

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 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

- 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)?
- 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)?
- How does participating in IEP and transition planning meetings influence future goal aspirations for students with intellectual and developmental disabilities?
- 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?

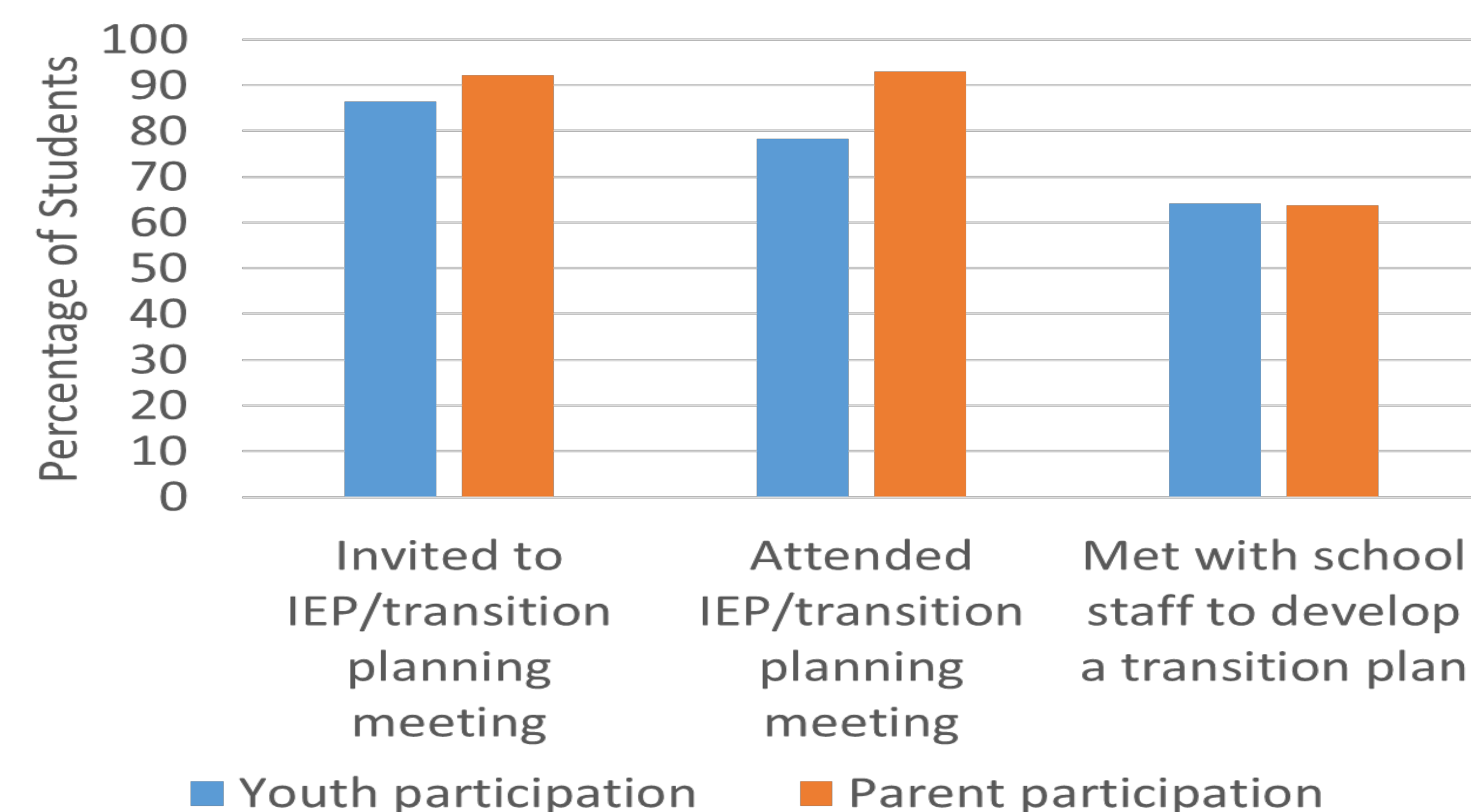


Figure 1. Percentage of parents and students with intellectual and developmental disabilities on the IEP transition planning meeting participation

