

NLTS2 RESEARCH QUESTIONS			
		Highest Priority	Desirable, Not Required
YOUTH CHARACTERISTICS			
	* What are youths' identified disabilities, as indicated by:		
*	• Disability category assigned by LEA.	☆	
*	• Parent report of "disabilities or conditions" for which student receives special education.	☆	
*	• Disabilities (including secondary conditions) noted in student's school record (including IEP).	☆	
	* What is the pattern over time of youth's disability classification/identification, including::	☆	
*	• Change in special education disability category.	☆	
*	• Declassification/exit from special education.	☆	
	• Self-identification as having a disability in young adult life (e.g., notify postsecondary education institutions/employer/agencies that youth has a disability)	☆	
*	• Disability classification of youth by adult service agencies.	☆	
*	* What are the implications of disability for youth functioning in terms of parent report of youth's ability to hear, see, use arms/hand, and legs/feet?		✓
*	* What are youth's strengths, in terms of parent report of athletic, musical, organizational abilities, etc.	☆	
	* What is the youth's special education and broader treatment history in terms of:		
*	• Parent report of age at which youth first received services for disability/condition.	☆	
*	• Parent report of whether youth received early intervention (if ages birth to 3 for first service).	☆	
*	• Parent report of youth receiving preschool special education (if before age 5 for first service).	☆	
*	• Parent report of when youth first had an IEP/received special education in school.	☆	
	• Parent's role in identifying the disability and initiating requests for special education services.	☆	
	• Past hospitalizations and injuries affecting student attendance at school.		✓
*	* What are youth's demographic characteristics, including: (parent report unless otherwise indicated)		
*	• Gender.	☆	
*	• Age.	☆	
*	• Ethnicity.	☆	

NLTS2 RESEARCH QUESTIONS (Continued)

		Highest Priority	Desirable, Not Required
*	<ul style="list-style-type: none"> • Speak a language other than English at home; specific language spoken. 	☆	
*	<ul style="list-style-type: none"> • School staff report of English proficiency. 	☆	
	* When did the youth start school? How frequently have they changed schools?	☆	
	* How long have youth lived in the community?	☆	
	* What are the youth's aspirations/expectations for:		
	<ul style="list-style-type: none"> • Educational attainment (finish high school with diploma, attend postsecondary education) 	☆	
	<ul style="list-style-type: none"> • Employment 	☆	
	<ul style="list-style-type: none"> • Independent living 	☆	
	* To what extent do youth report feeling pressured to: ¹		
	<ul style="list-style-type: none"> • Get good grades 	☆	
	<ul style="list-style-type: none"> • Get into college 	☆	
	<ul style="list-style-type: none"> • Fit in socially 	☆	
	<ul style="list-style-type: none"> • Use drugs or alcohol 	☆	
	<ul style="list-style-type: none"> • Be sexually active 	☆	
	* To what extent do youth report they and their friends face problems with:*		
	<ul style="list-style-type: none"> • Doing poorly in school. 	☆	
	<ul style="list-style-type: none"> • Having a difficult family life. 	☆	
	<ul style="list-style-type: none"> • Violence in school. 	☆	
	<ul style="list-style-type: none"> • Drugs or alcohol. 	☆	
	<ul style="list-style-type: none"> • Not having enough to do outside of school 	☆	
	<ul style="list-style-type: none"> • Unwanted pregnancy. 	☆	
	<ul style="list-style-type: none"> • Sexually transmitted diseases. 	☆	
	<ul style="list-style-type: none"> • Not having an adult to talk with about problems and decisions. 	☆	

¹ * Items come from the Shell Poll (Peter D. Hart Research Associates, Inc., 1999, Shell Education Survey, *Teens Talk to America*), providing national comparisons with youth in the general population.

NLTS2 RESEARCH QUESTIONS (Continued)			
		Highest Priority	Desirable, Not Required
HOUSEHOLD CHARACTERISTICS			
	* What is the composition of households in which youth with disabilities live in terms of parent reports of: the following: (Track changes over time, e.g., marital status, household change, such as custody change, foster care change, moving among family members)		
*	• Relationship of adults to youth (e.g., live with both parents, no parents, foster parents).	☆	
*	• Number of adults and children.	☆	
	• Ages of children, to establish birth order of youth with disabilities.	☆	
*	• Whether other household members have disabilities.	☆	
*	• Marital status of parent/guardian(s).	☆	
	* What are the socioeconomic characteristics of households of youth in terms of parent reports of:	☆	
*	• Parent education level.	☆	
*	• Parent current employment (full/part time).	☆	
*	• Household income.	☆	
*	• Adequacy of transportation to meet household needs.		
SCHOOL CHARACTERISTICS—General			
	* What are the schools like that serve students receiving special education in terms of:		
*	• Type (e.g., regular, special, magnet, charter, hospital, correctional facility).	☆	
	• Student body demographics:		
*	- Student enrollment; average daily attendance.	☆	
*	- Number of students with IEPs.	☆	
	- Number of students with 504 plans.	☆	
*	- Disabilities of students attending the school.	☆	
	- Number of students with IEP's who are from outside the district.	☆	
	- Aggregate standardized test scores.	☆	
*	- Aggregate number of suspensions/expulsions/arrests of students.	☆	

