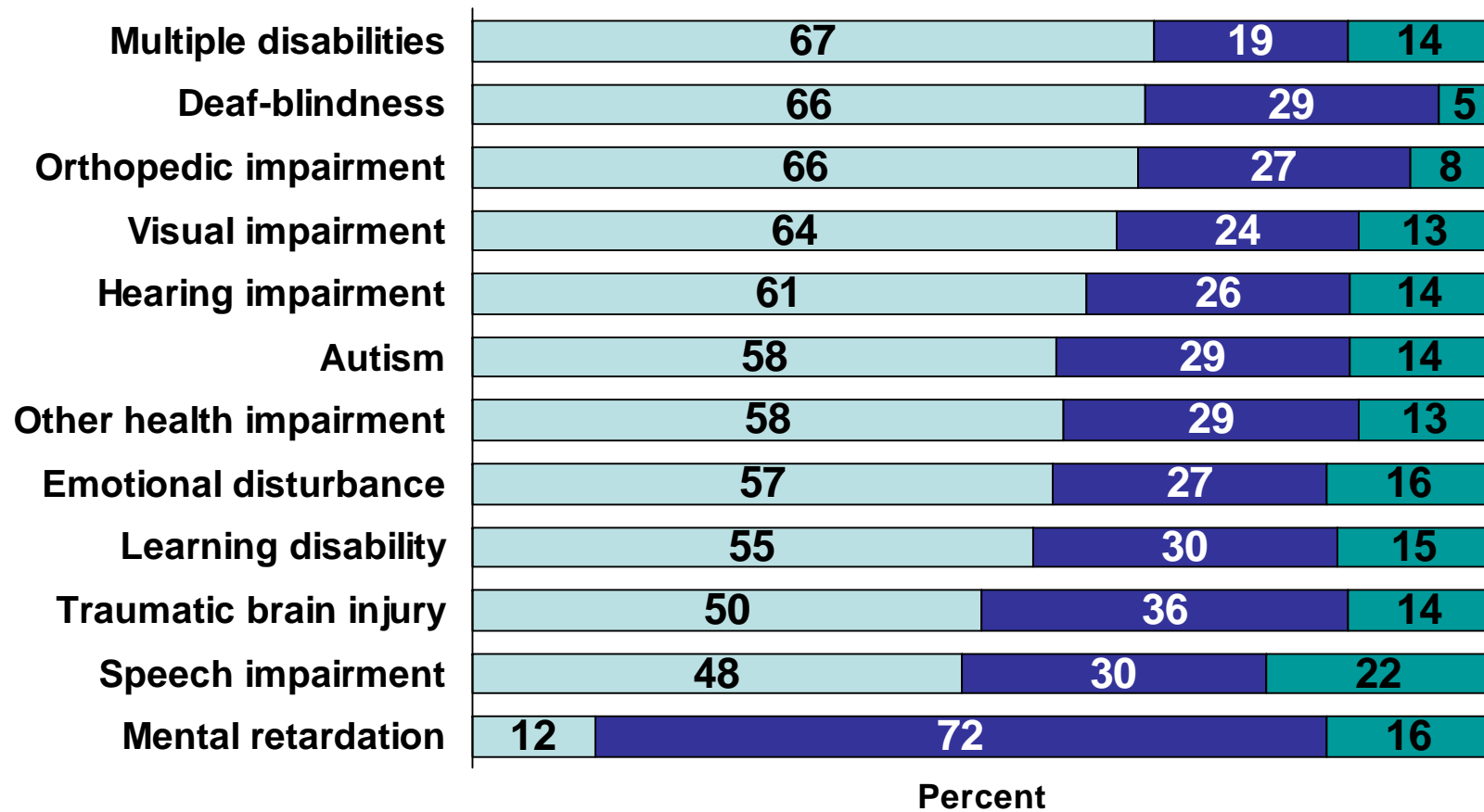
Statistical significance: \* $p < .05$ ; \*\*\* $p < .001$ .

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

# Youth with disabilities' perceptions of there being an adult at school who cares about them



## Youth's reports of there being an adult at school who cares about them, by disability category



■ Agree a lot 
 ■ Agree a little 
 ■ Disagree a little or a lot

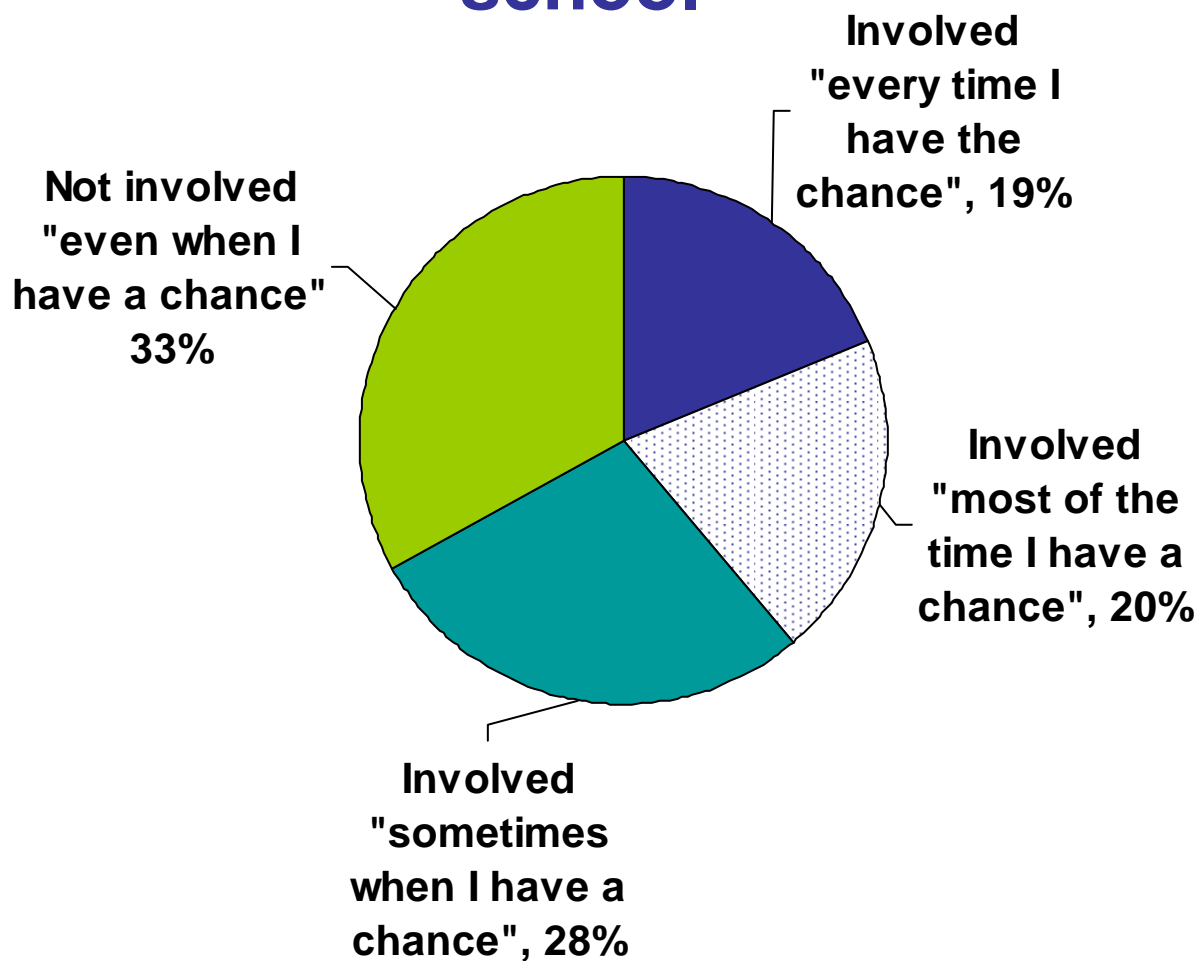


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

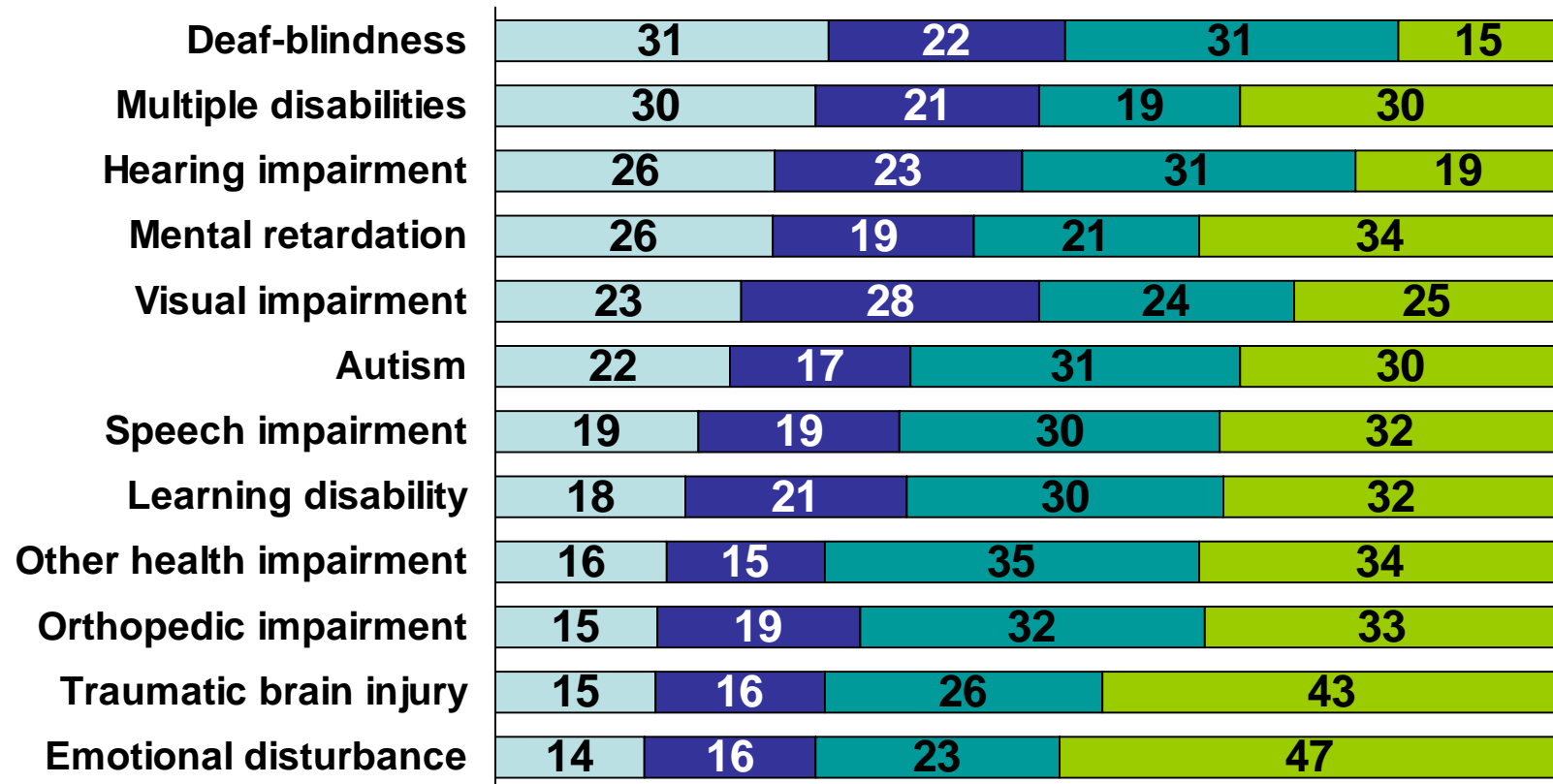




# Youth with disabilities' levels of involvement at school



# Frequency of involvement at school, by disability category



Percent involved "when I have a chance"

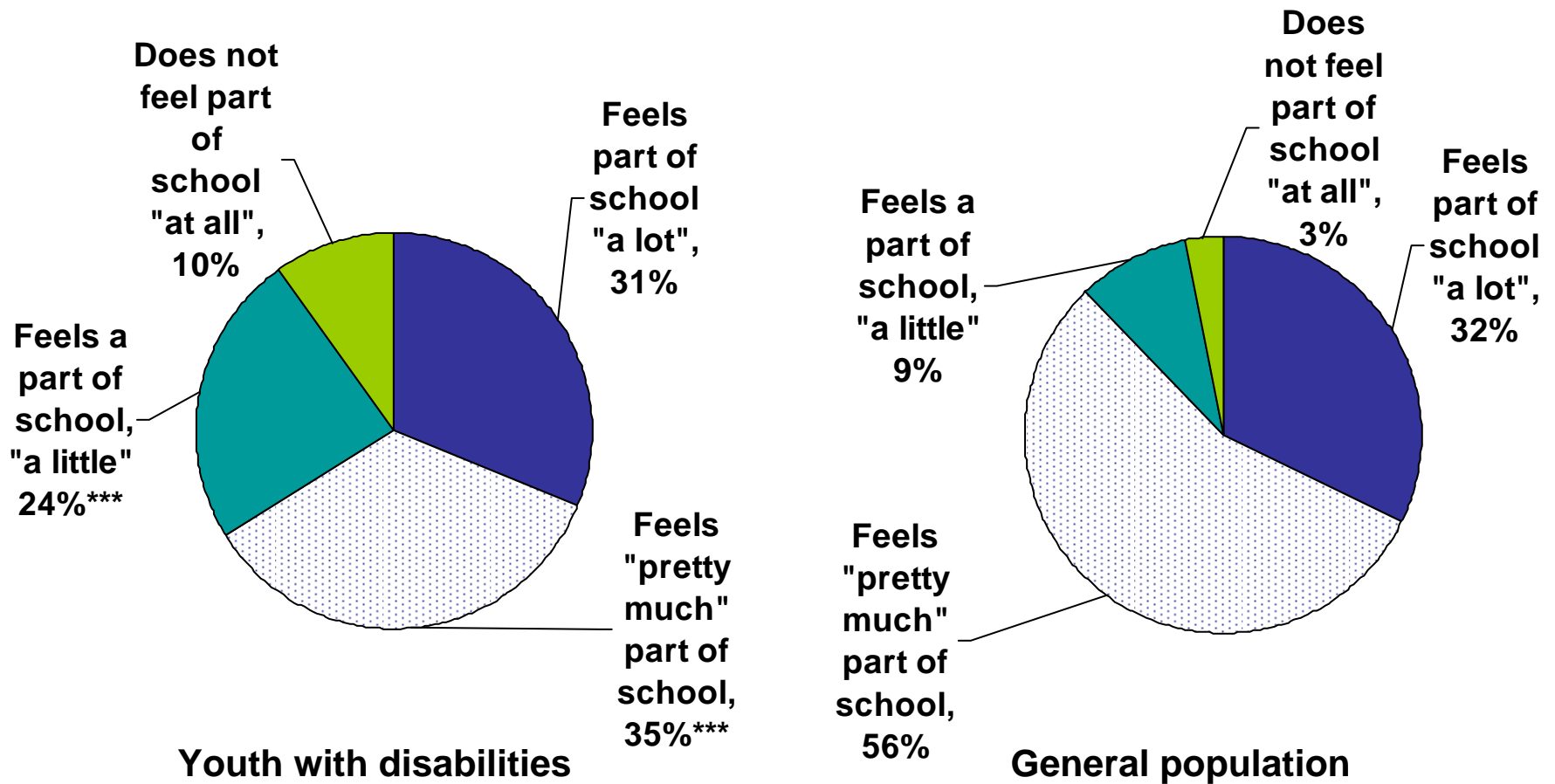
■ Every time
 ■ Most times
 ■ Sometimes
 ■ Never