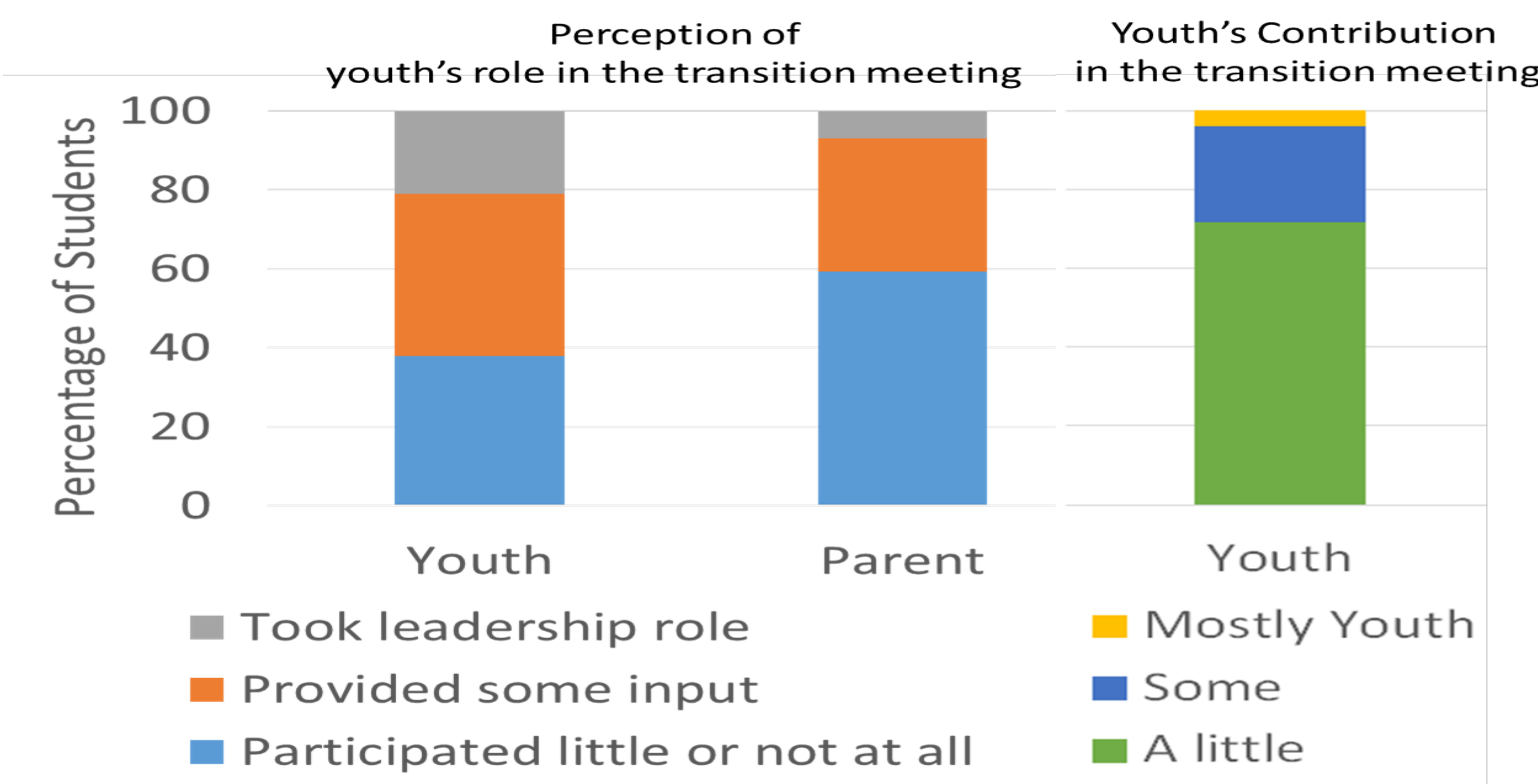