NLTS2 RESEARCH QUESTIONS (Continued)

		Highest Priority	Desirable, Not Required
*	- Number of students who are English language learners.	☆	
*	- Drop out rate, graduation rate, college acceptance rate.	☆	
	- College acceptance rate.	☆	
*	- Ethnic and language diversity.	☆	
	- Mobility.	☆	
*	- Percent of students eligible for free/reduced price lunch.	☆	
*	• Grade levels served.	☆	
	• Student capacity of the school relative to actual enrollment.	☆	
	• School schedule (e.g., extended school year, summer school, how early school starts).	☆	
	• Student mobility.	☆	
	• Average class size in general education academic classes, special education classes, vocational education classes.	☆	
	* What is the community context of schools that serve students receiving special education in terms of:		
*	• Population size and density (urban, suburban, rural).	☆	
	• Perceived safety of/risks in the community.	☆	
	• Availability of after school/youth development activities.	☆	
	• Availability of disability-related support services and organizations.	☆	
	• Availability of public transportation.	☆	
SCHOOL CHARACTERISTICS—School Climate			
*	* What are the characteristics of principal leadership as indicated by staff report of such factors as the principal providing adequate support for teachers, frequently present in the classroom, using evaluation/feedback regularly and appropriately, sharing decision-making and problem solving?	☆	
	* How safe is the school, as indicated by:		
*	• Parent reports that students have been victims of threatening or violent incidents at school (i.e., fights, bullying).	☆	
*	• Staff perceptions of safety of the school.	☆	
*	• Principal reports of number of school-wide violent incidents.	☆	
*	* To what extent do teachers and principals report feeling pressure to have students succeed academically/focus on instruction as highest priority?	☆	

NLTS2 RESEARCH QUESTIONS (Continued)			
		Highest Priority	Desirable, Not Required
SCHOOL CHARACTERISTICS—Policies			
	* What policies and practices related to special education are pursued by schools in terms of principal reports of:		
*	• Use of prereferral strategies/early intervention approaches.	☆	
*	• Team problem-solving related to students with learning problems.	☆	
*	• Referral process to determine special education eligibility.	☆	
	• Transition planning policies.	☆	
*	• Disciplinary policies.	☆	
*	• Grade retention policies.	☆	
*	• Inclusion in school-wide testing.	☆	
	• Graduation requirements.	☆	
	• Requirement for community service.	☆	
	• Access of students receiving special education to services provided to general student body, (e.g. parenting or safe sex education)	☆	
	* What is the school’s mission? Is it clearly articulated? Are students receiving special education explicitly or implicitly included in school’s mission?	☆	
	* What is the school assignment plan for the district/school? How does it apply to students receiving special education?		✓
SCHOOL CHARACTERISTICS-Resources			
*	* What placement options are available at the school for students receiving special education?	☆	
*	* What other school or placement options are available in the district?	☆	
	* What services are available at the school for students receiving special education?	☆	
	* What types of courses are available at the school for students receiving special education, (e.g., vocational courses, tech-prep courses, life skills courses, community based options, AP courses)?	☆	
	* What types of transition planning programs are available at the school for students receiving special education?	☆	
*	* What programs operate at the school to support student learning and well-being (e.g., Chapter 1, Reading Recovery, Accelerated Schools, dropout prevention program, school-based health services, after-school enrichment activities, consultation for teachers)?	☆	
	* To what extent are paraprofessionals used as direct service providers to students?	☆	

NLTS2 RESEARCH QUESTIONS (Continued)			
		Highest Priority	Desirable, Not Required
*	* What personnel resources are at the school to support student learning and well-being (e.g., reading specialist, school counselor, school nurse)?	☆	
*	* What is the ratio of students to support staff, (e.g., number of students served by guidance counselor)?	☆	
	* What specific special education interventions are in use at the school?		✓
*	* How large a student caseload is carried by special education teachers?	☆	
	* Extent of internet/computer access at school?	☆	
*	* Is professional development on special education issues provided to general education staff? Special education staff?	☆	
	* Does the school have a program involving general education students offering support to special education students (e.g. peer buddies)?	☆	
	* Does the school provide a case manager or service coordinator for special education students?	☆	
	• What kinds of school staff fill this role?	☆	
	• Does this person have a teaching load?	☆	
*	* What are the extracurricular resources available at the school?		✓
	* What is the extent of the school's connection to resources outside of the school, e.g., business community, independent living center, Ys)?	☆	
	* Do all buildings have ramps and other features of accessibility?	☆	
	* Is the school getting Medicaid funds for serving students? O.B. Porter funds?	☆	
	* What types of transportation is available for students, both those in regular and special education?	☆	
SCHOOL CHARACTERISTICS—Family Involvement Practices			
*	* What actions does the school take to encourage/support family involvement in the school (e.g., provide transportation to IEP meetings, holding parent meetings at places convenient to the parent, providing child care for school-wide events or parent meetings)?	☆	
*	* Are parents involved in school-level decision making and program design?	☆	
SCHOOL CHARACTERISTICS-Reforms			
*	* What school-wide reforms have schools implemented and how are students receiving special education included in them?	☆	
	* Are special education staff included on school improvement teams?	☆	

