

## 6. Social and Community Involvement Key Findings

Living successfully in their communities has long been considered central to young adults with disabilities' quality of life (Halpern 1985). An important aspect of whether a young adult is living successfully in the community is the “adequacy of his or her social and interpersonal network [which]...is possibly the most important of all” aspects of adjustment for young adults with disabilities (Halpern 1985, p. 485).

This chapter describes the social and community involvement of young adults with disabilities who had been out of high school up to 6 years. It focuses on the friendship interactions, community participation, and involvement with the criminal justice system of these young adults and addresses the following questions:

- To what extent do young adults with disabilities interact with friends; participate in community groups, classes, or volunteer activities; or enter into the criminal justice system?
- How does their social and community involvement status compare with that of their peers in the general population?
- How does social and community involvement status differ for young adults in different disability categories and for those with different demographic characteristics?

This chapter presents findings related to the social and community involvement of young adults with disabilities as a group as well as differences between young adults who differ in their disability category and demographic characteristics. Because the items in this chapter refer to activities in the preceding 12 months (friendship interactions and community participation) or in the preceding 2 years (criminal justice system involvement) and the focus of this report is activities of young adults with disabilities after high school, findings are reported only for young adults who had been out of secondary school at least a year or at least 2 years, respectively, so as to avoid including secondary school experiences.

- Ninety-three percent of young adults included in this report have been out of high school 1 or more years.

### Friendship Interactions

Unlike adolescence, which is a time for discovering who one is and what one's role in the world is, the primary developmental task for the young adult is the development of intimate relationships (Erikson 1974). Considerable research has documented the importance of personal relationships as “protective factors”<sup>35</sup> against a variety of adolescent risk behaviors. For example, results regarding factors associated with emotional health, youth violence, substance use, and sexuality from the National Longitudinal Study on Adolescent Health (Add Health), a comprehensive survey of adolescents, provide “consistent evidence that perceived caring and connectedness to others is important in understanding the health of young people today” (Resnick et al. 1997, p. 830). Connectedness with friends has been found to be associated with a variety of youth behaviors in either a prosocial or antisocial direction, depending on the nature of

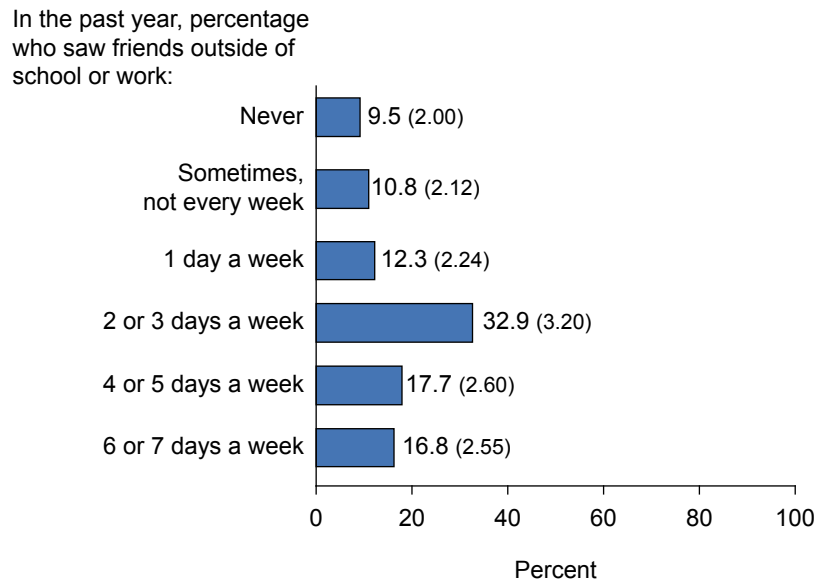
---

<sup>35</sup> Protective factors have been defined as “those aspects of the individual and his or her environment that buffer or moderate the effect of risk” (U.S. Department of Health and Human Services 2001, chapter 4, paragraph 1).

the friendships (e.g., Bearman and Moody 2004; Crosnoe and Needham 2004; Fraser 1997; Rodgers and Rose 2002; Smith et al. 1995).

- Eighty percent of young adults with disabilities who had been out of high school 1 to 6 years were reported to get together with friends informally at least once a week, compared with the 20 percent who never or only sometimes spent time with friends ( $p < .001$ ; figure 16).<sup>36</sup>

Figure 16. Friendship interactions of young adults with disabilities



NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school 1 to 6 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,930 young adults with disabilities. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 parent interview and youth interview/survey, 2007.