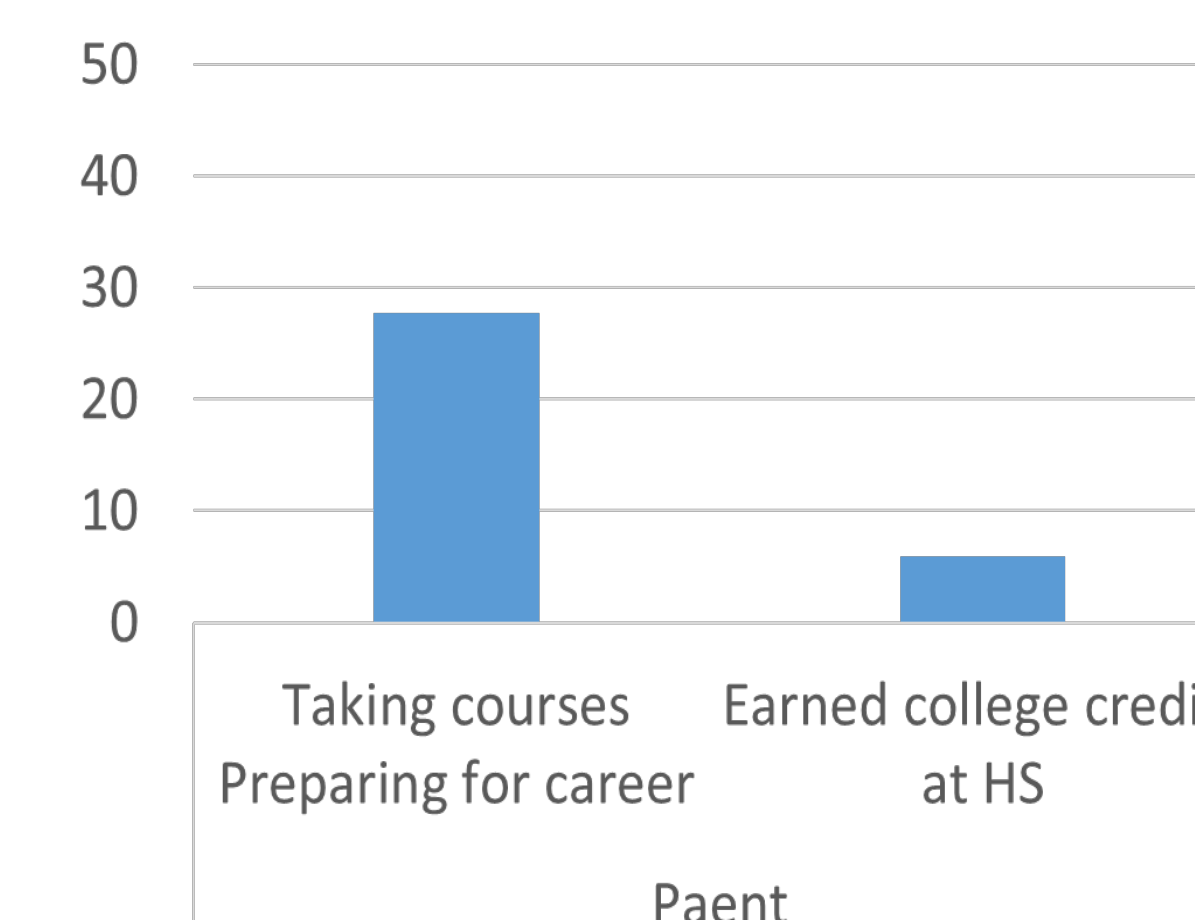


