

Exploring the IEP/Transition Planning Experiences for students with disabilities and English learners with disabilities from NLTS 2012

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Introduction

Active student and parent participation in the transition planning process have long been recognized as important components in a successful transition to adulthood. Federal legislation requires that transition services be included in individual educational program (IEP) discussions for students aged 16 and older. 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. What are the factors associated with participating in the IEP transition planning meeting for Students with disabilities? (Factor analysis)
2. What are the factors associated with participating in the IEP transition planning meeting for ELs with disabilities? Are they different from the factors for students with disabilities? (Factor analysis)
3. To what extent did ELs with disabilities who were enrolled in the school system respond to items related to the IEP transition planning meeting? How do the percentages differ from non-ELs with disabilities? (Descriptive analysis & Chi-Square)

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.

RQ1 & RQ2: Constructs: Students with disabilities vs. ELs with disabilities

Students with Disabilities

Age 14-22 enrolled
n= 7,160 , weighted n = 1,705,638

Youth/Parent Participation

Parent Attended IEP/transition planning meeting
Youth Attended IEP/transition planning meeting (Parent report)
Youth attended IEP/transition planning meeting (Youth report)

Youth Contribution

Who came come up with the goals?
Youth role in IEP/transition planning meeting (Parent report)
Youth role in IEP/transition planning meeting (Youth report)
Youth met with school staff to develop a transition plan

Youth Parent Invittion & Youth Input

Parent was invited to that meeting
Youth was invited to that meeting
Youth's interests, strengths, and preferences were discussed at that meeting.

Outside Agency Involvement

Staff from any community service agency took part in that meeting
Youth received information on education, careers, or community living option

ELs with Disabilities

Age 14-21 enrolled
n= 500 , weighted n = 133,291

Parent Participation

Parent Attended IEP/transition planning meeting
Youth Attended IEP/transition planning meeting (Parent report)
Parent Met with school staff and set goals

Youth Participation

Youth attended IEP/transition planning meeting
Youth met with school staff to develop a transition plan

Invitation & Future discussion

Parent was invited to that meeting
Youth was invited to that meeting
Youth's interests, strengths, and preferences was discussed at that meeting
Youth received information on education, careers, or community living option

Youth Involvement

Youth met with school staff to develop a transition plan
Youth role in IEP/transition planning meeting (Youth report)
Youth role in IEP/transition planning meeting (Parent report)

Youth Role

Who came come up with the goals?

❖ **Constructs: Students with disabilities (SWD) and ELs with disabilities (ELWD) showed different constructs on the IEP transition planning meeting experiences.**

❑ **For ELs with disabilities, parent and youth participation were different constructs.**

❑ **One item was eliminate from each group due to low factor loading on any construct**

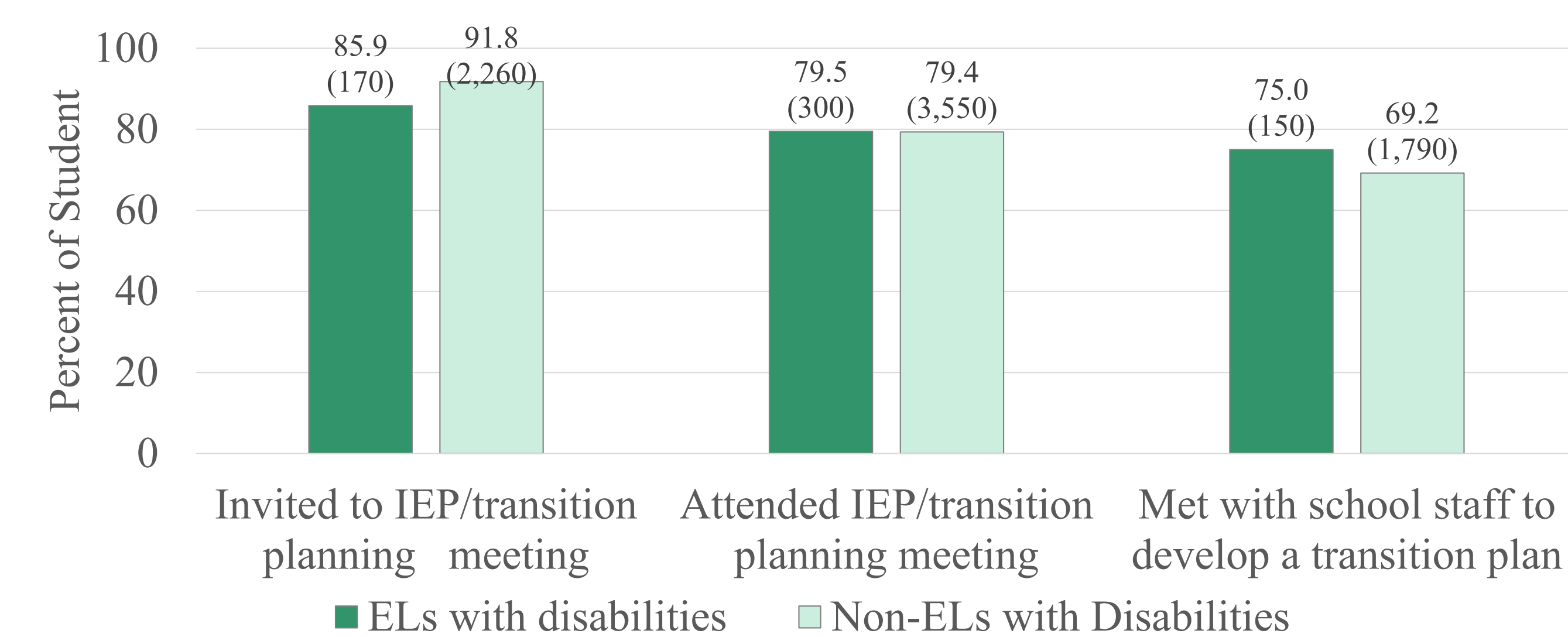
- SWD: Parent met with school staff to develop a transition plan was eliminate
- ELWD: Staff from any community service agency