NLTS2 RESEARCH QUESTIONS (Continued)			
		Highest Priority	Desirable, Not Required
SCHOOL PROGRAMS—General			
*	* What is the student’s current grade level?	☆	
*	* What are all of the settings in which the student spends the school day and how is his/her time distributed among them (from transcripts; reported by school staff.)?	☆	
	* Is there someone at the school that the student is connected with in a consistent, significant way (parent/youth reports)?	☆	
	* To what extent are students being served outside of their home district?	☆	
SCHOOL PROGRAMS—Program Participation			
*	* To what extent do students who had been in special education exit from special education over time?	☆	
*	* What are the other school programs in which students receiving special education participate (e.g., gifted and talented, Title 1)?	☆	
SCHOOL PROGRAMS—Coursetaking (Transcript and/or School Staff Report)			
	* What courses is the student taking, including		
*	• Subject matter.	☆	
*	• Sequence.	☆	
	• Difficulty.	☆	
*	• Special/regular education.	☆	
SCHOOL PROGRAMS—Classroom Characteristics			
	* What are the characteristics of (selected) classrooms in which students are instructed, as indicated by:		
*	• The number of students receiving special education.	☆	
*	• The number of students in general education.	☆	
*	• The number of teachers and adult aides.	☆	
SCHOOL PROGRAMS—Curriculum and Instruction			
	* To what extent are students receiving special education exposed to the regular education curriculum, as indicated by:		

NOTE: Items on coursetaking are available in SEELS only for middle and high school students.

NLTS2 RESEARCH QUESTIONS (Continued)			
		Highest Priority	Desirable, Not Required
*	<ul style="list-style-type: none"> Where students fall in a continuum marked by: 1) using same materials/textbooks as regular education students; 2) using a mix of materials/textbooks that includes some materials regular education students use and some that are special education materials or materials uniquely provided for the student's special needs, or 3) using all special education materials or materials uniquely provided for the student's special needs. 	☆	
*	<ul style="list-style-type: none"> Where students fall in a continuum marked by: 1) curricular information is presented to the student in the same manner as to regular education students; 2) curricular information is presented to the student in largely the same manner as regular education students, with modifications; 3) curricular information is routinely presented to the student using strategies tailored to the student's special needs. 	☆	
*	<ul style="list-style-type: none"> The extent to which students receiving special education access services provided to general student body (e.g., drug abuse prevention, teen pregnancy prevention conflict resolution, (parent and school staff report). 	☆	
	* What are the characteristics of instructional practices used with students receiving special education in terms of school staff reports of:		
*	<ul style="list-style-type: none"> How instructional time is used. 	☆	
*	<ul style="list-style-type: none"> Specific instructional approaches. 	☆	
	* What vocational experiences does this student have in terms of school staff report of:		
*	<ul style="list-style-type: none"> Vocational courses taken (including content area, concentration in a skill area, etc.). 	☆	
*	<ul style="list-style-type: none"> Vocational support services received (e.g., job readiness training, job placement). 	☆	
*	<ul style="list-style-type: none"> Whether the vocational program for this student involves community-based or school-based work experience. 	☆	
*	<ul style="list-style-type: none"> Amount of time in a typical week spent in vocational education/training. 	☆	
*	<ul style="list-style-type: none"> Extent to which nonspecial education students are involved in class and other vocational settings. 	☆	
	* What life skills training experiences are included in curriculum for students in terms of:		
*	<ul style="list-style-type: none"> Kinds of training (e.g., home economics, parenting education, disability-related). 	☆	
	<ul style="list-style-type: none"> Extent to which to which life skills training is community based. 	☆	
*	<ul style="list-style-type: none"> Amount of time in a typical week spent in life skills training. 	☆	

NOTE: Items on vocational experiences are available in SEELS only for middle and high school students.

NLTS2 RESEARCH QUESTIONS (Continued)			
		Highest Priority	Desirable, Not Required
*	Is community service included in the student's curriculum and/or as an extracurricular activity supported by the school?	☆	
	• What kind of community service has the student done?	☆	
	• How much is involved?		
	• Was the community service activity chosen by the student or assigned by the school?		✓
*	Are other community-based experiences (other than community service and vocational training) included in the student's curriculum and/or as an extracurricular activity supported by the school?	☆	
SCHOOL PROGRAMS—Student Assessment			
	* How is the student's progress evaluated in terms of school staff reports of:		
*	• Student being included in regular classroom and school-wide testing.	☆	
*	• Students who are in regular classrooms being expected to work up to the performance standards of other students in the classroom.	☆	
*	• Students who are in regular classrooms being expected to learn/demonstrate the same skills as other students in the classroom.	☆	
*	• Grading standards/policies applied to this student.	☆	
	* Did student take the PSATs and SATs (parent or youth report)?	☆	
SCHOOL PROGRAMS—IEPs			
	* School staff report of what is the student's IEP like in terms of:		
*	• Who was involved in its development, including the role of the student, regular educators, etc.	☆	
*	• Whether there are goals in specified domains (e.g., social, reading).	☆	
SCHOOL PROGRAMS—Transitions			
*	* What preparation or support for the transition from middle to high schools do students receiving special education receive, as reported by school staff (for younger students in the sample)?	☆	
*	* What preparation or support for the transition from middle to high schools do students receiving special education receive, as reported by parent?	☆	