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) youth in-person interviews, 2002 and 2004



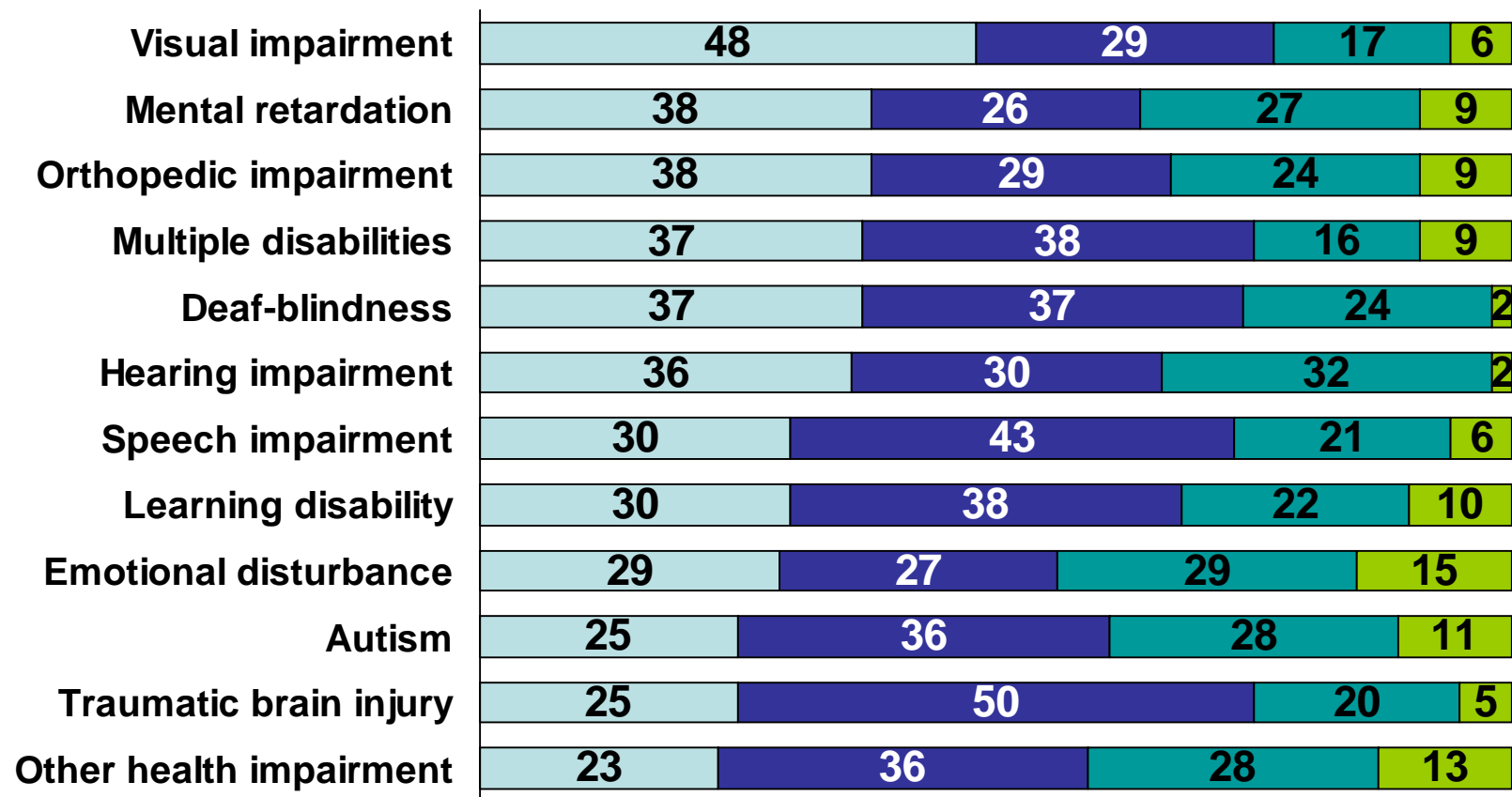
# Feelings of being part of their school of youth with disabilities and the general population



Statistical significance: \*\*\* $p < .001$  for comparison of youth with disabilities and in the general population.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003, National Institute of Child Health and Human Development, National Longitudinal Study of Adolescent Health, Wave 2 youth survey, 1998

# Feeling “part of school,” by disability category



Percent feeling part of school

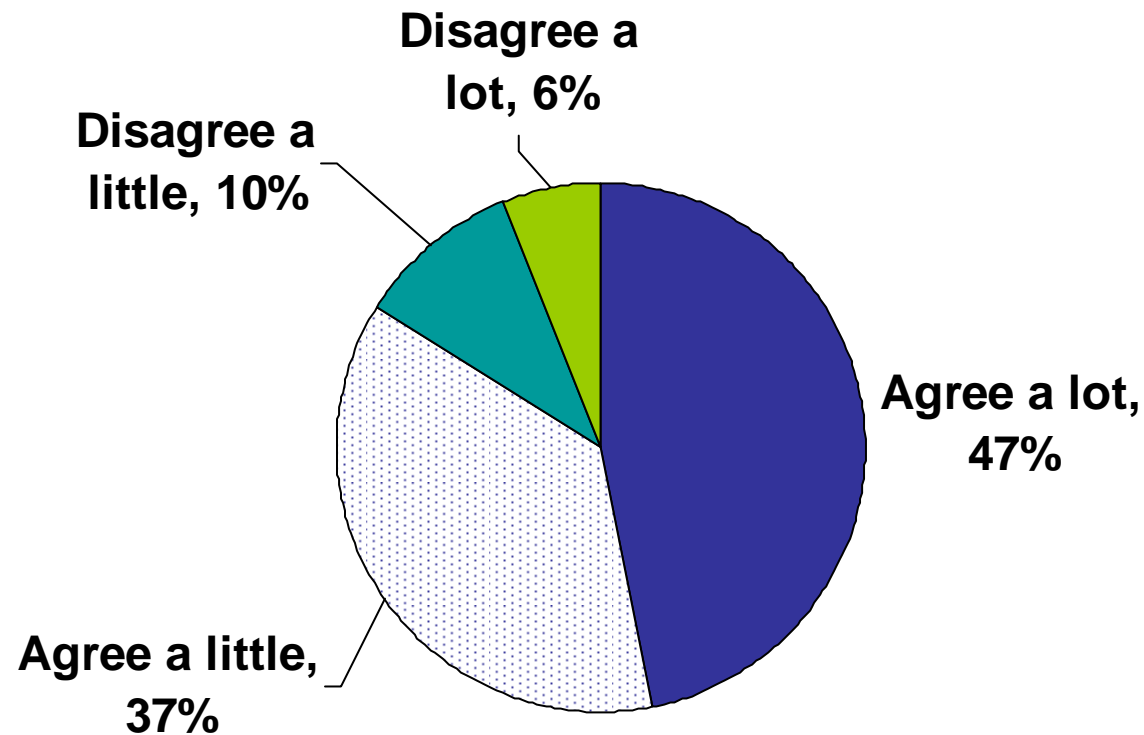
■ A lot 
 ■ Pretty much 
 ■ A little 
 ■ Not at all



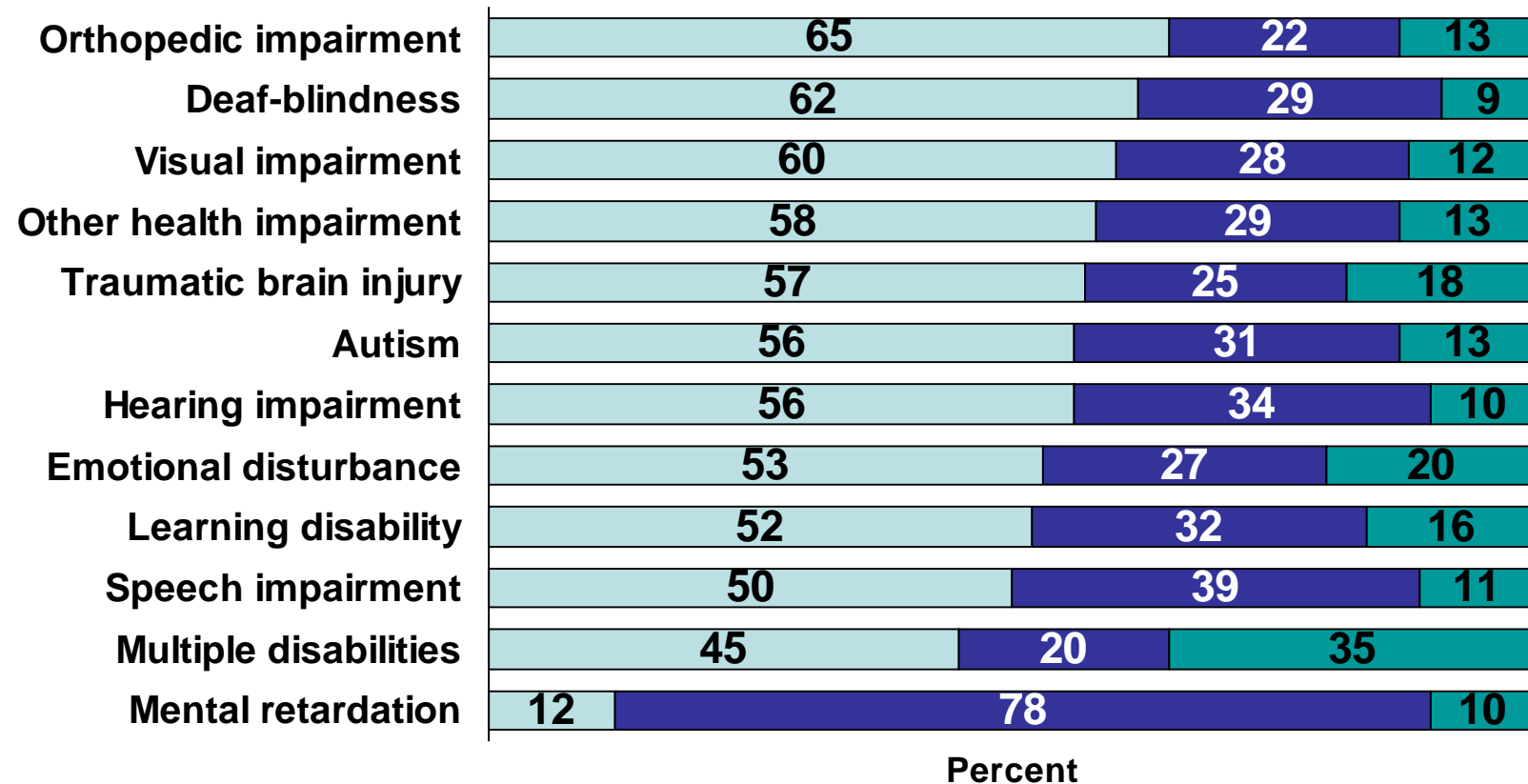
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003



# Youth with disabilities' perceptions of getting needed services and support from school



# Youth's reports of receiving needed services and support at school, by disability category



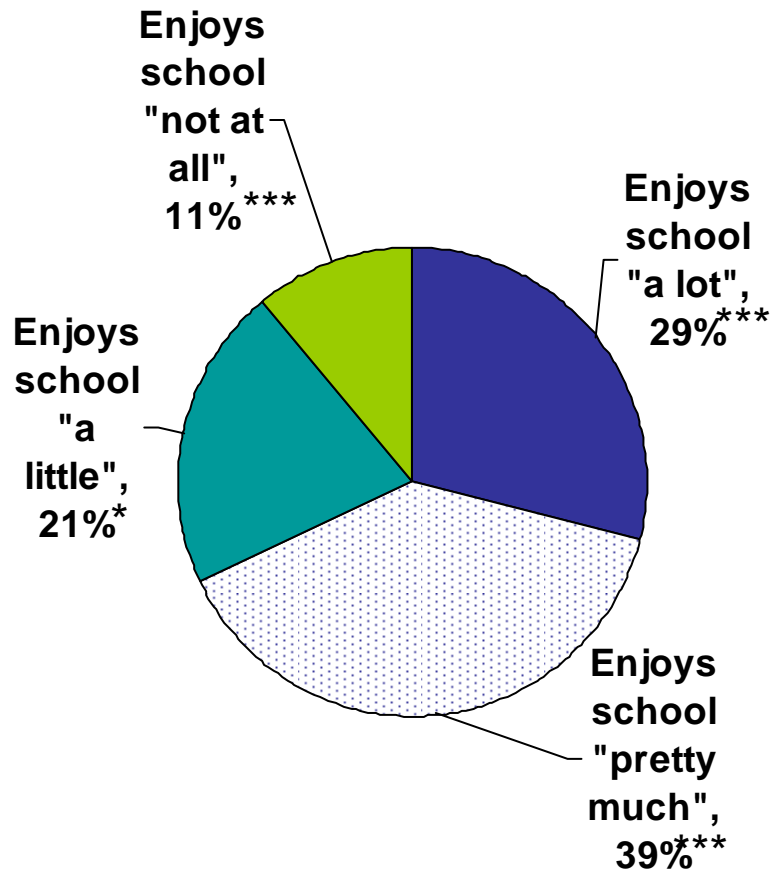
■ Agree a lot 
 ■ Agree a little 
 ■ Disagree a little or a lot