### ***Disability Differences in Friendship Interactions***

- Young adults with learning disabilities who had been out of secondary school up to 6 years were more likely to see friends informally at least weekly (85 percent, table 23) than were those with autism (48 percent,  $p < .001$ ), multiple disabilities (58 percent,  $p < .01$ ), mental retardation (62 percent,  $p < .001$ ), or orthopedic impairments (68 percent,  $p < .01$ ).
- Young adults with speech/language impairments (76 percent), emotional disturbances (79 percent), other health impairments (79 percent), and visual impairments (79 percent), were more likely see friends informally at least once a week than were those with autism (48 percent,  $p < .001$ ).

<sup>36</sup> Respondents were asked, “During the past 12 months, about how many days a week [did you/did *name of youth*] get together with friends (outside of school *if youth was in school*) and outside of organized activities or groups?”

Table 23. Friendship interactions of young adults, by disability category

Friendship interactions	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
	Percent											
In the past year, percentage who saw friends outside of school or work at least weekly	84.9 (3.78)	76.1 (4.28)	61.8 (5.06)	78.7 (4.80)	76.4 (5.91)	78.8 (5.73)	67.6 (5.22)	78.5 (4.32)	47.6 (6.51)	71.5 (8.35)	58.4 (7.61)	63.0 (8.13)

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school 1 to 6 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,930 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 parent interview and youth interview/survey, 2007.

### ***Differences in Friendship Interactions by High School-Leaving Characteristics***

- Friendship interactions of young adults with disabilities did not differ significantly by school leaving status or the number of years since leaving high school (table 24).

Table 24. Friendship interactions of young adults with disabilities, by secondary-school-leaving status and years since leaving high school

	Completers	Non-completers	Less than 2 years	2 up to 4 years	4 up to 6 years
	Percent				
In the past year, percentage who saw friends outside of school or work at least weekly	80.3 (2.86)	73.2 (9.21)	77.6 (6.07)	77.3 (4.06)	83.9 (4.55)

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school 1 to 6 years. NLTS2 percentages are weighted population estimates based on a sample of approximately 2,930 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 youth interview/survey, 2007.

### Demographic Differences in Friendship Interactions

- Friendship interactions of young adults with disabilities did not differ significantly by household income, race or ethnicity, or gender (table 25).

Table 25. Friendship interactions of young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Gender	
				White	African American	Hispanic	Male	Female
In the past year, percentage who saw friends outside of school or work at least weekly	73.5 (5.31)	79.8 (5.75)	83.7 (3.63)	80.7 (3.28)	73.8 (6.19)	85.6 (7.53)	82.8 (3.22)	74.6 (4.93)

NOTE: Standard errors are in parentheses. Findings regarding friendships are reported for young adults with disabilities out of high school 1 to 6 years. NLTS2 percentages are weighted population estimates based on a sample of 2,930 young adults with disabilities.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 parent interview and youth interview/survey, 2007.

### Community Participation

Engaging in activities in the community can provide opportunities for young adults to meet people with like interests, develop new skills, and experience the satisfaction of shared accomplishments and of making a contribution to the community. NLTS2 investigated three forms of community participation in the year preceding the Wave 4 interview/survey by young adults with disabilities:

- taking lessons or classes outside of formal school enrollment;<sup>37</sup>
- participating in a volunteer or community service activity;<sup>38</sup> and
- belonging to an organized community or extracurricular group.<sup>39</sup>
- Forty-one percent of young adults with disabilities who had been out of secondary school from 1 to 6 years were reported to have engaged in some kind of extracurricular activity in the preceding year (figure 17).

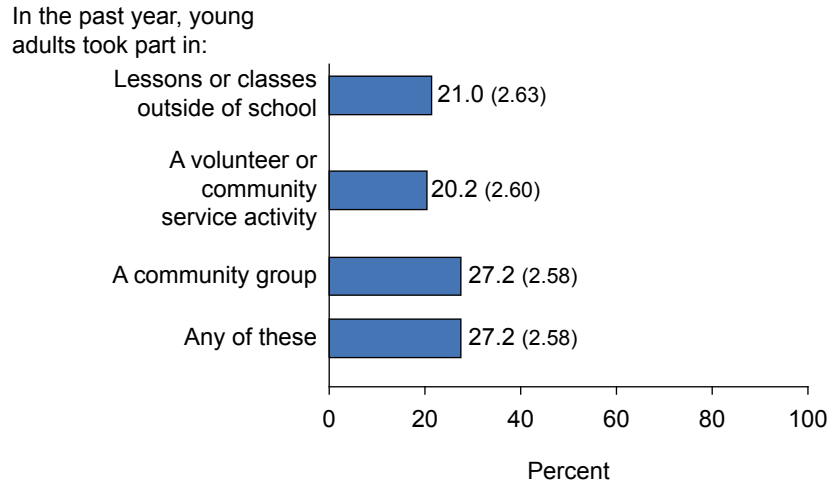
<sup>37</sup> Respondents were asked, "During the past 12 months [have you/has *name of youth*] taken lessons or classes (outside of school *for those in school*) in things like art, music, dance, a foreign language, religion, or computer skills?"