NLTS2 RESEARCH QUESTIONS (Continued)			
		Highest Priority	Desirable, Not Required
	* What is the student's postsecondary transition planning like in terms of school staff reports of:		
*	• Who is involved in planning (from within and outside the school, including the role of the student).	☆	
*	• Age at which planning began.	☆	
*	• Post-high school goals of student's educational program.	☆	
	• Service needs identified for after high school.	☆	
ACCESS TO SERVICES			
	* About how much effort does youth/do family members spend trying to get and managing services for youth?	☆	
	* From what sources do youth/family members get information about services that might be appropriate for youth?	☆	
	* What barriers to services are youth/family members experiencing?	☆	
	* What would help get past the barriers?	☆	
	* Are students on a waiting list for services?	☆	
BENEFIT PROGRAM PARTICIPATION			
*	* In what type of income benefit programs do youth participate? SSI, SSDI, TANF, other?	☆	
*	* What types of health insurance does youth have? Medicaid, private, other?	☆	
	* What does the health insurance cover? Medical, dental, vision?	☆	
*	* Is health insurance managed care?		✓
*	* Has the youth ever lost health insurance because of his/her disability?	☆	
*	* Have there been things the youth's health insurance wouldn't cover? What were they?		✓
*	* Who provides or pays for health insurance? Employer, parent/youth, public?	☆	
RELATED SERVICES			
*	* What do school staff report regarding types of related services students receive as part of their special education programs (e.g., speech therapy, physical therapy, occupational therapy)? What are:		
	• Duration of services.	☆	
*	• Intensity of services.	☆	
*	• Source of services.	☆	

NLTS2 RESEARCH QUESTIONS (Continued)			
		Highest Priority	Desirable, Not Required
*	* What do parent report regarding types of related services students receive that is <i>not</i> part of their special education programs?		✓
	• Duration of services.		✓
	• Intensity of services.		✓
*	• Source of services	☆	
	* To what extent do students receiving special education access services provided to general student body (e.g., drug abuse prevention, conflict resolution; parent and school staff report)?	☆	
	* Do services include help in learning to use and benefit from assistive technologies?	☆	
*	* Do students have a case manager or someone who coordinates services at school? Outside of school? Who is that?	☆	
FAMILY INVOLVEMENT			
	* What is the level of contact between the teacher and the student's family in terms of:		
*	• Parent report of attending IEP meeting(s).	☆	
*	• Parent report of involvement in development of IEP goals.	☆	
*	• Parent report of visiting the classroom (e.g., back to school night, parent conference, volunteering).	☆	
*	• School staff report of "how active is parent in student's education."	☆	
*	• School report of the number of times of contact with family not related to trouble.	☆	
	* To what extent do parents/guardians of students with disabilities engage in activities at home that support the educational and social development of students in terms of parent report of:		
*	• Checking student homework.		✓
*	• Talking to student about school.	☆	
*	• Providing a quiet place at home to do school work.		✓
*	• Providing computers at home for educational/recreations purposes.	☆	
*	• Having family rules governing youth behaviors (e.g., watching television, curfew).	☆	
	* What are parents' expectations for the student regarding:		
*	• Educational attainment (finish high school, postsecondary education).	☆	
*	• Independent living after high school.	☆	

NLTS2 RESEARCH QUESTIONS (Continued)			
		Highest Priority	Desirable, Not Required
*	• Employment.	☆	
	* Has the family been through mediation or a hearing regarding the student's special education program? If yes, what was the outcome?	☆	
USE OF ACCOMMODATIONS, ADAPTATIONS, ENRICHMENTS OR COMPENSATIONS			
*	* What accommodations/modifications do staff report that the student receives in instruction and assessment?	☆	
	* What physical modifications are made to classrooms to accommodate students receiving special education?	☆	
	* What medical or other disability-related assistive devices do students use, including:		
*	• Parent report of student "regularly taking prescription medicine" for disability.	☆	
*	• Parent report of student taking medication that is administered at school.	☆	
*	• Parent report of whether student uses a medical device (e.g. oxygen mask), mobility device (e.g., wheelchair), sensory aid (e.g., hearing aid), communication aid (e.g., communication board).	☆	
*	• School report of whether student uses a medical device, mobility device, sensory aid, communication aid in the classroom.	☆	
*	• School staff report of whether student uses a device in the classroom that requires staff attention.	☆	
*	• School report of having an emergency medical plan for the student.		✓
RESULTS WHILE IN SECONDARY SCHOOL—Academic			
	* What is the academic functioning/performance of students receiving special education as measured by:		
*	• A direct assessment of their reading and math abilities.	☆	
	• A direct assessment of their academic problem-solving abilities.	☆	
*	• Student's grades in middle and high school (school records).	☆	
	• Scores on most recent standardized tests (school records indicating type and year of test and type of score), including PSATs and SATs.	☆	
*	• School staff report of student's functional grade level equivalent in reading and mathematics.		✓
*	• Parent report on progress toward meeting IEP goals.	☆	
	• School staff report on progress toward meeting IEP goals.	☆	