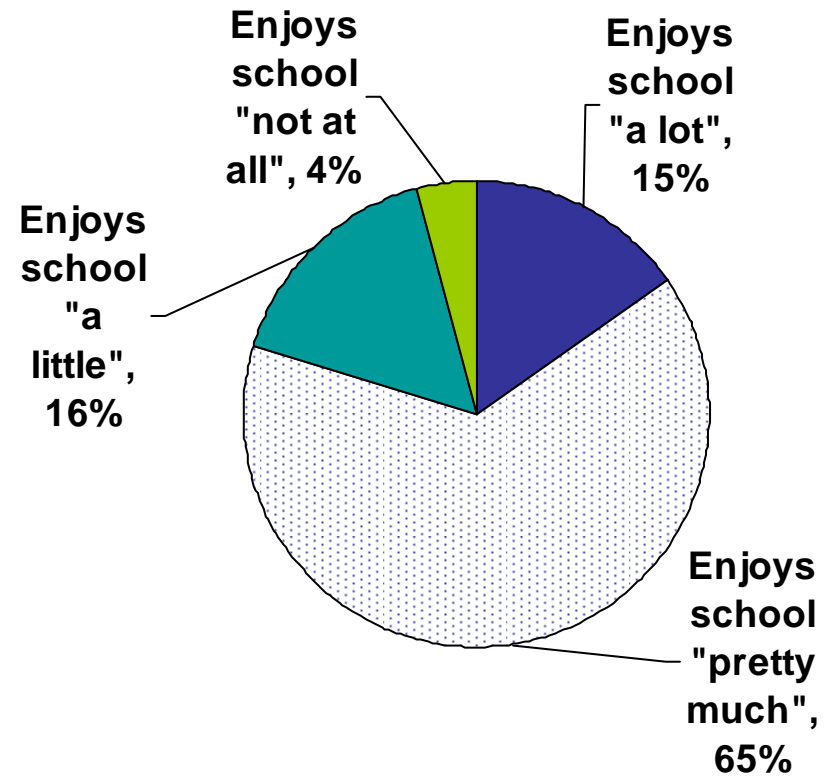
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003



# Youth with disabilities' enjoyment of school



**Youth with disabilities**

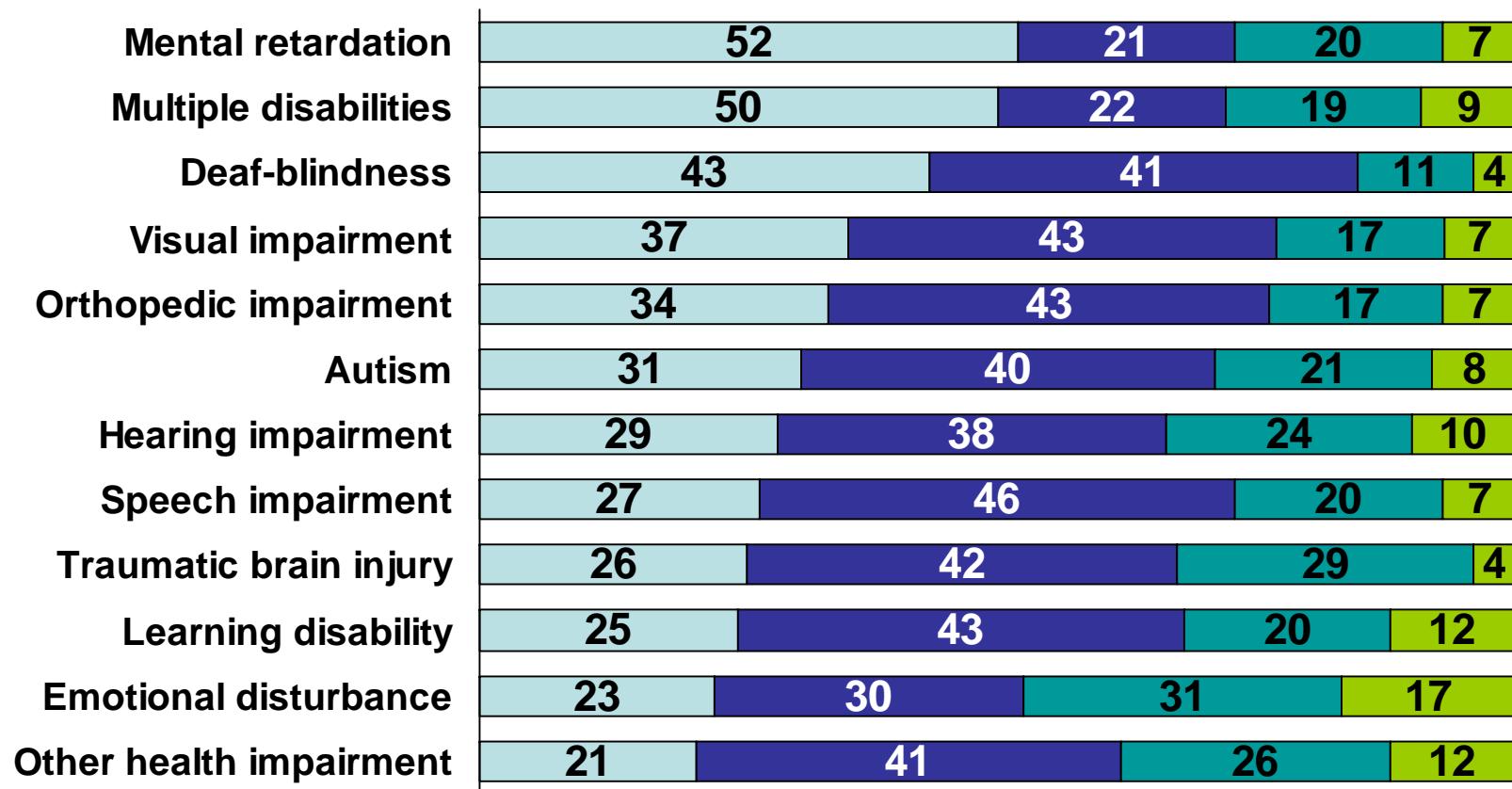


**General population**

Statistical significance: \* $p < .05$ , \*\*\* $p < .001$  for comparisons of youth with disabilities and in the general population.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 1 parent and Wave 2 youth interviews/survey, 2001 and 2003, U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, parent interview, 1996

# Enjoyment of school, by disability category



Percent

■ A lot 
 ■ Pretty much 
 ■ A little 
 ■ Not at all



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003





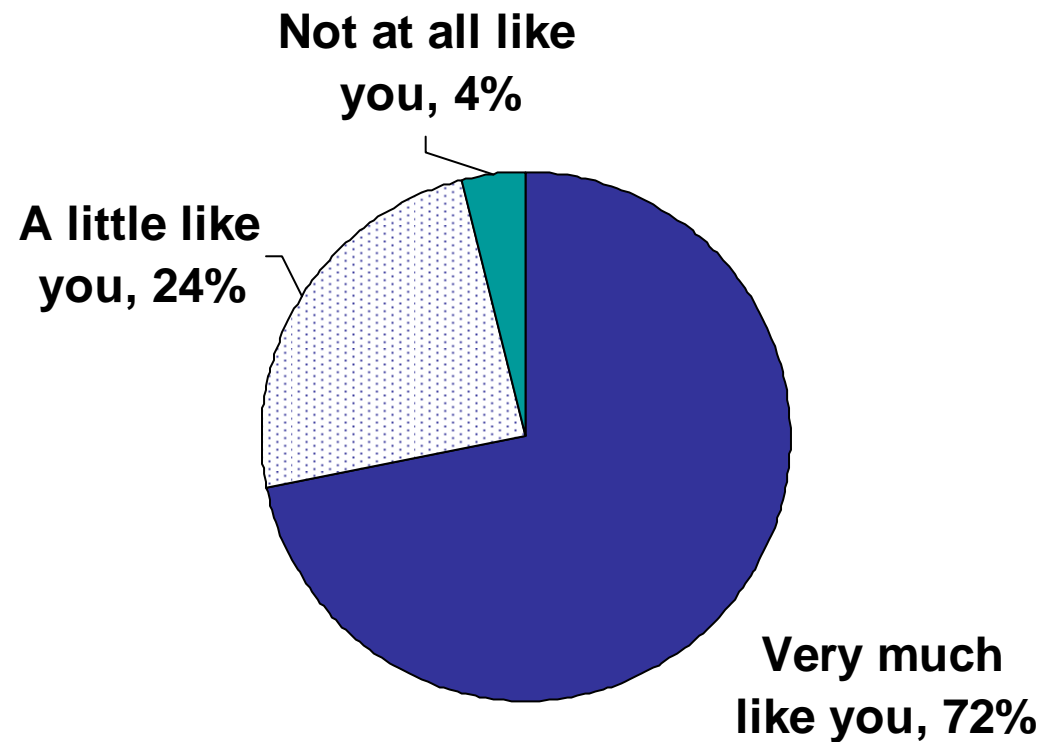
# Personal relationships

- **What youth with disabilities say about:**
  - their ability to make friends; and
  - feelings of being liked, cared about, and paid attention to.



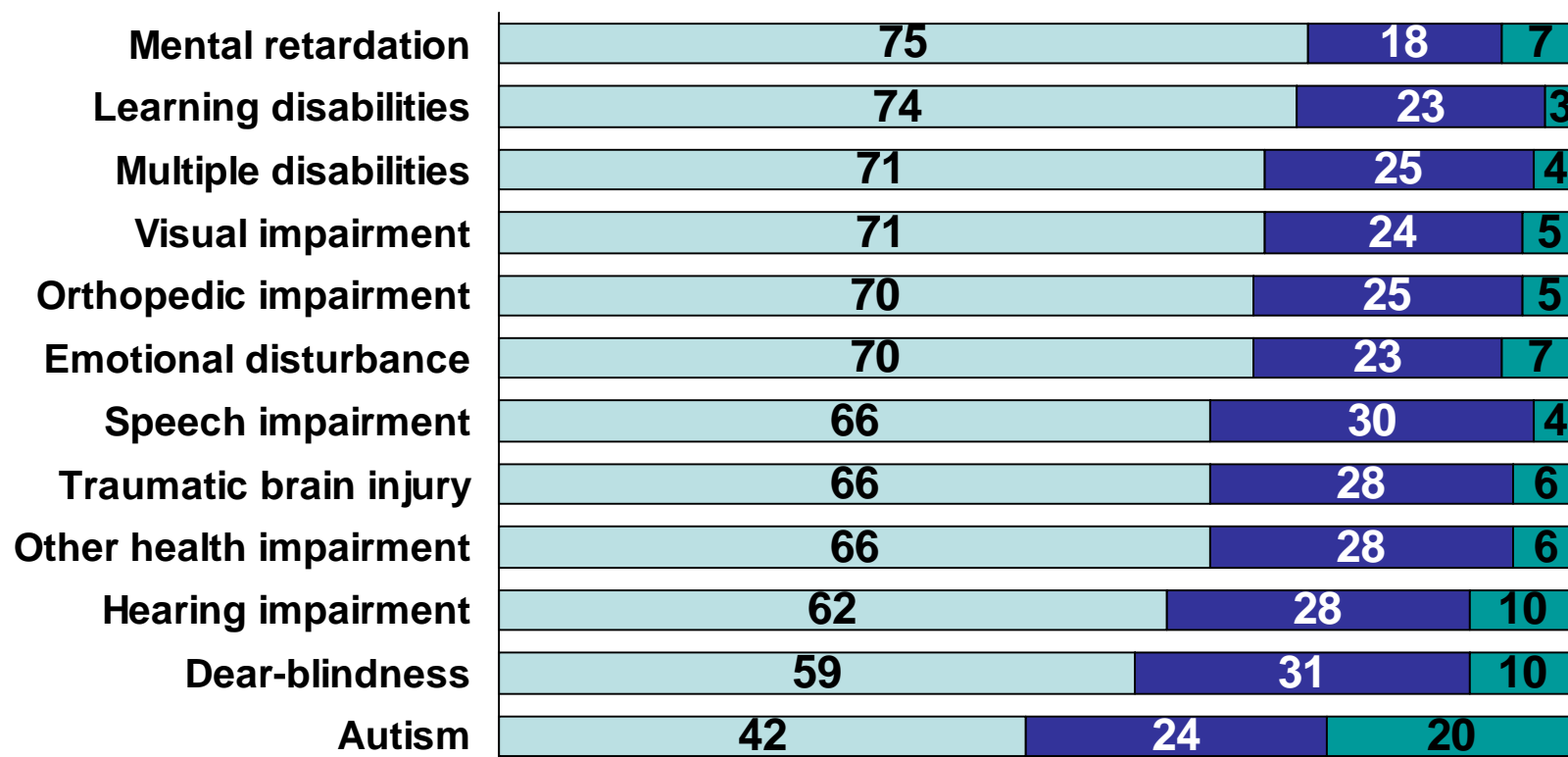
# Youth with disabilities' views of the ease of making friends

How much the statement, “you can make friends easily” is like you:



# Views of the ease of making friends, by disability category

How much statement “you can make friends easily” is like you:



Percent

■ A lot like me 
 ■ A little like me 
 ■ Not at all like me

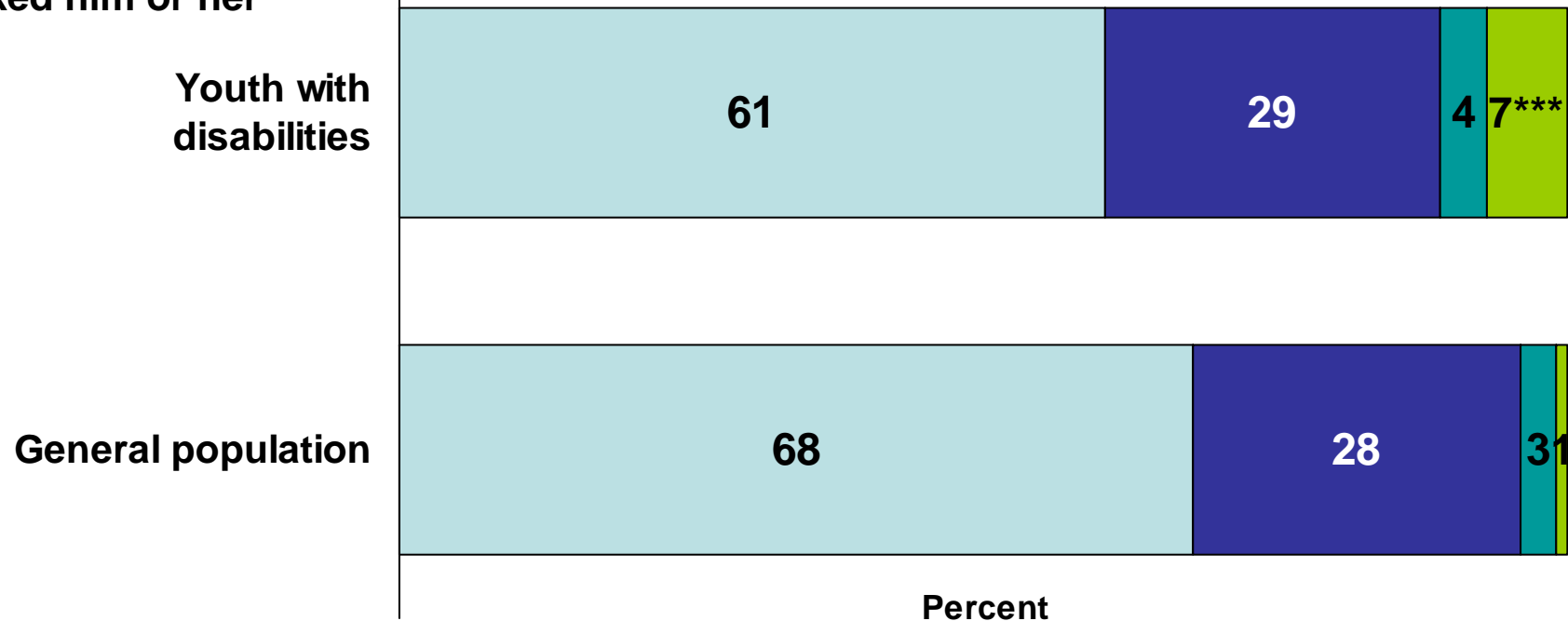


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003



# Youth with disabilities' views of being disliked by others

During the past week, how often youth felt people disliked him or her

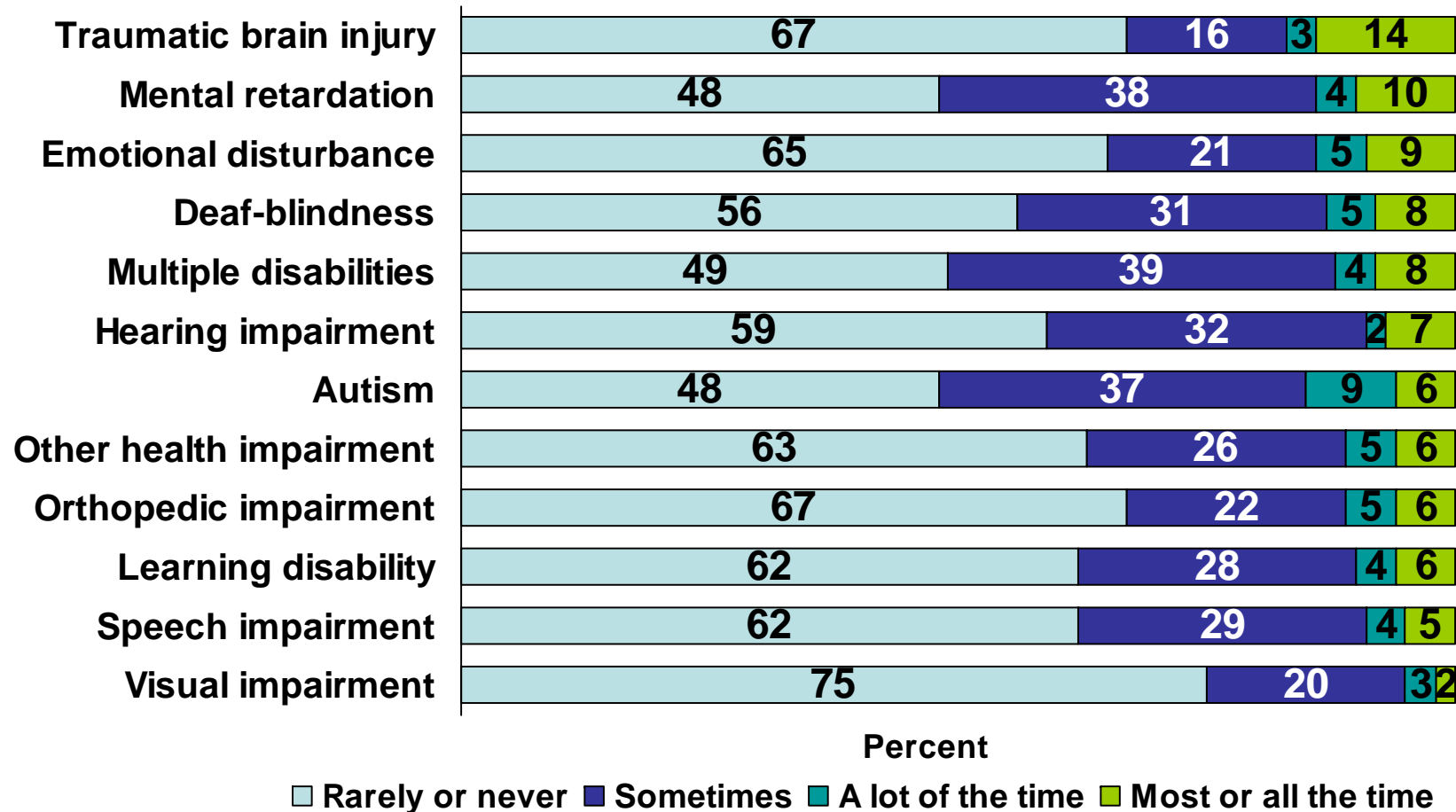


■ Rarely or never 
 ■ Sometimes 
 ■ A lot of the time 
 ■ Most or all of the time

Statistical significance: \*\*\* $p < .001$  for comparison of youth with disabilities and in the general population.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003. U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, youth interview, 1990

# Frequency of youth's feelings of being disliked by others, by disability category

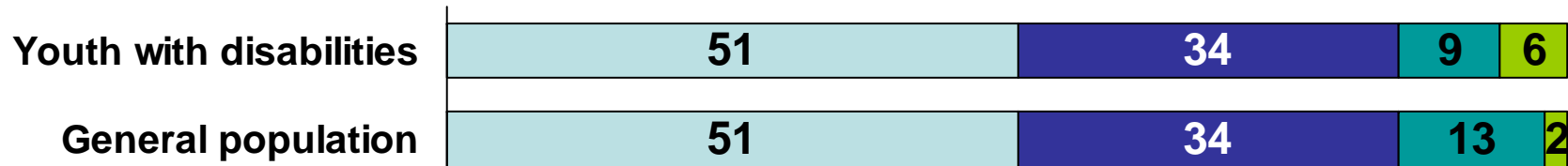


Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003

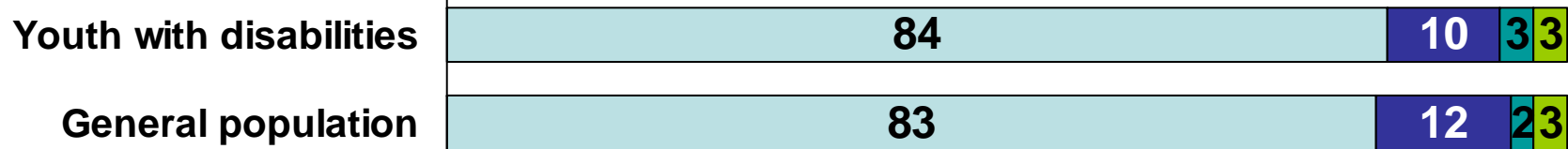
# Youth with disabilities' perceptions of being cared about

Extent of feeling cared about by:

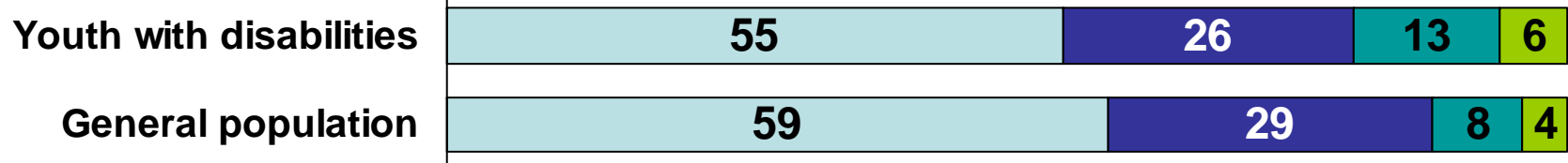
## Friends



## Parents/guardians



## Other adults



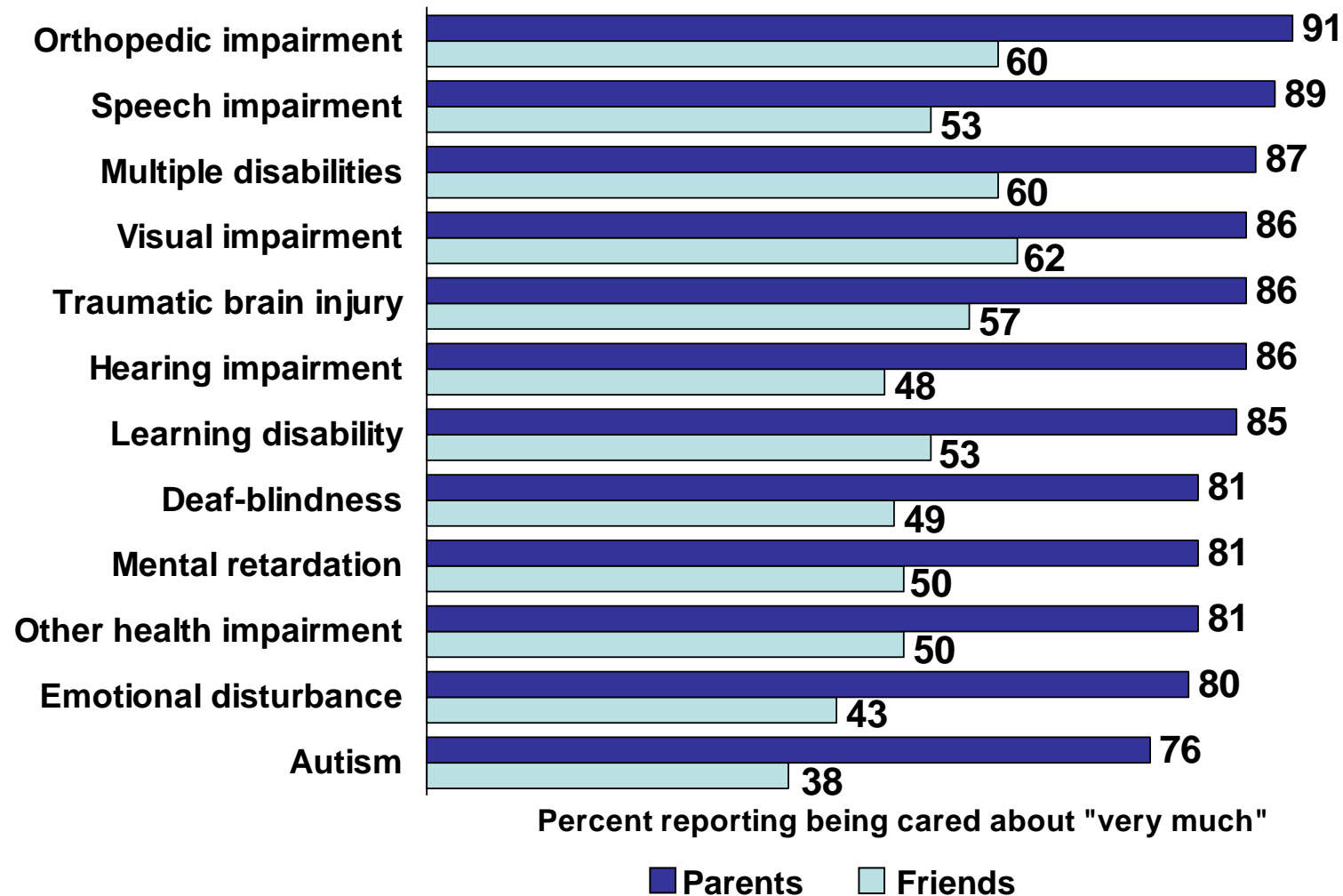
Percent

■ Very much 
 ■ Quite a bit 
 ■ Somewhat 
 ■ Very little or not at all

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003, U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, youth interviews, 1999



# Youth's perceptions of being cared about, by disability category



Percent reporting being cared about "very much"