<sup>38</sup> Respondents were asked, "During the past 12 months [have you/has *name of youth*] done any volunteer or community service activities? This could include community service that is part of a school class or other group activity."

<sup>39</sup> Respondents were asked, if a youth was not enrolled in school, "During the past 12 months [have you/has *name of youth*] participated in any school activities outside of class, such as a sports team, band or chorus, a school club, or student government?" All respondents were asked, "During the past 12 months [have you/has *name of youth*] participated in any [out-of-high school, *for those in school*] group activity, such as scouting, church or temple youth group, or nonschool team sports like soccer or softball?"

- Twenty-one percent of young adults with disabilities took lessons or classes outside of school, 20 percent participated in volunteer or community service activities, and 27 percent participated in a community group.

Figure 17. Community participation of young adults with disabilities



NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school 1 to 6 years. NLTS2 percentages are weighted population estimates based on samples that range from approximately 3,240 to 3,790 young adults with disabilities across variables.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 parent interview and youth interview/survey, 2007.

### ***Disability Differences in Community Participation***

- General community involvement of young adults with disabilities ranged from 10 percent to 43 percent for participation in at least one of the activities (table 26).
- Young adults with speech/language impairments were more likely to have participated in at least one of the community activities investigated in NLTS2 (56 percent) than were those with mental retardation and emotional disturbances (35 percent and 33 percent, respectively,  $p < .001$  for both comparisons).
- Young adults with visual impairments were likely to have participated in out-of-school lessons or classes (43 percent) than were those with mental retardation (10 percent,  $p < .001$ ), emotional disturbances (16 percent,  $p < .001$ ), other health impairments (23 percent,  $p < .01$ ), multiple disabilities (19 percent,  $p < .01$ ) or learning disabilities (23 percent,  $p < .01$ ).
- Young adults with speech/language impairments (36 percent), orthopedic impairments (31 percent), autism (27 percent), or visual impairments (43 percent), were more likely to have participated in out-of-school lessons or classes than were those with mental retardation (10 percent,  $p < .001$  for comparison with speech/language impairments, orthopedic impairments and visual impairments; and  $p < .01$  for comparison with autism).
- Young adults with deaf-blindness (43 percent), visual impairments (36 percent), hearing impairments (32 percent), speech/language impairments (31 percent), or orthopedic

impairments (31 percent) were more likely to have participated in volunteer or community services activities than were those with mental retardation (13 percent,  $p < .01$  for all comparisons except deaf-blindness, where  $p < .001$ ).

- Participation in community groups by disability category ranged from 21 percent to 42 percent. Young adults with visual impairments (41 percent) were more likely to have participated in community groups than were those with emotional disturbances (22 percent,  $p < .01$ ).

Table 26. Community participation of young adults, by disability category

Community activities	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
	Percent											
In the past year, percentage who took part in:												
Lessons or classes outside of school	22.5 (4.16)	35.8 (4.59)	9.5 (2.87)	16.0 (4.0)	21.8 (5.33)	43.3 (6.61)	31.4 (4.99)	22.6 (4.23)	26.5 (5.43)	24.5 (7.68)	18.9 (5.65)	24.3 (6.71)
A volunteer or community service activity	19.2 (3.94)	30.8 (4.42)	13.4 (3.33)	21.4 (4.48)	31.8 (6.03)	36.0 (6.40)	31.1 (4.97)	24.1 (4.36)	30.1 (5.66)	30.1 (8.19)	30.6 (6.70)	43.1 (7.80)
A community group (e.g., sports team, hobby club, religious group)	26.5 (3.82)	36.5 (4.18)	28.0 (4.11)	22.1 (4.01)	33.9 (5.38)	41.2 (6.11)	28.4 (4.59)	32.8 (4.24)	29.4 (5.40)	21.1 (6.76)	34.0 (6.51)	42.1 (7.49)
Any of these	40.2 (4.25)	56.4 (4.31)	35.1 (4.37)	33.3 (4.55)	52.4 (5.64)	62.8 (6.00)	50.5 (5.09)	48.9 (4.51)	54.2 (5.90)	48.9 (8.28)	53.2 (6.84)	62.8 (7.34)

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school 1 to 6 years. NLTS2 percentages are weighted population estimates based on samples that range from approximately (3,240 to 3,790) young adults with disabilities across variables.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 parent interview and youth interview/survey, 2007.

