Exploring Predictors of Transition Planning Participation and Future Goal Aspirations of Secondary Students with Intellectual and Developmental Disabilities

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Introduction

Active student and parent participation in the transition planning process has long been recognized as important components in a successful transition to adulthood. Federal legislation requires that transition services be included in individual educational programs (IEPs) for students with intellectual and developmental disabilities (Autism, intellectual disabilities, and multiple disabilities) beginning transition planning at age 14. Legislation further requires that both students and their parents are invited to the IEP meetings where transition will be discussed. Several states begin transition planning at age 14.

Research Questions

1. To what extent do parent and students with intellectual and developmental disabilities participate in IEP and transition planning meetings (including youth and parent’s participation and youth’s role in the IEP/transition planning meeting, and youth contribution to coming up the goals)?
2. To what extent do parents and students with intellectual and developmental disabilities contribute to their future goals (including employment, living independently, financial independently, and post-secondary education)?
3. How does participating in IEP and transition planning meetings influence future goal aspirations for students with intellectual and developmental disabilities?
4. Do race, gender, family income, and parent involvement predict IEP transition planning participation and future goal aspirations for students with intellectual and developmental disabilities?

Method

Data

Data Sources: The NLTS 2012 dataset represents a stratified random sample of students in the United States. A total of 12,988 parent surveys and 11,128 youth surveys were collected from students with and without disabilities and their families between February 2012 and August 2013. Data from both the youth and parent surveys were used in this analysis.

Sample: Age 14-22, youth with intellectual and developmental disabilities (Autism, intellectual disabilities, and multiple disabilities) n = 2,280 weighted n = 329094

Analysis

RQ1 & 2: Descriptive analysis
RQ3: Chi-Square
RQ4: Logistic regression analyses

IEP transition planning meeting

Independent variables: Met with school/staff to develop a transition plan, Role in transition planning meeting from both parent and youth surveys
Dependent variables: gender, race, free/reduced lunch, LEP, age, household income, parent highest education, expected post-secondary education, and youth functional abilities index score.

Future Aspiration

Independent variables: financial independent by age 30, living independently by age 30
Dependent variables: gender, race, free/reduced lunch, LEP, age, household income, parent highest education, expected post-secondary education, and youth functional abilities index score.

Highlighted Results

RQ1: To what extent do parents and students participate in IEP and transition planning meetings?

RQ2: What are parents and students future goal aspirations?

RQ3: How does participating in IEP and transition planning meetings associate with future goal aspirations?

Table 1. Chi-square tests between transition planning getting and future aspiration

<table>
<thead>
<tr>
<th></th>
<th>Parent</th>
<th>Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned college credits at HS (Parent)</td>
<td>1.40</td>
<td>8.86*</td>
</tr>
<tr>
<td>Taking courses Preparing for career (Parent)</td>
<td>2.03</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Post-secondary Education (Parent)</td>
<td>0.21</td>
<td>2.01</td>
</tr>
<tr>
<td>Post-secondary Education (Youth)</td>
<td>0.02</td>
<td>4.16*</td>
</tr>
<tr>
<td>Living Independently (Parent)</td>
<td>1.13</td>
<td>0.45</td>
</tr>
<tr>
<td>Living Independently (Youth)</td>
<td>0.18</td>
<td>0.03</td>
</tr>
<tr>
<td>Financial Independent (Parent)</td>
<td>2.38</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Financial Independent (Youth)</td>
<td>0.04</td>
<td>0.20</td>
</tr>
</tbody>
</table>

RQ4: What characteristics can predict the IEP and transition planning participation and future goal aspirations?

Table 2. Logistic regression results

<table>
<thead>
<tr>
<th></th>
<th>Parent</th>
<th>Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking courses Preparing for career</td>
<td>3.06</td>
<td>0.25</td>
</tr>
<tr>
<td>Earned college credits at HS</td>
<td>3.85</td>
<td>0.06</td>
</tr>
</tbody>
</table>

Findings

- Youth’s participation rate is lower than parent’s participation rate (78% vs. 93%)
- Youth’s perception is different from parents’ on the youth’s role and contribution in the IEP transition planning meeting and future aspiration.
- Less than 30% of students are taking course to prepare for career
- Youth tend to attend to the IEP/transition planning meeting if they expect to attend post-secondary.