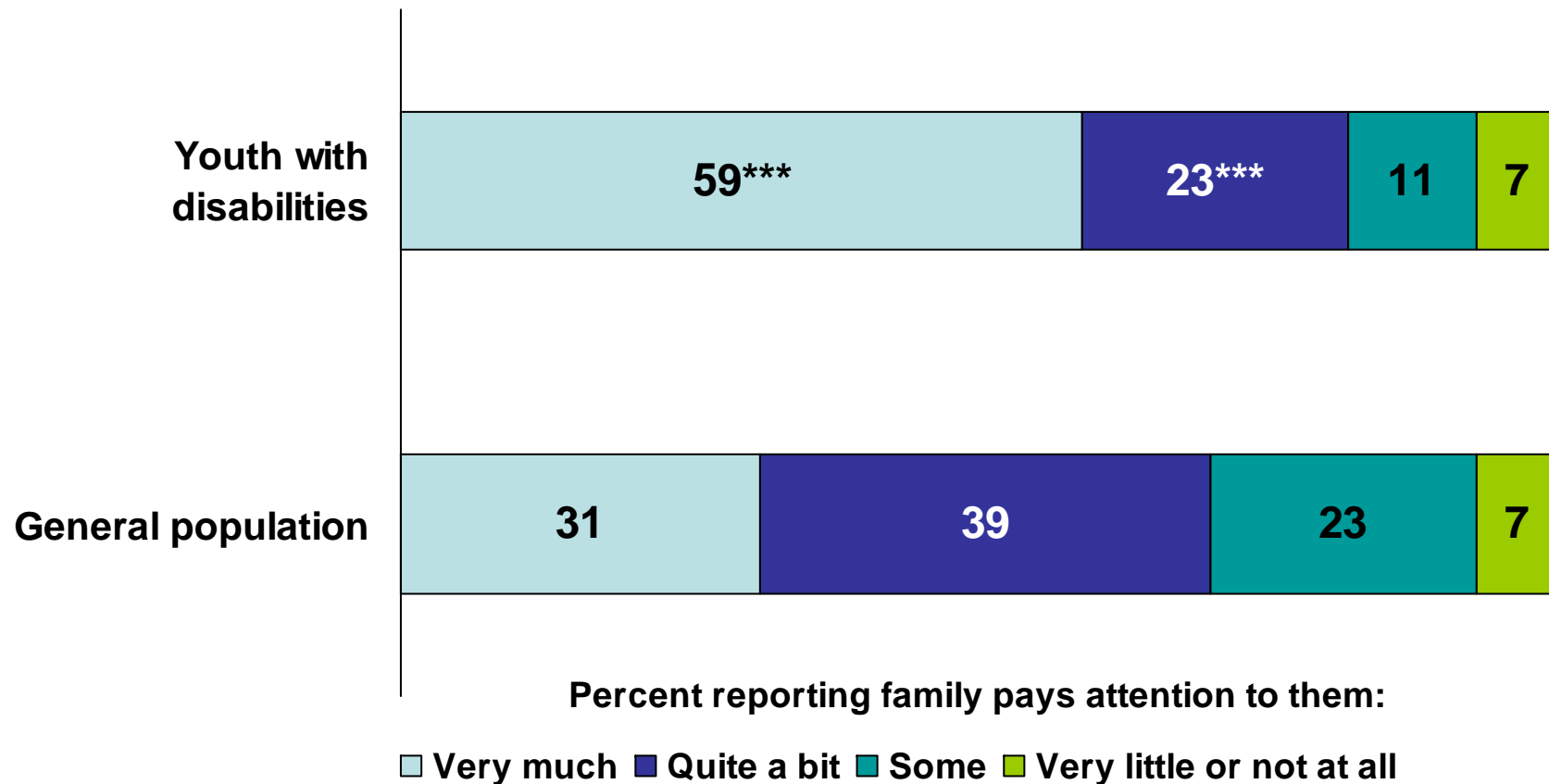
■ Parents    ■ Friends



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003



# Youth with disabilities' views of being paid attention to by their families

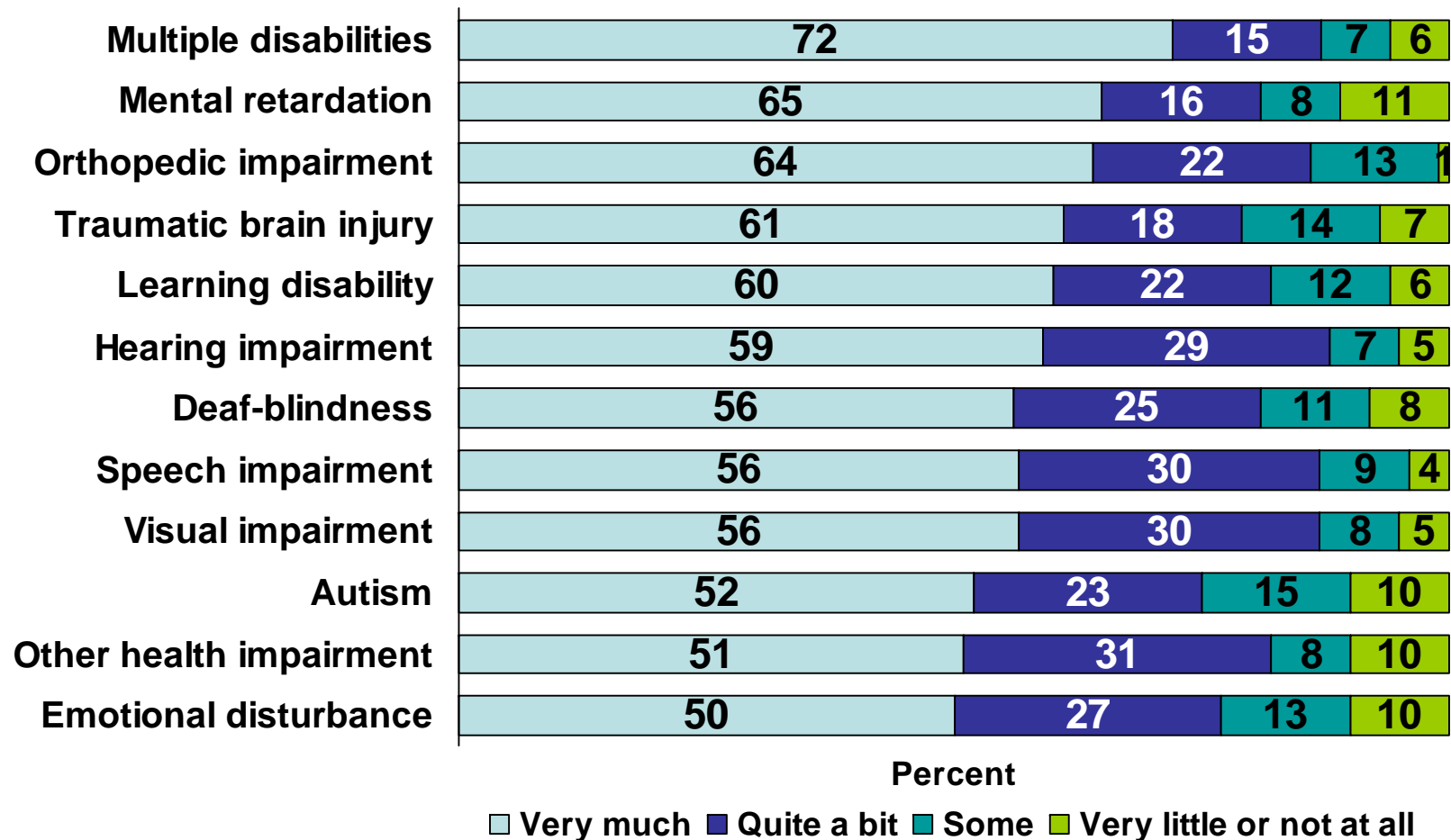


Statistical significance: \*\*\* $p < .001$  for comparisons of youth with disabilities and in the general population.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003. U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, youth interview, 1999



# Youth's feelings of being paid attention to by their families, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2) Wave 2 youth interviews/survey, 2003.



# Youth's expectations

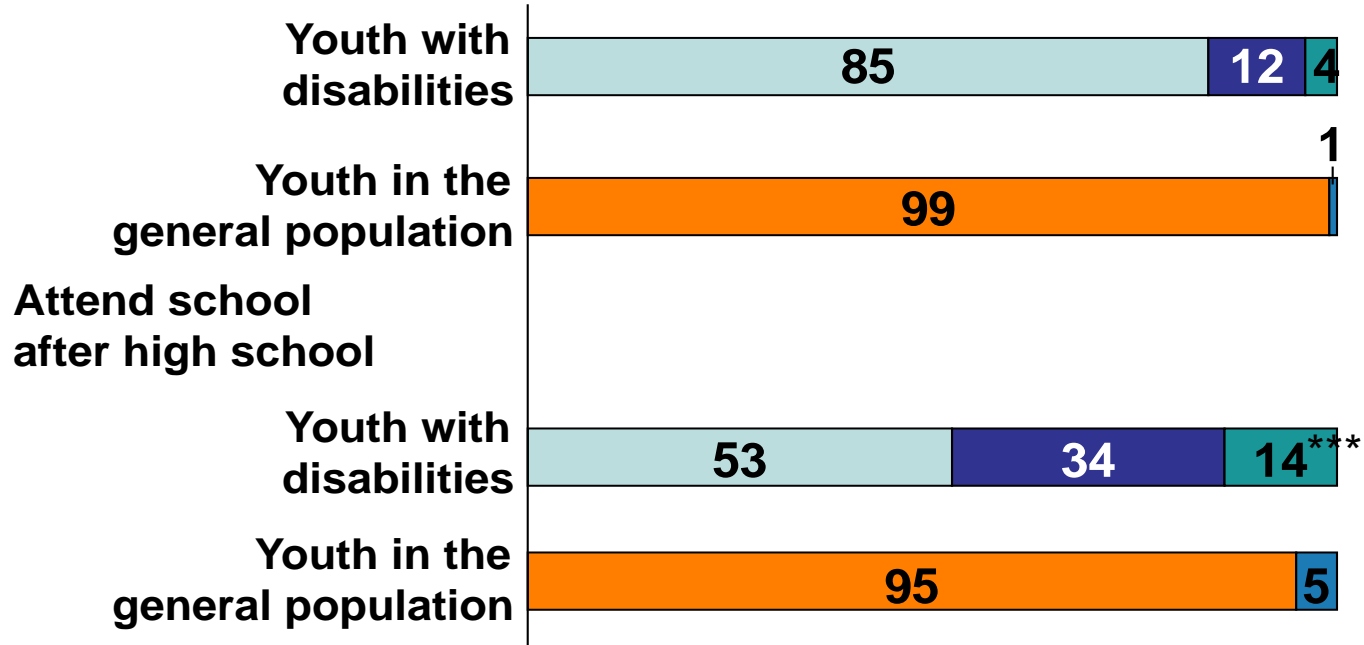
- Future educational attainment
- Future employment/ financial independence
- Attainment after high school



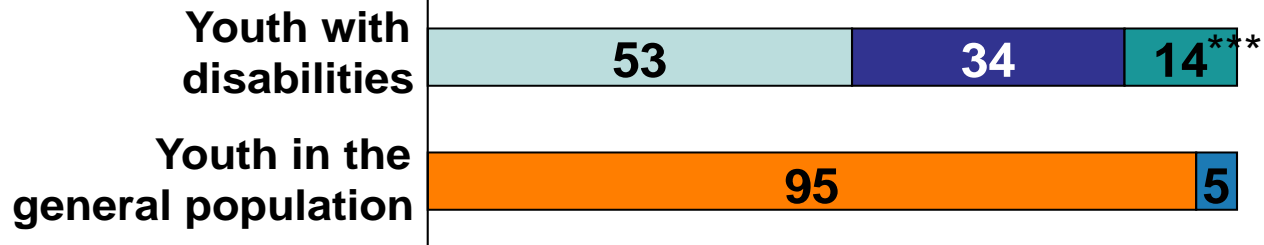
# Expectations for future education attainment

Youth expects<sup>1</sup> to:

**Graduate from high school with a regular diploma**



**Attend school after high school**



Percent of youth

**Definitely will**
 **Probably will**
 **Probably or definitely won't**  
 **Yes**
 **No**

Statistical significance: \*\*\* $p < .001$  for comparisons of youth with disabilities and in the general population.

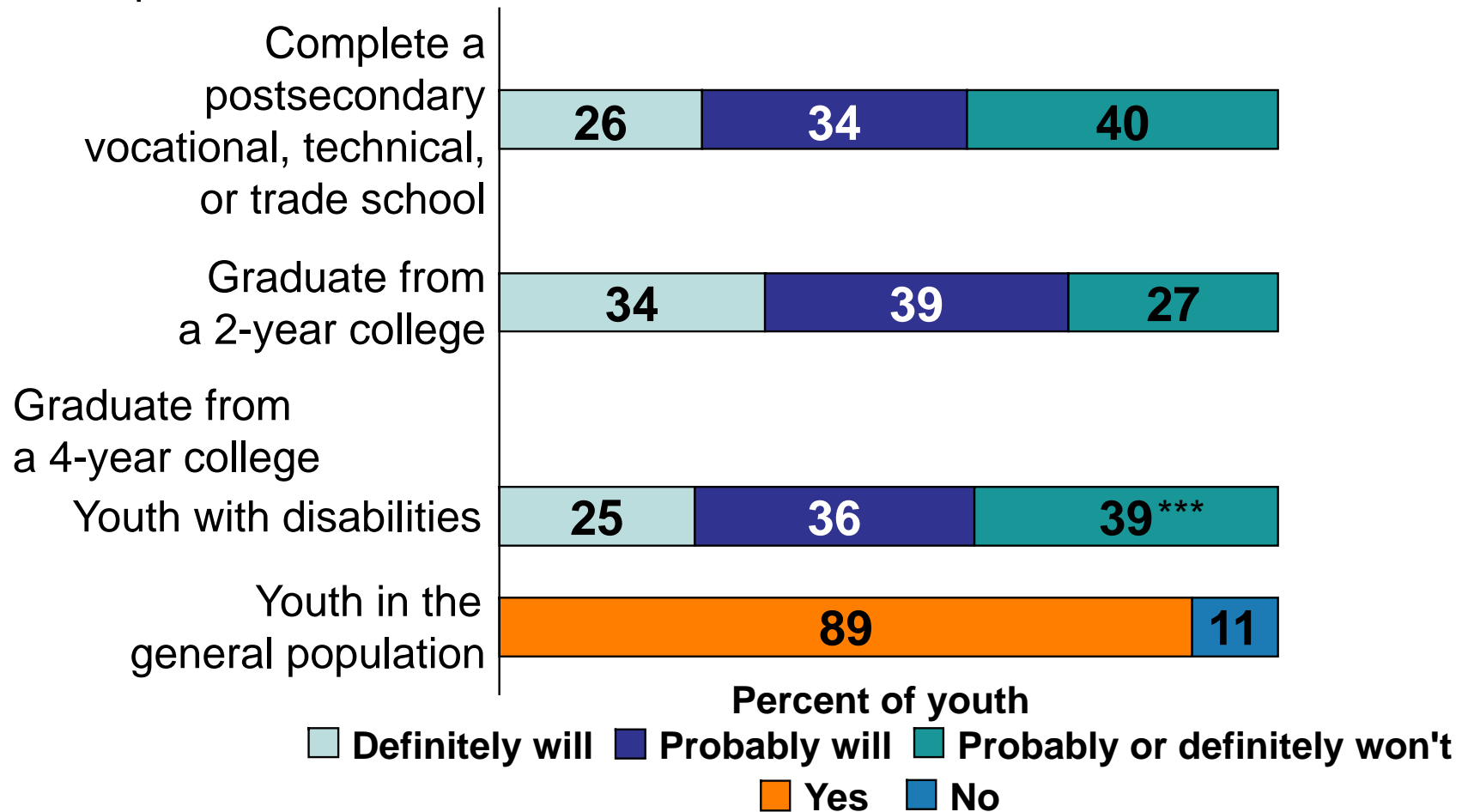
<sup>1</sup>Youth who have attained outcome are included as “definitely will.”