### ***Differences in Community Participation by High School-Leaving Characteristics***

- Young adults with disabilities who had completed high school were more likely to have participated in at least one of the community activities investigated by NLTS2 (43 percent, table 27) than were those who had not completed school (16 percent,  $p < .001$ ).
- Young adults with disabilities who completed high school were more likely to have participated in out-of-school lessons or classes (22 percent) or community groups (29 percent) than were those who did not complete school (5 percent and 9 percent, respectively,  $p < .001$  for both comparisons).
- Participation in at least one of the community activities or in volunteer or community service groups did not differ significantly by length of time since leaving high school.

Table 27. Community participation of young adults with disabilities, by secondary-school-leaving status and years since leaving high school

	Completers	Non-completers	Less than 2 years	2 up to 4 years	4 up to 6 years
	Percent				
In the past year, percentage who took part in:					
Lessons or classes outside of school	22.4 (2.86)	5.2 (4.21)	25.4 (6.03)	16.5 (3.47)	24.8 (4.91)
A volunteer or community service activity	21.2 (2.80)	10.0 (5.69)	22.1 (5.76)	18.2 (3.62)	22.0 (4.72)
A community group (e.g., sports team, hobby club, religious group)	29.2 (2.83)	9.3 (4.44)	29.5 (6.02)	22.8 (3.49)	31.9 (4.70)
Any of these	43.3 (3.09)	16.3 (5.66)	43.9 (6.55)	35.9 (3.98)	45.4 (5.02)

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school 1 to 6 years. NLTS2 percentages are weighted population estimates based on samples that range from approximately 3240 – 3800 young adults with disabilities across variables.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 youth interview/survey, 2007.

### **Demographic Differences in Community Participation**

- Young adults with disabilities from households with an income of more than \$50,000 were more likely to have participated in at least one of the community activities investigated by NLTS2 (51 percent, table 28) than were those from households with an income of \$25,000 or less (30 percent,  $p < .01$ ).
- Young adults with disabilities from households with an income of more than \$50,000 were more likely to have taken out-of-school lessons or classes (28 percent) than were those from households with an income of \$25,000 or less (11 percent,  $p < .01$ ).
- White young adults were more likely to have participated in a community group (32 percent) than were Hispanic young adults (13 percent,  $p < .01$ ).
- General participation in the community (i.e., participating in at least one of the community activities) did not differ significantly by race or ethnicity or gender.
- Participation in out-of-school lessons or classes did not differ significantly by race or ethnicity or gender.
- Participation in volunteer or community service groups did not differ significantly by household income, race or ethnicity, or gender.
- Participation in community groups did not differ significantly by household income or gender.

Table 28. Community participation of young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Male	Female
				White	African American	Hispanic		
Percent								
In the past year, percentage who took part in:								
Lessons or classes outside of school	10.7 (3.54)	20.7 (5.33)	27.6 (4.28)	22.8 (3.30)	20.4 (5.48)	13.5 (6.94)	21.1 (3.30)	20.7 (4.36)
A volunteer or community service activity	17.2 (4.32)	14.7 (4.66)	27.3 (4.28)	21.9 (3.25)	13.6 (4.66)	24.1 (8.69)	21.4 (3.32)	18.2 (4.16)
A community group (e.g., sports team, hobby club, religious group)	21.6 (4.42)	24.9 (4.96)	32.7 (4.04)	31.9 (3.23)	22.6 (5.45)	12.6 (6.12)	28.0 (3.25)	25.7 (4.26)
Any of these	30.3 (4.93)	38.5 (5.59)	50.6 (4.31)	45.4 (3.45)	33.7 (6.15)	31.6 (8.57)	40.4 (3.55)	41.0 (4.8)

NOTE: Standard errors are in parentheses. Findings are reported for young adults with disabilities out of high school 1 to 6 years. NLTS2 percentages are weighted population estimates based on samples that range from approximately 3,160 to 3,800 young adults with disabilities across variables.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 youth interview/survey, 2007.

## Criminal Justice System Involvement

Becoming involved with the criminal justice system is a negative aspect of community involvement that is more prevalent among young adults with disabilities than among young adults in the general population. A recent compendium of statistics on the prevalence of juvenile crime among young adults with disabilities indicates that youth with learning, cognitive, behavior, or emotional disabilities are entering the correctional system at rates four to five times those of youth<sup>40</sup> in the general population (Rutherford et al. 2002), and estimated 37 percent of youth in state juvenile corrections facilities are eligible for special education and related services under IDEA (Quinn et al. 2005). A variety of individual and social costs are associated with this criminal justice system involvement, including the disruption to youth's educational programs; 16 percent of youth in short-term youth detention facilities, 52 percent of those in long-term youth corrections facilities, and 71 percent of those in adult corrections facilities were not enrolled in any kind of educational program during their incarceration (Howell and Wolford 2002). Although these statistics are available regarding incarcerated youth with disabilities, less is known nationally about other kinds of criminal justice system involvement for this population or about the characteristics of those who become involved. NLTS2 is helping to fill this information gap by providing information on the percentages of young adults with disabilities who were reported to have

- been stopped by police for other than a traffic violation;<sup>41</sup>
- been arrested;<sup>42</sup>

<sup>40</sup> Youth are those less than 18 years old.