NLTS2 RESEARCH QUESTIONS (Continued)			
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	<ul style="list-style-type: none"> • Student is on the honor roll. 		✓
*	<ul style="list-style-type: none"> • School completion status (graduate with diploma, certificate, age out, drop out). 	☆	
	* What is the level of engagement in school of students receiving special education as measured by:		
*	<ul style="list-style-type: none"> • School attendance (school records). 	☆	
*	<ul style="list-style-type: none"> • School staff assessment of student's ability to stay focused on his/her work, participate in classroom discussions, and complete homework on time. 	☆	
*	<ul style="list-style-type: none"> • Student report of extent to which s/he looks forward to going to school/enjoys school. 	☆	
*	<ul style="list-style-type: none"> • Parent/youth or school report of student dropping out. 	☆	
	<ul style="list-style-type: none"> • Student takes advantage of student leadership opportunities. 		✓
*	* What are students' past academic experiences in terms of previous grade promotion and retention?	☆	
RESULTS WHILE IN SECONDARY SCHOOL—Functional Skills			
*	* What are the functional skills of students as measured by parent's report of student's ability to tell time, read common signs, count change, look up telephone numbers and use the telephone?	☆	
	* How well do students receiving special education communicate, as indicated by:		
*	<ul style="list-style-type: none"> • Parent report of student's ability to make needs/feelings known through speech and other means. 	☆	
*	<ul style="list-style-type: none"> • School staff report of student's ability to make needs/feelings known through speech and other means. 	☆	
	* To what extent do students receiving special education use computer technology, as indicated by:		
	<ul style="list-style-type: none"> • School staff report of student's ability to use computers as part of the instructional program (e.g., keyboarding ability, find materials on the Internet); actual computer use at school. 	☆	
	<ul style="list-style-type: none"> • Parent report of student's ability to use computers (e.g., to do school assignments, to play games, use e-mail); actual computer use at home. 	☆	
RESULTS WHILE IN SCHOOL—Personal, Social, and Community Adjustment			
	* To what extent are students receiving special education positively socially engaged, as indicated by:		
*	<ul style="list-style-type: none"> • Parent's report of frequency of seeing friends, being invited over to others' home, receiving phone calls from peers. 	☆	
	<ul style="list-style-type: none"> • Student's report of frequency of seeing friends, being invited over to others' home, receiving phone calls from peers. 	☆	

NLTS2 RESEARCH QUESTIONS (Continued)			
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*	• Student's report of loneliness.	☆	
	• School staff report of whether student has friends at school.	☆	
	• Student's report of "dating or going out."		✓
	• Whether friends, boy/girlfriend have disabilities.		✓
	• Parent reports of whether friends are a positive influence on students.		✓
	* To what extent do students receiving special education participate in organized group activities:		
*	• At school, as reported by parents/youth.	☆	
	• At school, as reported by school staff.	☆	
*	• In the community, as reported by parents/youth.	☆	
	• In ways that include the student with nondisabled peers, as reported by parents/youth.	☆	
	• In ways that include the student and/or parents with other youth with disabilities (e.g., Special Olympics) and families (e.g., family support groups), as reported by parents.	☆	
	* To what extent do students receiving special education get along with others, as indicated by:		
*	• School report of student's ability to control behavior in the classroom, get along with other students.	☆	
*	• Parent report of.	☆	
	• Youth report of whether he/she has a behavior problem at school involving students or teachers (e.g., fights).	☆	
	• Parent report of whether student's behavior creates problems at home.	☆	
*	• Whether youth is bullied/picked on at school.		✓
	• Whether youth picks on/bullies others at school.		✓
	* To what extent are students receiving special education personally well-adjusted, as indicated by:		
*	• Youth reporting feeling happy, cared about, confident, motivated, fortunate, bored, worried, angry, depressed ²	☆	
	• Youth report of student having a positive self-concept/outlook as indicated in direct assessment.		✓
	• Youth report of student having hobbies/interests.		✓

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NLTS2 RESEARCH QUESTIONS (Continued)			
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RESULTS WHILE IN SCHOOL—Contribution and Citizenship			
	* To what extent do students receiving special education abide by rules, as indicated by:		
*	• School records of suspensions, expulsions, other disciplinary actions.	☆	
	• Parent report of whether student has been involved with the criminal justice system (detained by police, arrested, incarcerated, sentenced to probation or parole).	☆	
	• Parent report of student being fired from a job.	☆	
	• Student report of being fired from a job.	☆	
	• Parent report of how manageable student is at home.	☆	
*	• School staff report of extent to which student follows directions in class.	☆	
*	* To what extent do parents report that students receiving special education are involved in volunteer/community service activities?		✓
RESULTS WHILE IN SCHOOL—Responsibility and Independence			
	* How independent are students receiving special education in terms of:		
*	• Self-care, as indicated by parent report of student's ability to dress and feed oneself and handle toileting.	☆	
*	• Mobility, as indicated by parent report of student's ability to get around inside and outside the house (e.g., individual mobility, use of public transportation, arranging rides with friends, having a driver's license or learner's permit for those 15 and older).	☆	
*	• Contributing to household management, as indicated by parent report of student doing chores (e.g., picking up own living area, making own lunch).	☆	
	* How do students receiving special education spend their leisure time, as reported by parents?	☆	
	* How do students receiving special education spend their leisure time, as reported by youth?	☆	
*	* Are students with disabilities supervised after school? What are their after school care experiences and needs (parent report)?		✓
	* To what extent are students receiving special education beginning to take on adult roles in terms of:		
*	• Employment, as indicated by parent report of working for pay outside the home (work study or competitive, type of work, hours worked, amount paid).	☆	
*	• Financial management, as indicated by parent report of student's having own money (e.g., allowance), making small purchases.	☆	
*	• Having/fathering children, as reported by parents or youth.	☆	