❖ **Experiences: ELs with disabilities vs. non-ELs with disabilities (non-ELWD)**

❑ **Compared to non-ELWD, ELWD were more likely to perceive themselves participating little or not at all in IEP transition planning meeting.**

❑ **Parents of ELWD were more likely to report their children contributing a little on coming up with goals than parents of non-ELWD did.**

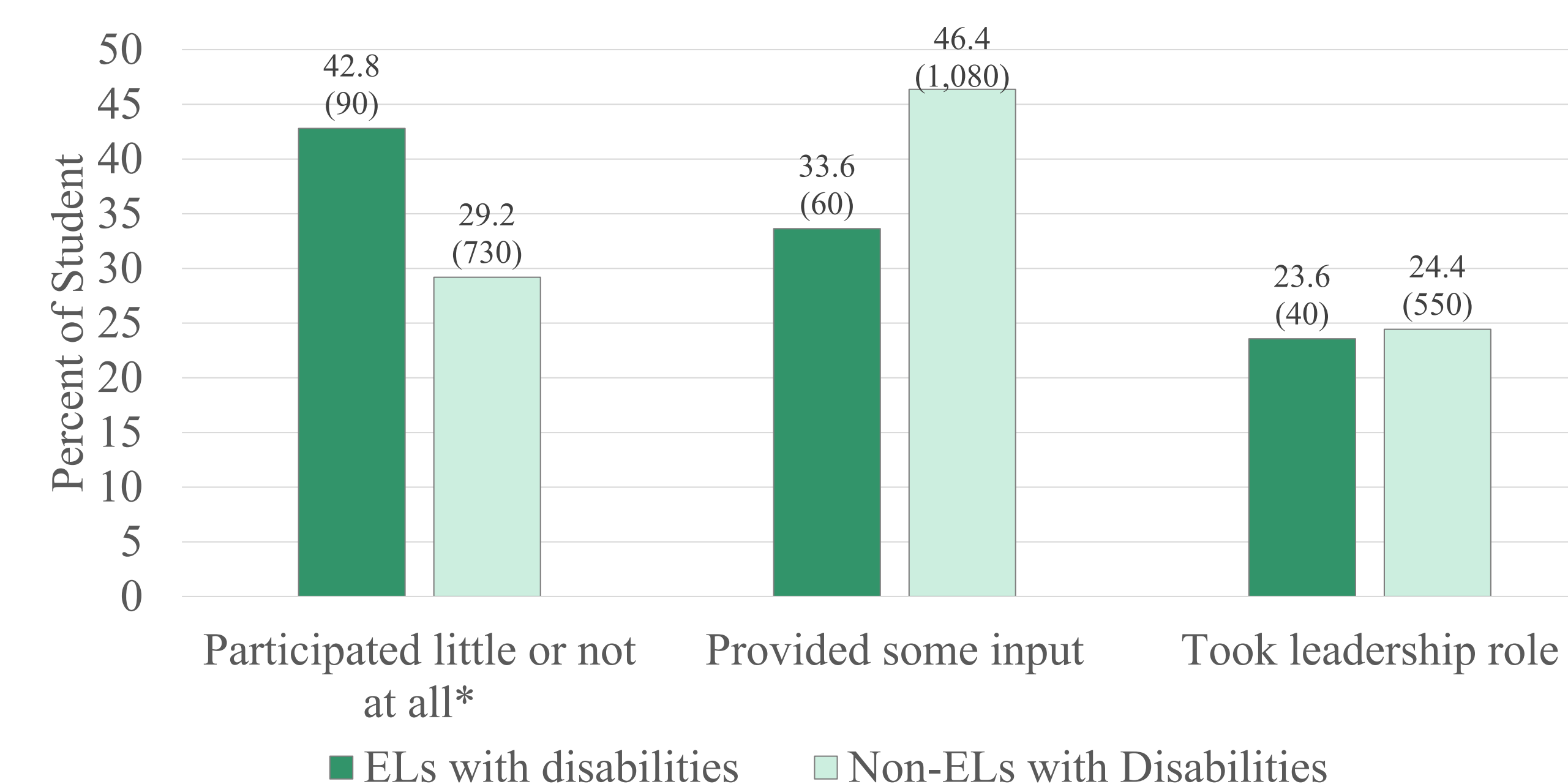
RQ3: ELs with disabilities vs. non-ELs with disabilities



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Transition Study 2012 (NLTS 2012). The unweighted sample sizes listed in the parentheses () and was rounded to nearest 10.