<sup>41</sup> Respondents were asked, "In the past 2 years, [have you/has *name of youth*] been stopped and questioned by police except for a traffic violation?"

<sup>42</sup> Respondents were asked, "[Have you/has *name of youth*] been arrested at any time in the past 2 years?"

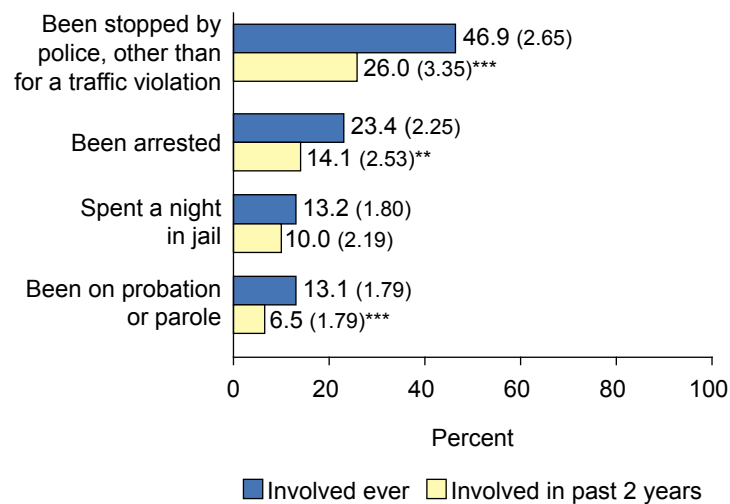


- spent a night in jail,<sup>43</sup> or
- been on probation or parole.<sup>44</sup>

Findings are reported for the full sample of young adults with disabilities regarding whether they had ever had each of these experiences.<sup>45</sup> To assess more recent involvement, respondents also were asked to report on these forms of criminal justice system involvement in the 2 years preceding Wave 4 data collection.

- At some time in their lives, 47 percent of young adults with disabilities were reported to have been stopped by police for other-than-a-traffic violation (figure 18); 26 percent were reported to have been stopped by police in the preceding 2 years.
- Twenty-three percent of young adults with disabilities reportedly had been arrested at some time, approximately twice the rate for youth in the general population (12 percent,  $p < .001$ ).<sup>46</sup>
- The rate of arrest in the 2 years preceding the interview, for young adults with disabilities was 14 percent.
- Overall, 13 percent of young adults with disabilities had spent a night in jail, and 13 percent had been on probation or parole.
- 

Figure 18. Criminal justice system involvement of young adults with disabilities



\*\* $p < .01$ ; \*\*\* $p < .001$  for difference between young adults with disabilities and young adults in the general population.

NOTE: Standard errors are in parentheses. Findings regarding involvement in the past 2 years are reported for young adults with disabilities out of high school from 2 to 6 years so as not to include high school experiences; other findings are for young adults with disabilities out of high school up to 6 years NLT2 percentages are weighted population estimates based on samples that range from approximately 3,350 to 4,600 young adults with disabilities across variables.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 youth interview/survey, 2007.

<sup>43</sup> Respondents were asked, “In the past 2 years, [have you/has *name of youth*] been in jail overnight?”

<sup>44</sup> Respondents were asked, “In the past 2 years, [have you/has *name of youth*] been on probation or parole?”

<sup>45</sup> Data on criminal justice system involvement in the preceding 2 years that were collected in Wave 4 were combined with reports of involvement in Waves 1, 2, and 3 to construct variables measuring whether youth had ever experienced each form of involvement.

<sup>46</sup> Calculated from the National Longitudinal Study of Adolescent Health (Add Health), Wave 3, 2001–02, for out-of-high school 19- to 23-year-olds.