NLTS2 RESEARCH QUESTIONS (Continued)		
	Highest Priority	Desirable, Not Required
RESULTS WHILE IN SCHOOL—Self-determination		
* To what extent do students demonstrate aspects of self-determination, as indicated by:		
• Taking active/leadership role in IEP and/or transition planning meetings.	☆	
• Youth expresses the belief that he/she has the power to make positive changes in his/her life.	☆	
• Youth gives evidence of past and future planning.	☆	
RESULTS WHILE IN SCHOOL—Physical health		
* How healthy are students receiving special education in terms of:		
* • Parent's report of student's general health.		✓
• Parent's/youth's report of student engaging in regular exercise.		✓
* * To what extent do students receiving special education participate in risk behaviors, including smoking, gang activity, and substance use, as reported by students.	☆	
RESULTS WHILE IN SCHOOL—Satisfaction		
* How satisfied do parents of students receiving special education report being with:		
* • The student's school.		✓
* • The student's overall school program.	☆	
* • The student's teachers.	☆	
* • Level of involvement in the IEP and transition planning processes.	☆	
* • IEP goals for the student being challenging, appropriate.	☆	
• The student getting the support and services from the school that are needed to succeed in school.	☆	
* • Transition activities (middle to high school for younger students, high school to postsecondary).	☆	
• Youth's after school activity/care arrangement.	☆	
* How satisfied do students receiving special education report being with:		
• The student's school.	☆	
• The student's overall school program.	☆	
• The student's teachers.	☆	
• Level of involvement in the IEP and transition planning processes.	☆	

NLTS2 RESEARCH QUESTIONS (Continued)		
	Highest Priority	Desirable, Not Required
• The student getting the support and services from the school that are needed to succeed in school.	★	
• Youth's after school activity/care arrangement.	★	
• Transition activities (middle to high school for younger students, high school to postsecondary).	★	
ADULT SERVICES AND SUPPORTS—Access		
* How much effort do youth/family members spend trying to get and managing services for youth?	★	
* From what sources do youth/family members get information about services that might be appropriate for youth?	★	
* What barriers to services are youth/family members experiencing?	★	
* What would help get past the barriers?	★	
* Are youth on a wait list for services?	★	
ADULT SERVICES AND SUPPORTS—Benefit Program Participation		
* In what type of income benefit programs do youth participate? SSI, SSDI, TANF, other?	★	
* Have youth lost benefits (TANF, SSI) because of welfare reform?	★	
* What types of health insurance do youth have? Medicaid, private, other?	★	
* What does the health insurance cover? Medical, dental, vision?	★	
* Is health insurance managed care?	★	
* Have youth ever lost health insurance because of their disability?	★	
* Have there been things the youth's health insurance wouldn't cover? What were they?	★	
* Who provides or pays for health insurance? Employer, parent/youth, public?	★	
ADULT SERVICES AND SUPPORTS—Employment-Related Services and Supports		
* Have youth identified themselves as disabled to access employment services, accommodations, or modifications?	★	
* What services and supports are youth perceived to need to facilitate employment?	★	
* What services have been sought?	★	
* What types of assistance do youth receive to facilitate employment?		
• Ability/interest testing, career counseling.	★	
• Basic skill training , specific job skill training, retraining.	★	
• Job placement, job search skills, resume preparation, interview skills.	★	
• Supported employment; sheltered employment.	★	

NLTS2 RESEARCH QUESTIONS (Continued)		
	Highest Priority	Desirable, Not Required
• Job shadowing, job coaching.	☆	
• Apprenticeships, internships.	☆	
* What is the duration and intensity of services?	☆	
* Who provides the assistance to facilitate employment? Parent, youth, agency (specify), VR, employer?	☆	
* Who pays for the assistance to facilitate employment? Parent, youth, agency (specify), VR, employer?	☆	
* How important are the services perceived to be to the youth's well-being?	☆	
* How adequate are these services perceived to be?	☆	
* What accommodation, modifications, and supports are youth perceived to need to facilitate employment?	☆	
* Which have been requested?	☆	
* What accommodation, modifications, and supports do youth receive to facilitate employment?	☆	
* How adequate are the accommodation, modifications, and supports perceived to be?		✓
* Who do youth go to with problems at work?	☆	
* Do youth use Employee Assistance Programs (EAP)?		✓
ADULT SERVICES AND SUPPORTS—Postsecondary Education Services and Supports		
* Has youth identified him/herself as disabled to access accommodation, modifications, services, or supports to facilitate postsecondary education?	☆	
* What accommodations, modifications, services, or supports are youth perceived to need to facilitate postsecondary education?	☆	
* What has been sought?	☆	
* What types of assistance do youth receive to facilitate postsecondary education (e.g., tutoring, more time for taking tests, etc.)?	☆	
* What is the duration and intensity of assistance youth receive to facilitate postsecondary education?	☆	
* Who provides the accommodation, modifications, services, or supports? Parent, youth, agency (specify), VR, postsecondary education institution?	☆	
* Who pays for them? Parent, youth, agency (specify), VR, postsecondary education institution?	☆	
* How important are the services perceived to be to the youth's well-being?	☆	
* How adequate are the accommodation, modifications, services, and supports perceived to be?	☆	