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003 and National Center for Education Statistics, National Household Education Survey (NHES), 1999 youth survey.



# Expectations for future postsecondary school completion

Youth expects<sup>1</sup> to:



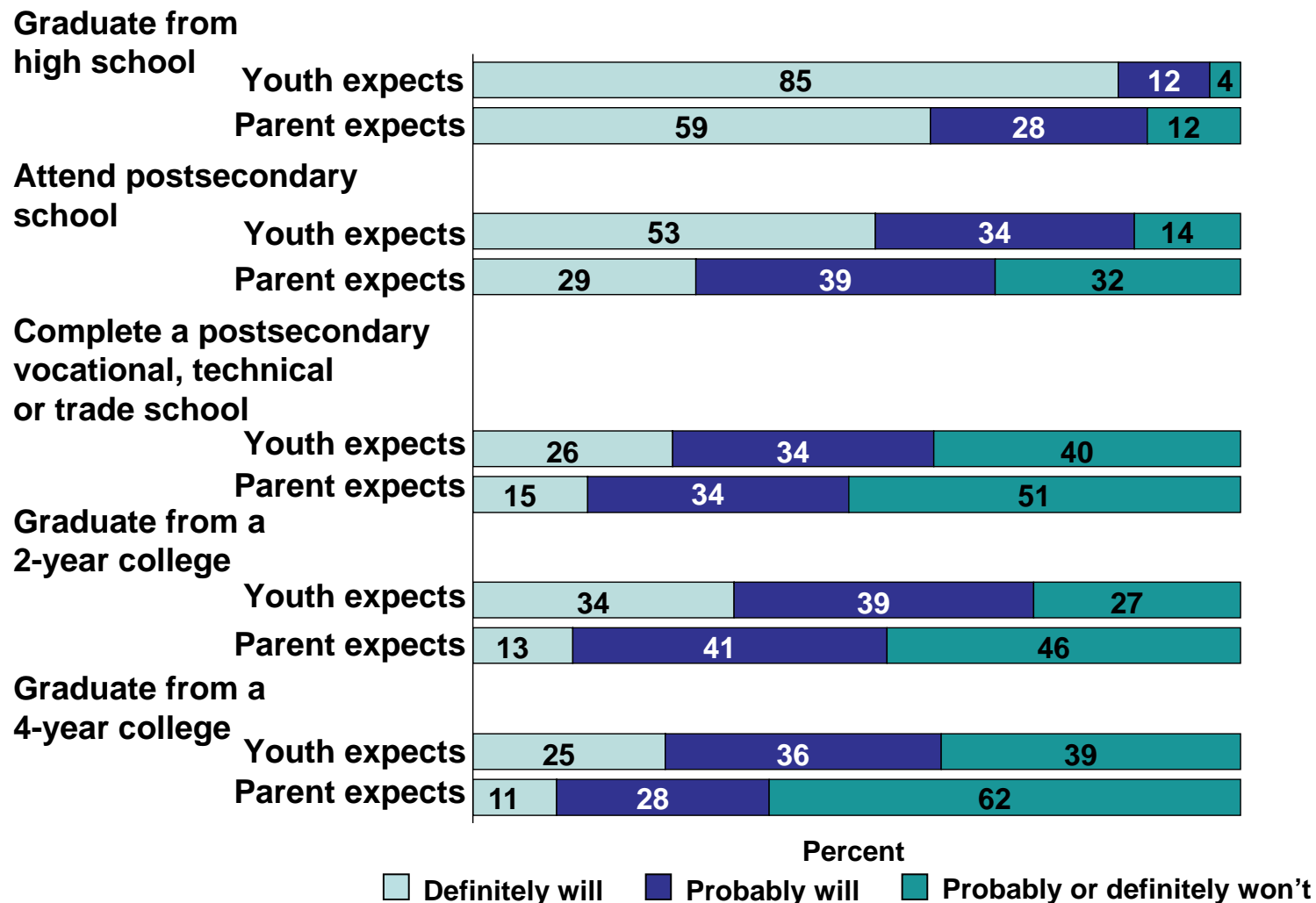
Statistical significance: \*\*\* $p < .001$  for comparisons of youth with disabilities and in the general population.

<sup>1</sup>Youth who have attained outcome are included as “definitely will.”

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003 and National Center for Education Statistics, National Household Education Survey (NHES), 1993 and 1999 youth surveys.



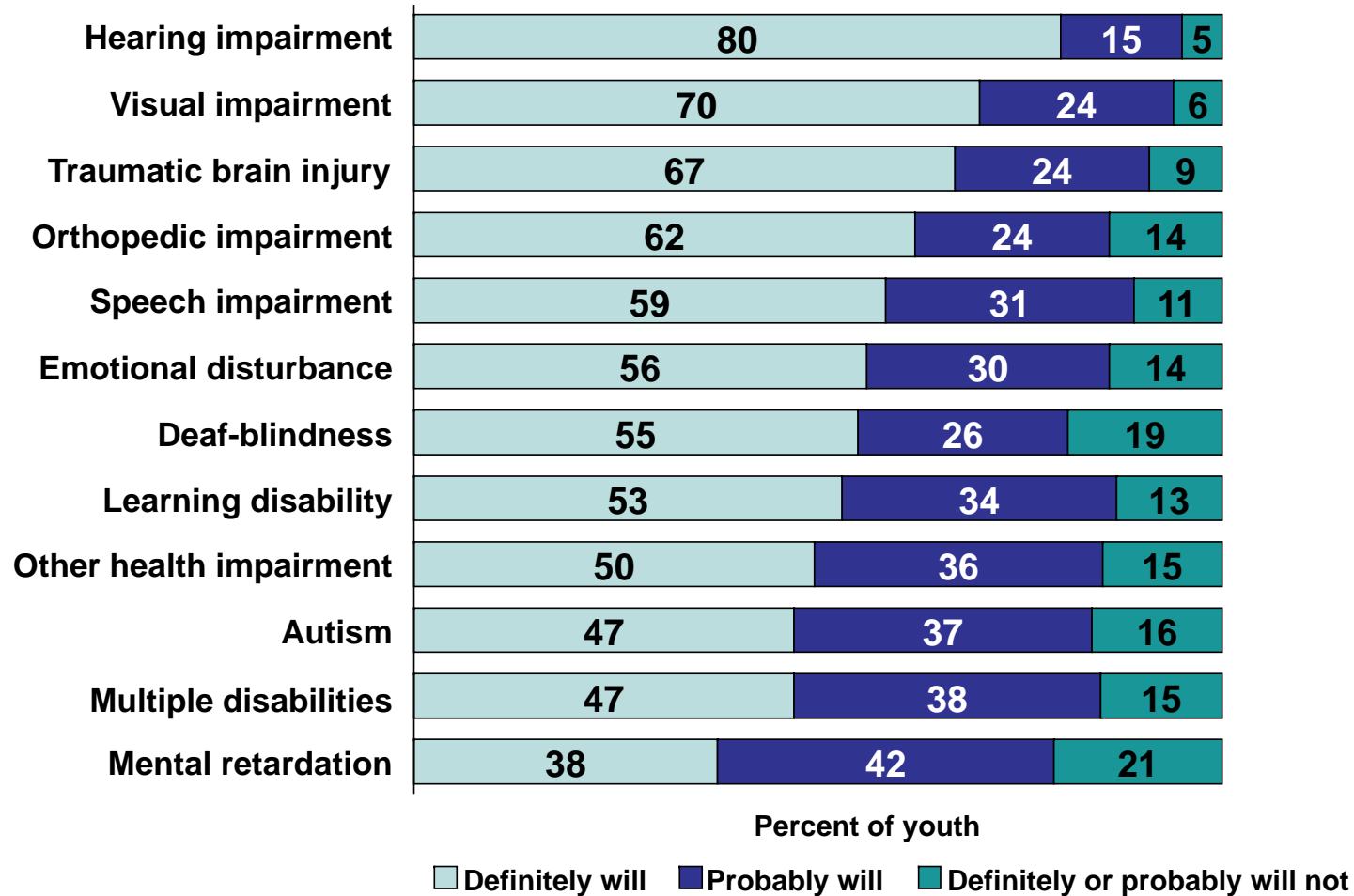
# Youth's and parent's expectations<sup>1</sup> for youth's future education attainment



<sup>1</sup>Youth who have attained outcome are included as “definitely will.”

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003; Wave 1 (2001) parent interviews.

# Youth's expectations for postsecondary school attendance, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003.

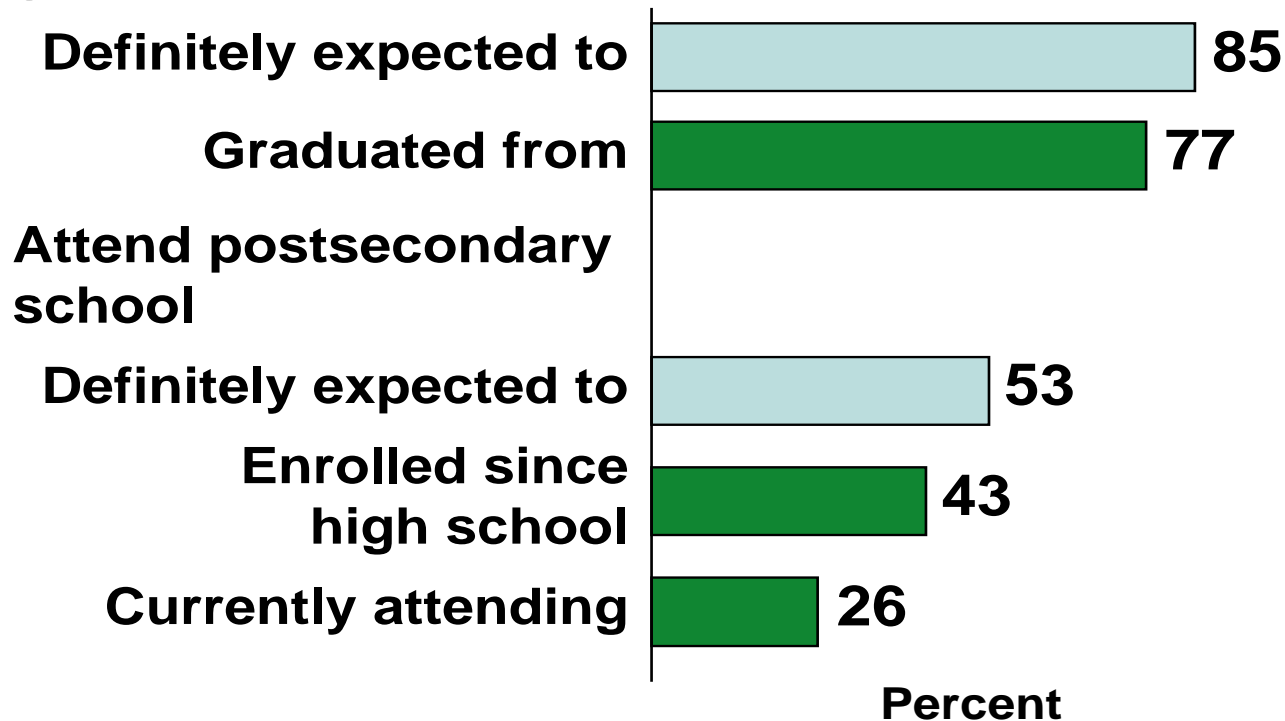


# What are the outcomes of school leavers up to 4 years after high school?

- **Wave 3 (2005) attainments of Wave 2 (2003) youth interview/survey respondents**
- **Attainments reported here are for youth who responded to the Wave 2 interview/survey.**

# Educational attainment of out-of-secondary school youth in 2005

## High school graduation



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey 2003 (expectations), and Wave 3 parent/youth interview, 2005 (attainment), restricted to youth who responded to Wave 2 interview/survey.

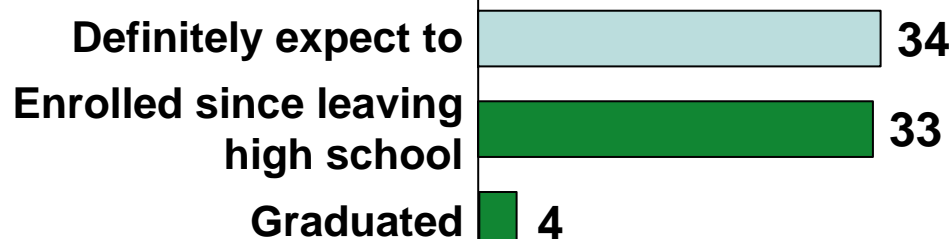


# Postsecondary school participation by 2005

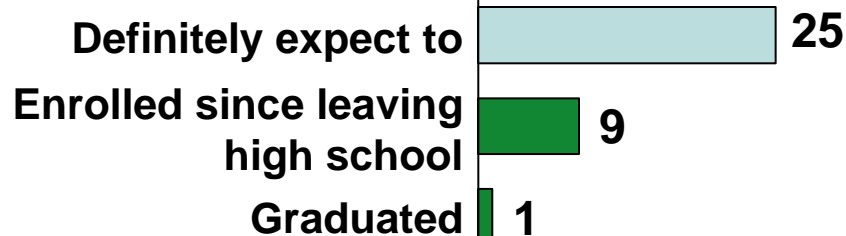
**Complete a postsecondary vocational, technical or trade school**