### ***Disability Differences in Criminal Justice System Involvement***

- Involvement with the criminal justice system varied by disability category; in particular, students with emotional disturbances had the highest incidence of criminal justice involvement (table 29).
- Young adults with emotional disturbances were more likely ever to have been stopped by police for reasons other than a traffic violation (72 percent) than were young adults in all other disability categories (21 percent to 50 percent,  $p < .001$  for all comparisons with emotional disturbances).
- Young adults with emotional disturbances were more likely to have been stopped by police for reasons other than a traffic violation in the past 2 years (50 percent) than were young adults in all other disability categories except traumatic brain injury (6 percent to 25 percent,  $p < .001$  for all comparisons except  $p < .01$  for young adults with learning disabilities).
- Young adults with emotional disturbances were more likely ever to have been arrested (49 percent) than were young adults in all other disability categories (8 percent to 23 percent,  $p < .001$  for all comparisons with young adults with disabilities).
- Young adults with emotional disturbances were more likely to have been arrested in the preceding 2 years (22 percent) than were those with speech/language impairments (6 percent,  $p < .01$ ), hearing impairments (7 percent,  $p < .01$ ), visual impairments (5 percent,  $p < .01$ ), multiple disabilities (5 percent,  $p < .01$ ), orthopedic impairments (4 percent,  $p < .001$ ), or autism (3 percent,  $p < .001$ ).
- Young adults with emotional disturbances were more likely ever to have been in jail overnight (32 percent) than were young adults in all other disability categories (2 percent to 13 percent,  $p < .001$  for all comparisons with emotional disturbances, except  $p < .01$  for traumatic brain injury).
- Young adults with emotional disturbances were more likely to have spent the night in jail in the preceding 2 years (18 percent) than were those in several disability categories, including young adults with autism (1 percent,  $p < .001$ ), multiple disabilities (2 percent,  $p < .01$ ), orthopedic impairments (2 percent,  $p < .01$ ), hearing impairments (3 percent,  $p < .01$ ), or speech/language impairments (5 percent,  $p < .01$ ).
- Young adults with emotional disturbances were more likely ever to have been on probation or parole (34 percent) than were young adults in all other disability categories except traumatic injury (1 percent to 12 percent,  $p < .001$  for all comparisons with emotional disturbances).
- Young adults with other health impairments or learning disabilities were more likely ever to have been stopped by police for reasons other than a traffic violation (50 percent and 47 percent, respectively) than were young adults with deaf-blindness (21 percent,  $p < .001$  for both comparisons), orthopedic impairments (22 percent,  $p < .001$  for both comparisons), multiple disabilities (22 percent,  $p < .001$  for both comparisons), autism (23 percent,  $p < .001$  for both comparisons), visual impairments (28 percent,  $p < .001$  for comparison with other health impairment and  $p < .01$  for comparison with learning disabilities), hearing impairments (30 percent,  $p < .01$  for both comparisons), or mental retardation (31 percent,  $p < .001$  for comparison with other health impairments and  $p < .01$  for comparison with learning disabilities).

- Young adults with other health impairments (23 percent), learning disabilities (25 percent), speech/language impairments (23 percent), or mental retardation (23 percent) were more likely to have been stopped by the police for reasons other than a traffic violation in the past 2 years than were those with autism (7 percent,  $p < .01$  for all comparisons).
- Young adults with other health impairments or learning disabilities were more likely to ever have been arrested (22 percent, each) than were young adults in several other disability categories, including those with autism (6 percent,  $p < .001$  for both comparisons), orthopedic impairments (8 percent,  $p < .001$  for both comparisons), visual impairments (8 percent,  $p < .01$  for both comparisons), multiple disabilities (8 percent,  $p < .01$  for both comparisons), or hearing impairments (10 percent,  $p < .01$  for both comparisons).
- Young adults with learning disabilities (15 percent,  $p < .01$ ) were more likely to have been arrested in the past 2 years than those with autism (3 percent).
- Young adults with other health impairments or learning disabilities were more likely ever to have been in jail overnight (13 percent and 12 percent, respectively) than were those with multiple disabilities (2 percent,  $p < .01$  for both comparisons); autism (2 percent,  $p < .01$  for both comparisons), deaf-blindness (3 percent,  $p < .01$  for both comparisons), or orthopedic impairments (3 percent,  $p < .01$  for both comparisons).
- Young adults with other health impairments or learning disabilities were more likely ever to have been on probation or parole (12 percent, each) than were young adults with deaf-blindness (1 percent,  $p < .001$  for both comparisons); autism (2 percent,  $p < .01$  for both comparisons), visual impairments (3 percent,  $p < .01$  for both comparisons), hearing impairments (3 percent,  $p < .01$  for both comparisons), or orthopedic impairments (4 percent,  $p < .01$  for both comparisons).
- Young adults with traumatic brain injuries, were more likely ever to have been on probation or parole (19 percent) than were those with deaf-blindness (1 percent,  $p < .01$ ), autism, (2 percent,  $p < .01$ ), or visual impairments (3 percent  $p < .01$ ).