NLTS2 RESEARCH QUESTIONS (Continued)		
	Highest Priority	Desirable, Not Required
ADULT SERVICES AND SUPPORTS—Residential Services and Supports		
* What services or supports are perceived to be needed to facilitate the youth’s living arrangement?	☆	
* What services have been sought?	☆	
* Does the youth use the services of an Independent Living Center?		✓
• Which services?		✓
* Does the youth receive services in a residential setting outside the family home? In supported living program, group home, board and care home, correctional facility, other institutional setting?	☆	
• Which services?	☆	
• At what duration and intensity?		✓
* Does the youth use the services of a one-to-one personal care assistant?	☆	
* Who provides the services? Parent, youth, agency (specify), VR, other.	☆	
* Who pays for the services? Parent, youth, agency (specify), VR, other	☆	
* How important are the services perceived to be to the youth’s well-being?	☆	
* How adequate are the services perceived to be?	☆	
ADULT SERVICES AND SUPPORTS—Other Services and Supports		
* Is there a caring adult who provides support that “makes a difference” to youth? Who is that?	☆	
* What other services or supports are perceived to be needed to facilitate the youth’s participation in young adult life?	☆	
* What services have been sought?	☆	
* What other services do youth receive?		
• Mental health services, personal/group counseling, therapy, behavioral intervention, substance abuse treatment, psychiatric care provided to youth.	☆	
• Speech or communication services.	☆	
• Health care and health services.	☆	
• Social work services.	☆	
• Family supports services provided to youth’s family (e.g., respite care).	☆	

NLTS2 RESEARCH QUESTIONS (Continued)		
	Highest Priority	Desirable, Not Required
• One-to-one paraeducator for living skills.	☆	
• Physical therapy.	☆	
• Reader or interpreter.	☆	
• Occupational therapy.	☆	
• Transportation/travel training/mobility training.	☆	
* Does youth receive probation or parole services? Which services?	☆	
* At what duration and intensity does the youth receive the services?	☆	
* Who provides the services? Parent, youth, agency (specify), VR?	☆	
* Who pays for the services? Parent, youth, agency (specify), VR?		✓
* How important are the services perceived to be to the youth's well-being?	☆	
* How adequate are the services perceived to be?	☆	
* What medical supports or other disability-related assistive devices do youth use (medical equipment, communication devices, optical devices or supports, mobility devices, etc.)?	☆	
* What community facilities and supports do youth use (e.g., library)?	☆	
ADULT SERVICES AND SUPPORTS—Service Coordination		
* Is case management or service coordination perceived to be needed to facilitate the youth's participation in young adult life?	☆	
* Has it been sought?	☆	
* Does the youth have a case manager or someone who provides consistency and coordination of services?	☆	
• Who is that?		✓
• Who provides the case management services (if other than a family member/friend)?	☆	
• Who pays for the case management services (if other than a family member/friend)?	☆	
* How important is the service perceived to be to the youth's well-being?	☆	
* How adequate is the service perceived to be?	☆	

NLTS2 RESEARCH QUESTIONS (Continued)		
	Highest Priority	Desirable, Not Required
RESULTS AFTER SECONDARY SCHOOL—Postsecondary Education		
* To what extent do secondary school students receiving special education go on to postsecondary education when they leave high school?	☆	
• What kinds of educational institutions do they attend (e.g., community college, vocational schools 4-year institutions)?	☆	
• What is the nature of their training (e.g., field of study in college, self-development courses, vocational skills training)?	☆	
• How intensively do they pursue postsecondary education, in terms of hours enrolled, credits attained, etc.?		✓
• What is their pattern of enrollment in terms of age beginning, consistency of enrollment, years of attendance, etc.?	☆	
* What is the academic achievement in postsecondary education of youth who pursue it when they leave high school in terms of degrees, licenses, or certificates to youth attain.	☆	
* To what extent do dropouts from secondary school pursue and earn a GED after they leave high school?	☆	
RESULTS AFTER SECONDARY SCHOOL—Employment		
* What are the employment experiences of youth after they leave high school in terms of:		
• The types of jobs they find (i.e., competitive, supported, sheltered, self-employed, apprenticeship).	☆	
• The kinds of work they do (e.g., retail sales, food service, Web page design).	☆	
• The number of hours they work.	☆	
• Wages and benefits they receive.	☆	
• Stability of jobs (i.e., duration of jobs, number of jobs held).	☆	
• Reasons for job change (e.g., laid off, temporary job that ended, chance for a better job).	☆	
* To what extent do youth expect to improve their employment over time in terms of promotion to increased responsibility, improved wages? (Changes in wages and benefits also tracked through question above.)		✓
* What are youth's job search experiences, in terms of:		
• How employed youth found their current job (e.g., with support of family/friends, employment services, etc.).	☆	
• How unemployed job seekers look for a job (e.g., with support of family/friends, employment services, etc.).	☆	
* How well are youth progressing toward their employment goals/aspirations (aspirations are included under individual characteristics)?		✓