**Graduate from a 2-year college**



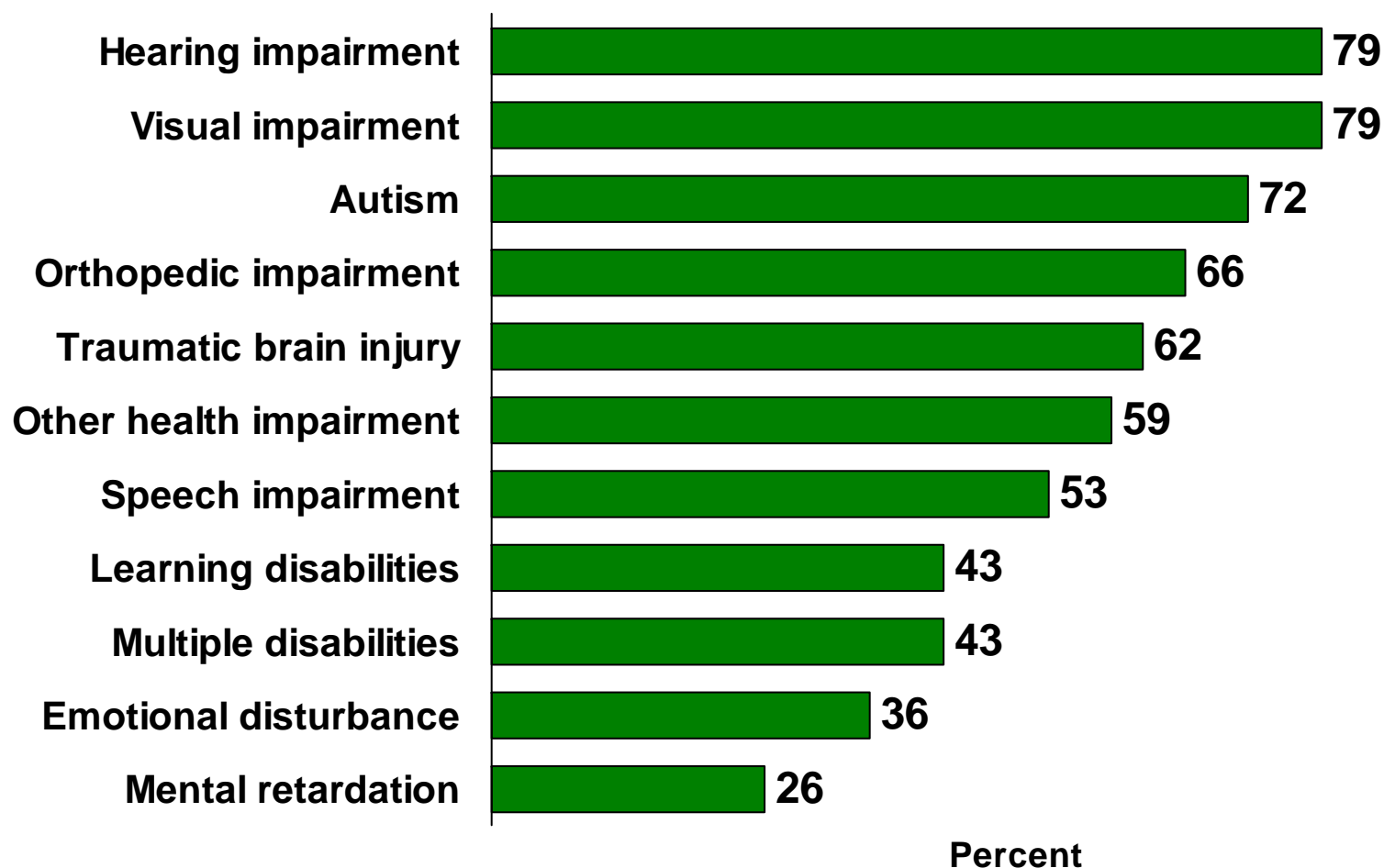
**Graduate from a 4-year college**



Percent

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003 (expectations), and Wave 3 parent/youth interviews/survey, 2005 (participation), restricted to youth who responded to Wave 2 interviews/survey.

## Ever enrolled in postsecondary school as of 2005, by disability category

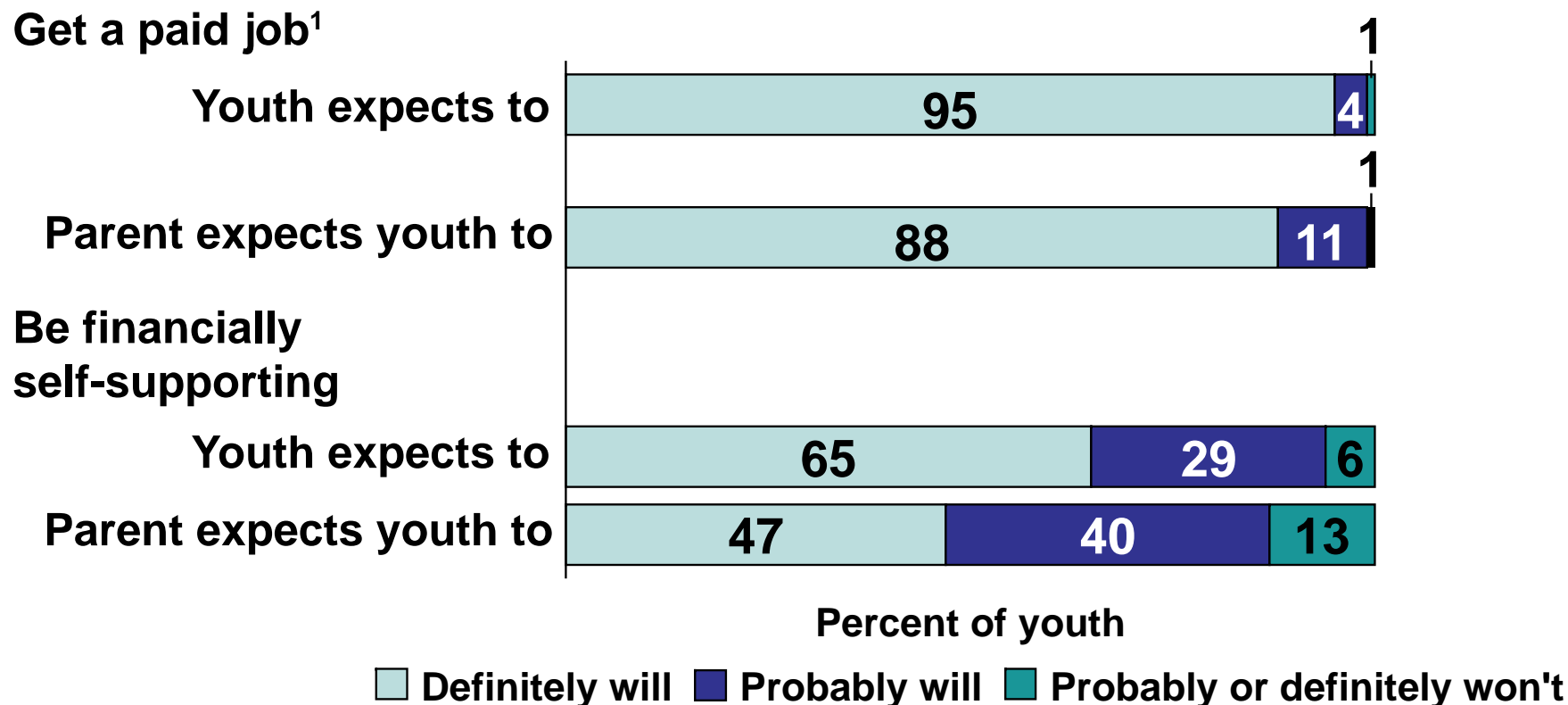


NOTE: There are too few youth with deaf-blindness to report separately.  
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 3 parent/youth interviews/survey, 2005.

# Expectations for employment and financial independence



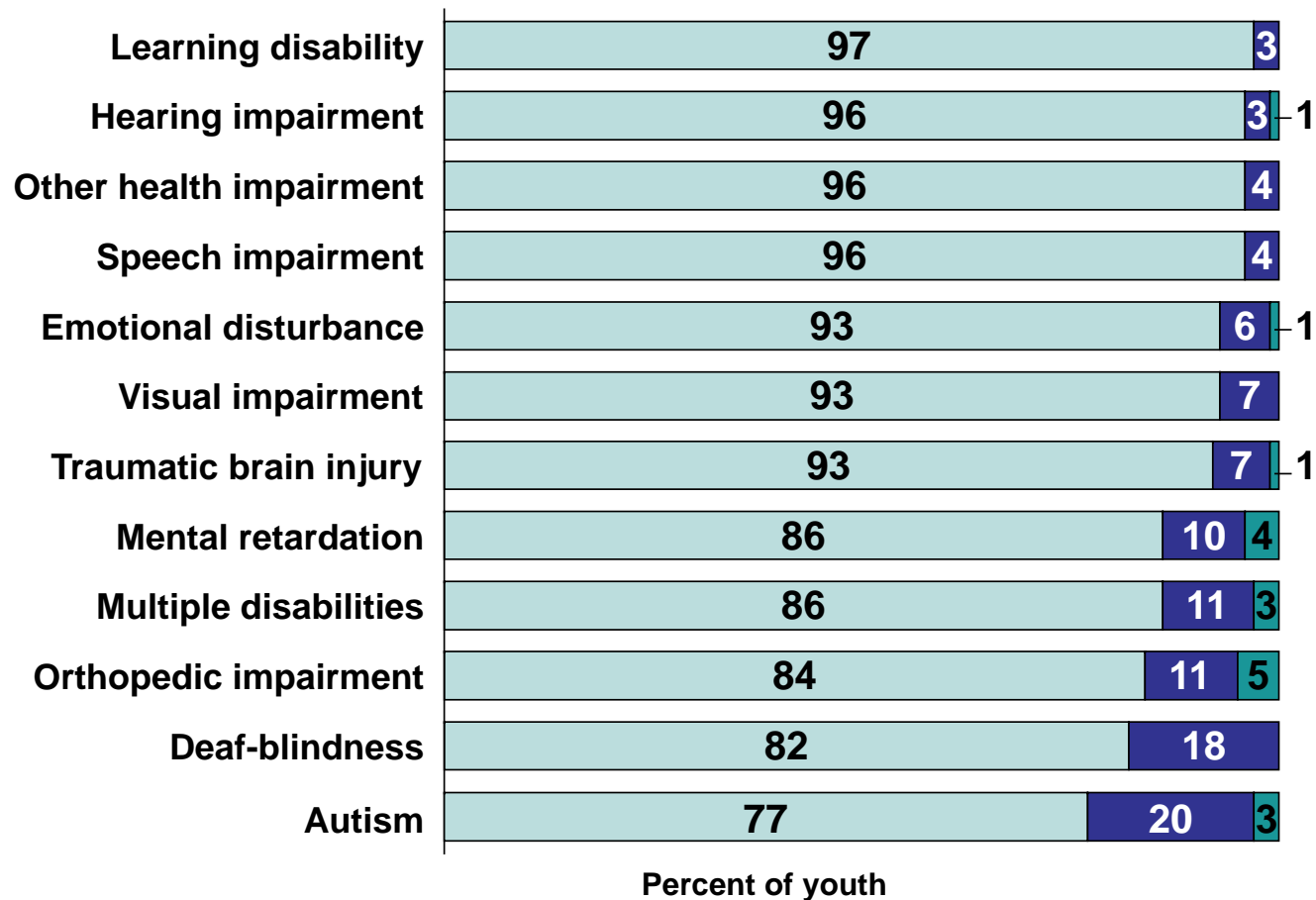
# Expectations for future employment and financial independence



<sup>1</sup>Youth who have attained outcome are included as “definitely will.”

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003 (youth’s expectations) and Wave 1 parent interviews/survey, 2001 (parents’ expectations), restricted to parents of youth who responded to Wave 2 interviews/survey.

# Youth's expectations for paid employment<sup>1</sup>, by disability category

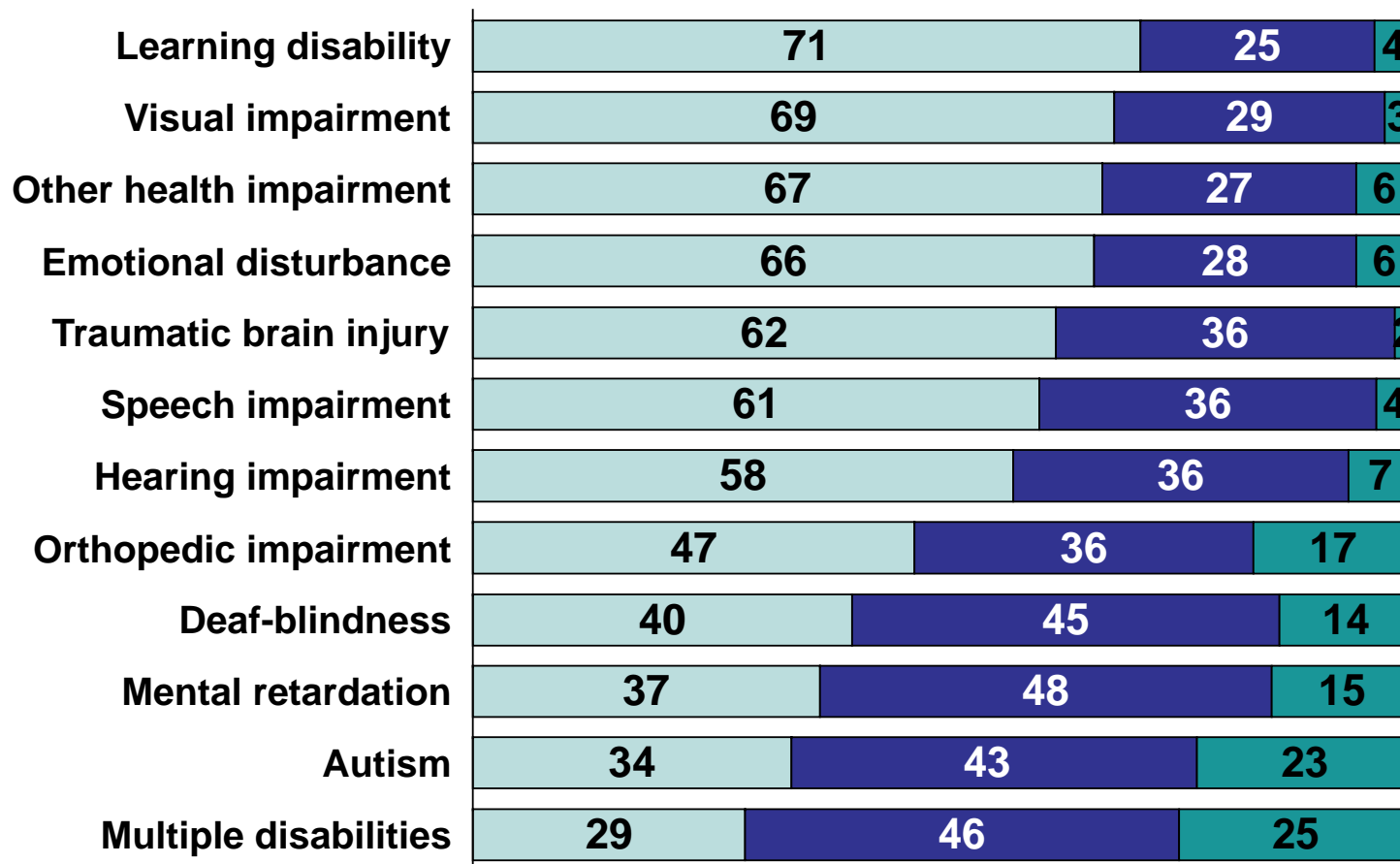


■ Definitely will   
 ■ Probably will   
 ■ Definitely or probably won't

<sup>1</sup>Youth who have attained outcome are included as "definitely will."