Table 29. Criminal justice system involvement of young adults, by disability category

Criminal justice system involvement	Learning disability	Speech/language impairment	Mental retardation	Emotional disturbance	Hearing impairment	Visual impairment	Orthopedic impairment	Other health impairment	Autism	Traumatic brain injury	Multiple disabilities	Deaf-blindness
	Percent											
Stopped by police other than for a traffic violation												
Ever	47.3 (4.00)	38.8 (3.84)	31.0 (3.79)	71.6 (3.99)	30.4 (4.71)	27.8 (5.17)	21.6 (3.88)	50.0 (4.18)	22.5 (4.40)	42.8 (7.51)	22.1 (4.78)	20.8 (5.65)
In past 2 years	24.5 (5.03)	22.6 (4.81)	22.5 (4.81)	50.3 (6.42)	13.3 (5.04)	14.7 (5.53)	8.7 (3.28)	22.7 (4.78)	6.8 (3.53)	24.4 (9.15)	17.6 (7.02)	4.0 (3.73)
Arrested												
Ever	22.3 (3.34)	16.5 (2.92)	12.5 (2.71)	49.4 (4.41)	10.3 (3.12)	7.9 (3.12)	7.5 (2.48)	22.4 (3.49)	6.2 (2.54)	23.2 (6.41)	8.1 (3.14)	10.5 (4.27)
In past 2 years	15.2 (3.98)	6.4 (2.70)	8.4 (3.08)	22.3 (4.87)	6.5 (3.56)	4.5 (3.13)	3.8 (2.19)	11.7 (3.56)	2.5 (2.31)	17.8 (7.55)	5.1 (4.01)	0.0 (0.00)
Spent a night in jail												
Ever	11.7 (2.58)	6.8 (1.98)	9.5 (2.40)	31.7 (4.11)	5.0 (2.23)	6.7 (2.89)	2.6 (1.50)	12.8 (2.79)	2.4 (1.61)	12.8 (5.07)	2.2 (1.69)	2.5 (2.17)
In past 2 years	10.7 (3.43)	4.5 (2.29)	5.8 (2.61)	17.5 (4.46)	2.9 (2.44)	4.2 (3.04)	2.1 (1.66)	7.3 (2.88)	1.2 (1.62)	15.5 (7.14)	1.8 (2.42)	0.0‡ (0.00)
Been on probation or parole												
Ever	11.8 (2.59)	6.3 (1.91)	5.2 (1.82)	34.0 (4.18)	3.0 (1.75)	2.9 (1.94)	3.6 (1.76)	12.4 (2.76)	2.2 (1.55)	19.2 (5.98)	5.0 (2.51)	1.1 (1.45)
In past 2 years	6.6 (2.75)	2.8 (1.83)	3.6 (2.07)	13.2 (3.98)	0.6 (1.08)	1.1 (1.54)	0.7 (0.94)	4.5 (2.30)	0.8 (1.28)	14.1 (6.86)	3.1 (3.15)	0.0‡ (0.00)

‡ Responses for items with fewer than 30 respondents are not reported.

NOTE: Standard errors are in parentheses. Findings regarding involvement in the past 2 years are reported for young adults with disabilities out of high school from 2 to 6 years so as not to include high school experiences; other findings are for young adults with disabilities out of high school up to 6 years. NLTS2 percentages are weighted population estimates based on samples that range from approximately 2,410 to 2,570 young adults with disabilities across variables.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 youth interview/survey, 2007.

### ***Differences in Criminal Justice System Involvement by High School-Leaving Characteristics***

- High school non-completers were more likely ever to have been stopped by the police for reasons other than a traffic violation (72 percent, table 30) than were those who completed high school (44 percent,  $p < .001$ ).
- Young adults who did not complete high school were more likely ever to have been arrested (48 percent) than were those who completed high school (21 percent,  $p < .001$ ).
- Young adults who did not complete high school were more likely ever to have been in jail overnight or ever to have been on probation or parole (33 percent, each) than were those who completed high school (11 percent, each,  $p < .01$  and,  $p < .001$ , respectively).

- Young adults who had completed high school 4 to 6 years earlier were more likely ever to have been on probation or parole (19 percent) than were those who had completed high school less than 2 years prior to the interview (6 percent,  $p < .01$ ).
- The rates of ever being stopped by the police, arrested, or spending the night in jail did not differ significantly by the number of years since leaving high school.
- The rates of criminal justice system involvement within the preceding 2 years did not differ significantly by school leaving status or the number of years since leaving high school.