NLTS2 RESEARCH QUESTIONS (Continued)		
	Highest Priority	Desirable, Not Required
RESULTS AFTER SECONDARY SCHOOL—Personal, Social and Community Adjustment		
* To what extent are youth positively socially engaged, as indicated by:		
• Frequency of seeing friends, receiving phone calls from peers, computer interaction with others.	☆	
• Youth’s report of loneliness.	☆	
• Youth report of “dating or going out.”		✓
• Whether friends, boy/girlfriend have disabilities.		✓
• What youth mostly does at lunch time (eat alone, eat in a room with other people but not interacting with anyone in particular, eat with others s/he interacts with during lunch, doesn’t eat lunch).		✓
* To what extent do youth get along with others, as indicated by whether youth has a behavior problem that reportedly causes conflicts at work, school, or in the community?	☆	
* To what extent do youth participate in organized group activities?	☆	
• What kinds of groups?	☆	
• In ways that include the student with nondisabled peers?	☆	
• In ways that include the youth and/or parents with other youth with disabilities (e.g., Special Olympics) and families (e.g., family support groups), as reported by parents.	☆	
* To what extent are youth personally well-adjusted, as indicated by:		
• The extent to which youth report they feel happy, cared about, confident, motivated, fortunate, bored, worried, angry, or depressed.*	☆	
• Having hobbies/interests.	☆	
* To what extent are youth engaging in adult relationships, as indicated by:		
• Marital status.	☆	
• Having/fathering/parenting children.	☆	

*Items come from the Shell Poll (Peter D. Hart Research Associates, Inc., 1999, Shell Education Survey, *Teens Talk to America*), providing national comparison figures for the general population of youth.

NLTS2 RESEARCH QUESTIONS (Continued)		
	Highest Priority	Desirable, Not Required
RESULTS AFTER SECONDARY SCHOOL—Responsibility and Independence		
* How independent are youth in terms of:		
• Self-care, as indicated by youth’s ability to dress and feed him/herself and handle toileting.	☆	
• Mobility, as indicated by youth’s ability to get around inside and outside the house (e.g., individual mobility, use of public transportation, arranging rides with friends, having a driver’s license).	☆	
• Youth’s living arrangement (e.g., in parent’s home, alone, with spouse or roommate, etc.).	☆	
• Contributing to household management in parent’s home, as indicated by youth doing chores (e.g., picking up own living area, making own lunch).	☆	
• Financial management, as indicated by youth having savings or checking account, credit card.	☆	
* How do youth spend their time (e.g., working, raising children, looking for work), including their leisure time (e.g., listening to music, playing sports, engaged in hobbies, watching TV, hanging out)?	☆	
RESULTS AFTER SECONDARY SCHOOL—Self-determination		
* To what extent do youth demonstrate aspects of self-determination, as indicated by::		
• Youth exercising choice over where s/he lives, who s/he lives with, hiring of providers/attendants, services accessed.	☆	
• Belonging to disability advocacy or self-advocacy groups (e.g., People First).	☆	
RESULTS AFTER SECONDARY SCHOOL—Functional Skills		
* To what extent do youth use computer technology at home, work, and school?	☆	
* How well do youth tell time, read common signs, count change, look up telephone numbers and use the telephone use computer technology at home, work, or school?	☆	

NLTS2 RESEARCH QUESTIONS (Concluded)		
	Highest Priority	Desirable, Not Required
* How well do youth communicate, as indicated by parent reports of youths' ability to make needs/feelings known through speech and other means.	☆	
RESULTS AFTER SECONDARY SCHOOL—Physical health		
* How healthy are youth in terms of:		
• General health.	☆	
• Emergency room visits in past year.		✓
• Overnight hospitalizations in past year.		✓
• Engaging in regular exercise.	☆	
* To what extent do youth participate in risk behaviors, including smoking, gang activity, and substance use, as reported by youth?	☆	
RESULTS AFTER SECONDARY SCHOOL—Satisfaction		
* How satisfied do parents of youth report being with:		
• Any adult services or supports provided the youth (e.g., through postsecondary school, VR, etc.).	☆	
• Youth's living arrangement, for those living with parent.	☆	
* How satisfied do youth report being with:		
• Their postsecondary education (e.g., good preparation for the future, services and supports received to succeed in school).	☆	
• Adult services or supports provided the youth.	☆	
• Employment (e.g., how well paid, how treated at work, chances for advancement, how well generally likes the job).	☆	
• Their living arrangement (e.g., where they live, the stability of the arrangement, those they live with).	☆	
• The quality and number of their friendships.	☆	