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003.

# Youth's expectations for financial independence, by disability category



Percent of youth

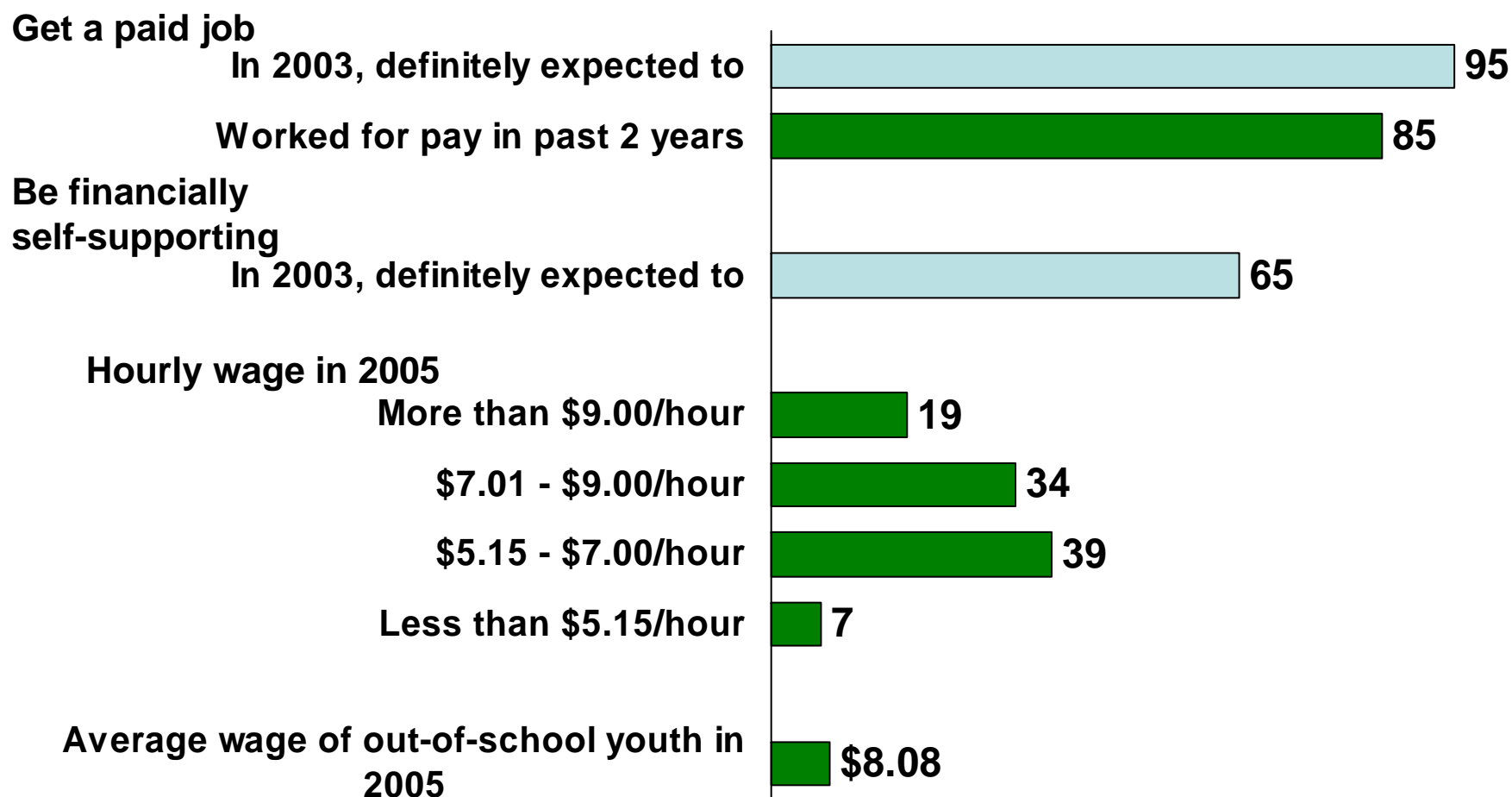
■ Definitely will   
 ■ Probably will   
 ■ Definitely or probably won't



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003.

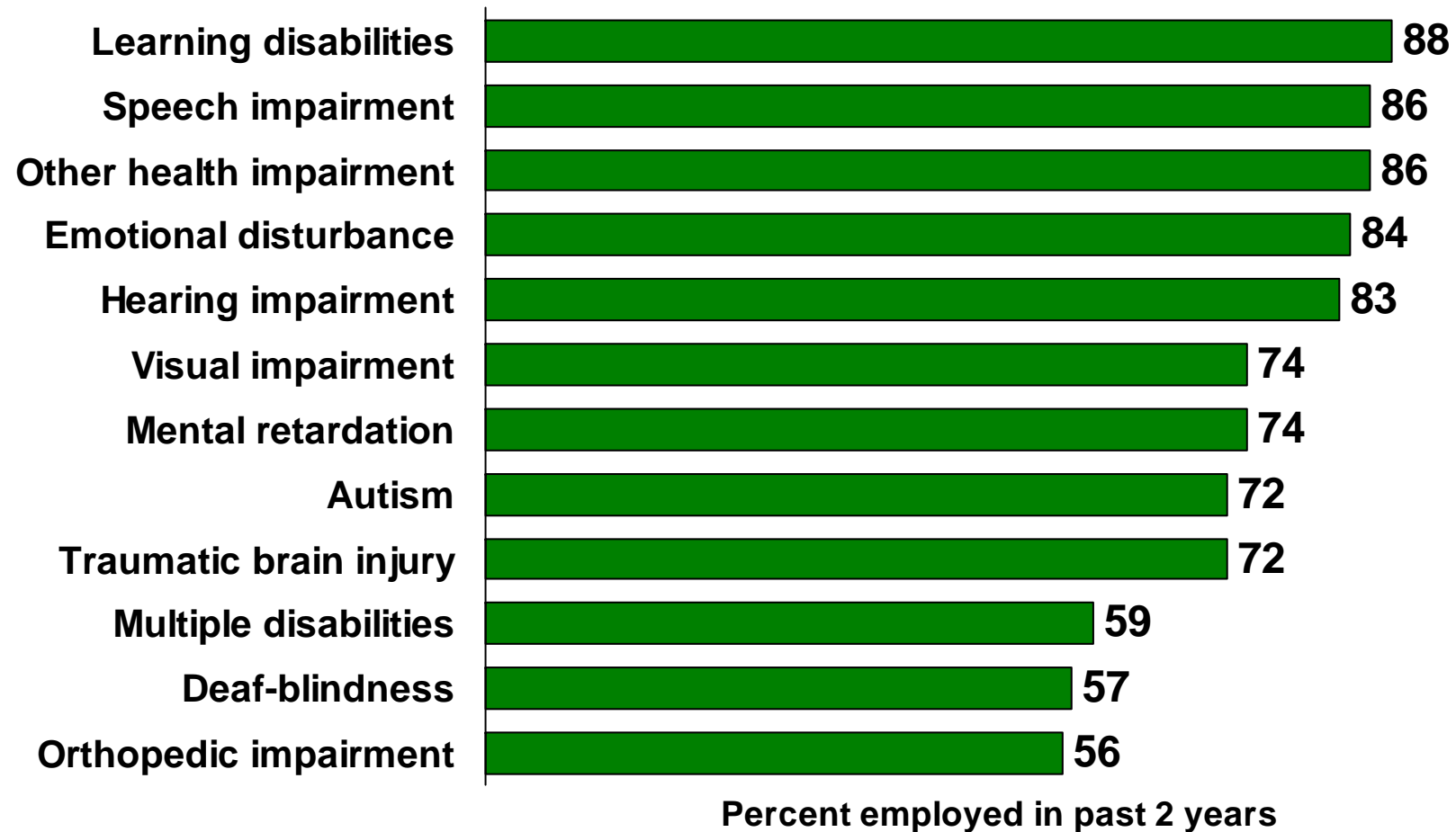


# Employment and financial independence of out-of-secondary school youth in 2005



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 youth interviews/survey, 2003 (expectations) and Wave 3 parent/youth interviews/survey, 2005 (employment and earnings), restricted to youth who responded to Wave 2 interviews/survey.

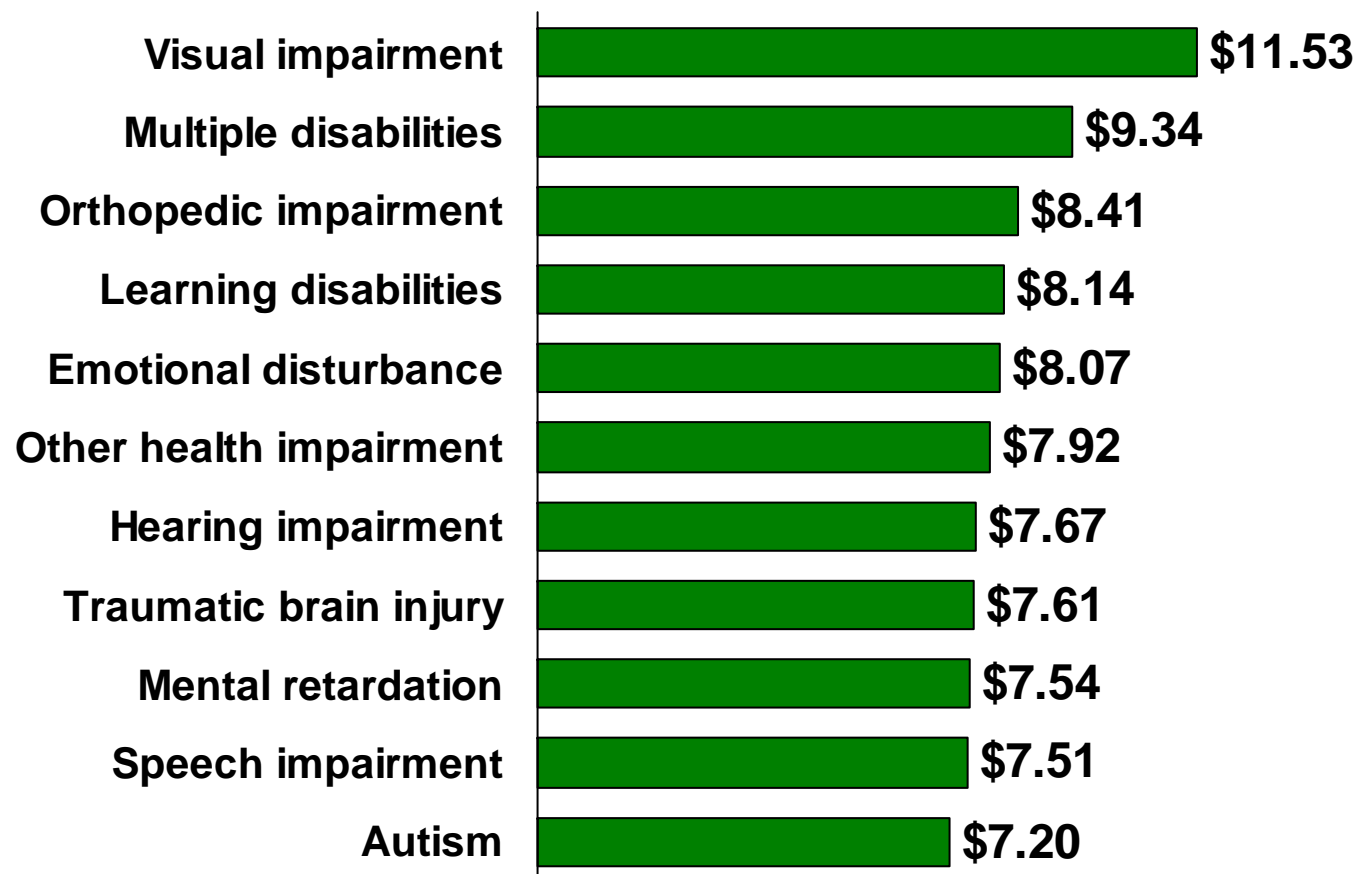
# Employment of out-of-secondary school youth in 2005, by disability category



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 3 parent/youth interviews/survey, 2005 ), restricted to youth who responded to Wave 2 interviews/survey.



# Hourly wage of out-of-secondary school youth in 2005, by disability category



Mean hourly wage

NOTE: There are too few working youth with deaf-blindness to report separately.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 2 3 parent/youth interviews/survey, 2005; restricted to youth who responded to Wave 2 interviews/survey.



# What's next for NLTS2?



# What's newly available from NLTS2 on the web?

- **Reports**

- *Family Involvement in the Educational Development of Youth With Disabilities*
- *After High School: A First Look at the Postschool Experiences of Youth With Disabilities*
- *Changes Over Time in the Early Postschool Outcomes of Youth With Disabilities*

- **Fact Sheets**

- *The Self-Determination of Youth With Disabilities*
- *High School Completion by Youth With Disabilities*
- *School Behavior and Disciplinary Experiences of Youth With Disabilities*

# What's newly available from NLTS2 on the web? (continued)

- **NLTS2 Data Briefs (distributed by NCSET)**
  - *The Transition Planning Process*
  - *Family Expectations and Involvement for Youth With Disabilities*
- **Data tables**
  - Wave 2 school surveys
  - Student assessments

# What's next?

- **Reports**

- The academic achievement and functional performance of youth with disabilities
- The attitudes and expectations of youth with disabilities
- The postschool outcomes of youth up to 4 years after high school
- Participation in risk behaviors by young adults with disabilities
- Factors related to the outcomes of youth with disabilities up to 4 years after high school

# What's next? (continued)

- **Fact sheets**
  - Youth with learning disabilities
  - Youth with autism
- **Data tables**
  - Wave 3 parent and youth interview/survey
- **Wave 4 data collection**
  - Final course transcripts for 2006 school leavers

For more information

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