Table 30. Criminal justice system involvement of young adults with disabilities, by secondary-school-leaving status and years since leaving high school

	Completers	Non-completers	Less than 2 years	2 up to 4 years	4 up to 6 years
	Percent				
Stopped by police for other than a traffic violation					
Ever	43.9 (2.84)	72.2 (6.21)	43.2 (5.05)	46.6 (3.96)	49.3 (4.78)
In the past 2 years	23.9 (3.43)	51.4 (11.84)	†	25.7 (4.32)	26.5 (5.32)
Arrested					
Ever	20.5 (2.31)	47.6 (6.92)	20.1 (4.08)	20.9 (3.23)	28.3 (4.30)
In the past 2 years	12.1 (2.53)	32.7 (9.49)	†	13.5 (3.22)	14.9 (4.07)
Spent a night in jail					
Ever	10.9 (1.78)	32.8 (6.50)	8.2 (2.79)	12.5 (2.63)	16.9 (3.57)
In the past 2 years	8.0 (2.10)	29.5 (9.28)	†	9.8 (2.81)	10.3 (3.47)
On probation or parole					
Ever	10.7 (1.77)	32.9 (6.51)	5.5 (2.32)	11.8 (2.56)	18.8 (3.73)
In the past 2 years	5.6 (1.79)	14.2 (7.11)	†	5.6 (2.16)	7.6 (3.03)

† Not applicable. Young adults out of high school less than 2 years not included in these analyses.

NOTE: Standard errors are in parentheses. Findings regarding involvement in the past 2 years are reported for young adults with disabilities out of high school from 2 to 6 years so as not to include high school experiences; other findings are for young adults with disabilities out of high school up to 6 years. NLTS2 percentages are weighted population estimates based on samples that range from approximately 2,410 to 2,570 young adults with disabilities across variables.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 youth interview/survey, 2007.

### Demographic Differences in Criminal Justice System Involvement

- Males were more likely than females ever to have spent the night in jail (16 percent vs. 8 percent,  $p < .01$ , table 31).
- Rates of young adults with disabilities ever spending the night in jail did not differ significantly by household income or race or ethnicity.
- Rates of ever being stopped by the police, being arrested, or being on probation or parole did not differ significantly by household income, race or ethnicity, or gender.
- In the 2 years preceding the interview, males were more likely than females to have been stopped by police other than for a traffic violation (32 percent vs. 15 percent,  $p < .01$ ), to have been arrested (18 percent vs. 6 percent,  $p < .01$ ), and to have been in jail overnight (14 percent vs. 3 percent,  $p < .01$ ).
- Rates of young adults with disabilities being involved in the criminal justice system within the 2 years preceding the interview did not differ significantly by household income or race or ethnicity.

Table 31. Criminal justice system involvement of young adults with disabilities, by parents' household income and young adults' race/ethnicity and gender

	\$25,000 or less	\$25,001 to \$50,000	More than \$50,000	Race/Ethnicity			Male	Female
				White	African American	Hispanic		
Percent								
Stopped by police for other than a traffic violation								
Ever	44.0 (4.77)	54.3 (5.24)	46.1 (3.97)	46.4 (3.19)	47.3 (6.10)	44.5 (7.93)	51.8 (3.30)	38.5 (4.36)
In the past 2 years	31.7 (6.28)	22.5 (6.83)	25.1 (4.74)	24.4 (4.01)	29.5 (7.36)	29.7 (10.94)	32.2 (4.41)	14.5 (4.59)
Arrested								
Ever	26.0 (4.21)	23.1 (4.44)	22.5 (3.32)	23.0 (2.69)	22.7 (5.10)	21.6 (6.57)	26.3 (2.91)	18.2 (3.46)
In the past 2 years	16.8 (4.93)	12.4 (4.94)	13.5 (3.59)	13.3 (2.98)	15.8 (5.55)	17.7 (8.85)	18.4 (3.49)	5.8 (2.89)
Spent a night in jail								
Ever	18.6 (3.74)	11.7 (3.38)	10.3 (2.42)	12.2 (2.09)	16.8 (4.55)	8.9 (4.55)	16.4 (2.45)	7.6 (2.37)
In the past 2 years	15.4 (4.75)	6.7 (3.77)	8.3 (2.90)	8.6 (2.46)	14.1 (5.29)	13.2 (7.84)	13.7 (3.10)	2.9 (2.07)
On probation or parole								
Ever	16.2 (3.54)	12.5 (3.48)	11.5 (2.54)	14.1 (2.22)	11.0 (3.81)	5.8 (3.73)	15.0 (2.36)	9.7 (2.65)
In the past 2 years	7.2 (3.40)	6.1 (3.60)	6.5 (2.58)	6.2 (2.11)	9.1 (4.37)	5.2 (5.16)	8.4 (2.50)	2.6 (2.98)

NOTE. Standard errors are in parentheses. Findings regarding involvement in the past 2 years are reported for young adults with disabilities out of high school from 2 to 6 years so as not to include high school experiences; other findings are for young adults with disabilities out of high school up to 6 years. NLTS2 percentages are weighted population estimates based on samples that range from approximately 2,410 to 2,570 young adults with disabilities across variables.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), Wave 4 youth interview/survey, 2007.