Note. Comparisons were conducted between English learners with disabilities and non-ELs with disabilities. no significant difference was found.

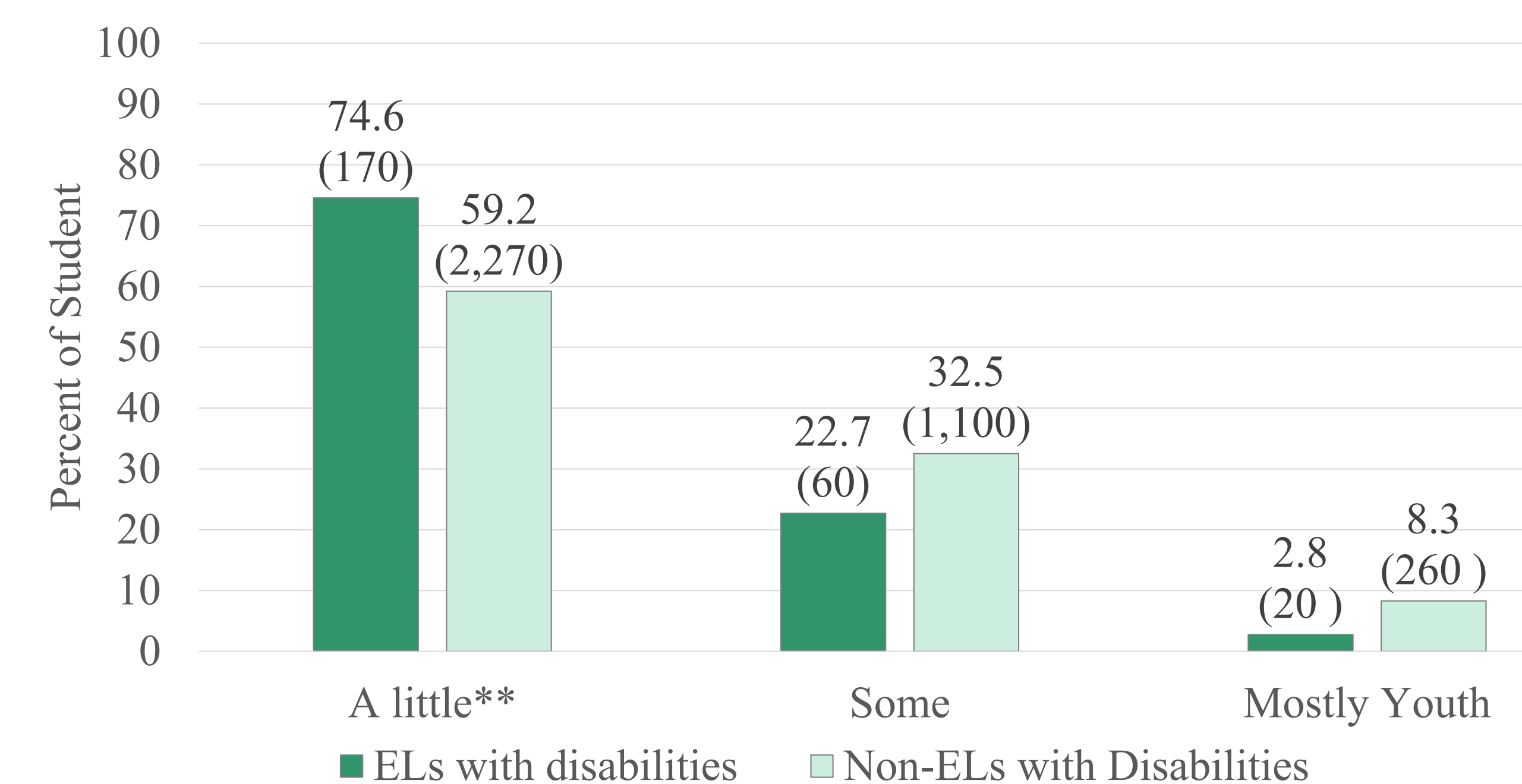
Figure 1. Percentage of parents and youth on the IEP transition planning meeting participation for English Learners with disabilities and non-English learners with disabilities



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Transition Study 2012 (NLTS 2012). The unweighted sample sizes listed in the parentheses () and was rounded to nearest 10.

Note. Comparisons were conducted between English learners with disabilities and non-ELs with disabilities. * p < .05.

Figure 2. Youth perception of youth's involvement in the transition planning meeting for English learners with disabilities and non-English learners with disabilities



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Longitudinal Transition Study 2012 (NLTS 2012). The unweighted sample sizes listed in the parentheses () and was rounded to nearest 10.

Note. Comparisons were conducted between English learners with disabilities and non-ELs with disabilities. ** p < .01.

Figure 3. Youth' contribution in the transition planning meeting for English learners with disabilities and non-English learners with disabilities