Figure 2. Percentage of perception of parents and students with intellectual and developmental disabilities on the youth's role and contribution in the IEP transition planning meeting participation

RQ2: What are parents and students future goal aspirations?

Current Status:

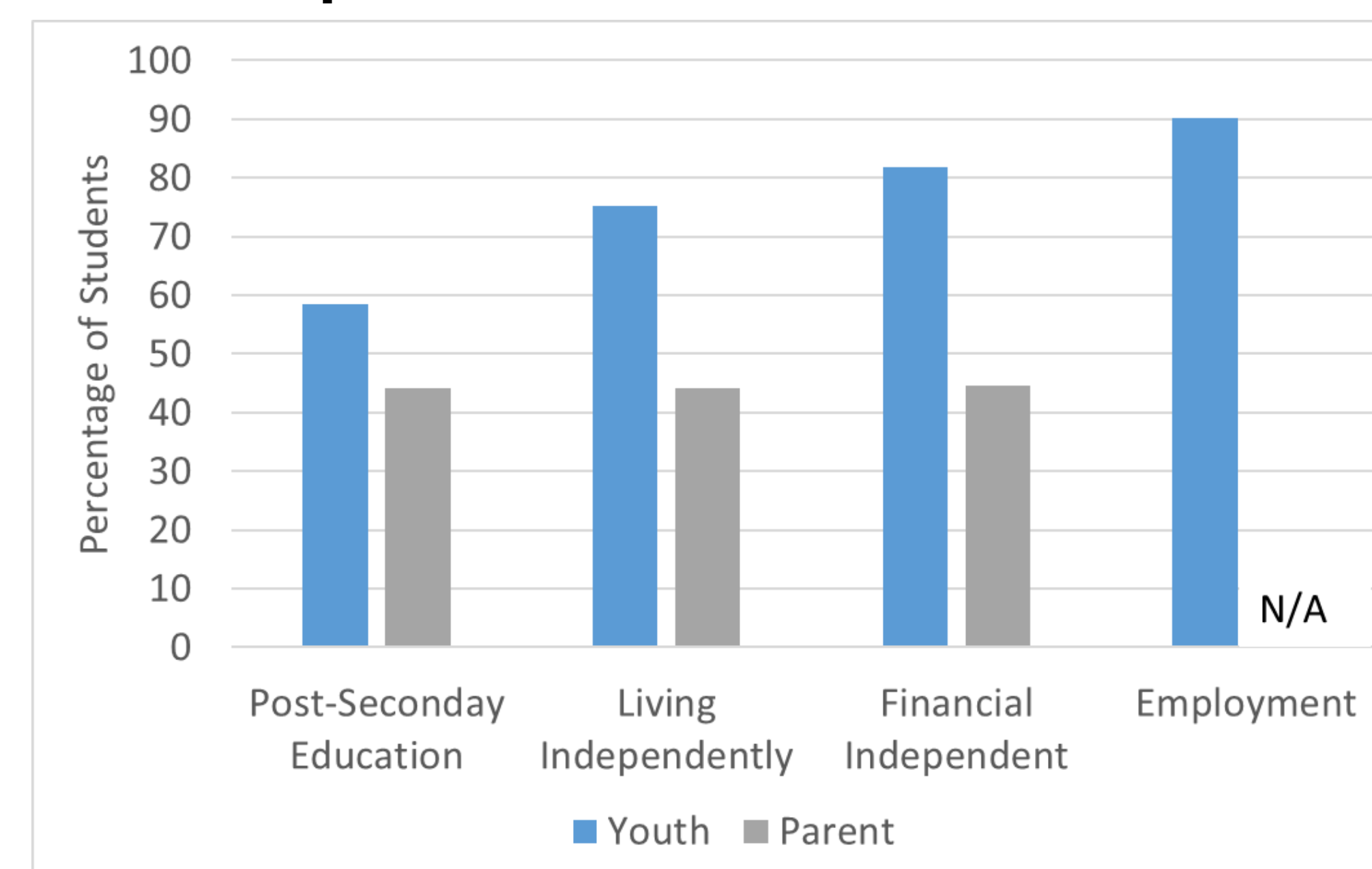


Parents reported

- 28% taking courses preparing for career
- 6% earned college credits at HS

Figure 3. Percentage of students with intellectual and developmental disabilities on course taking

Future Aspiration:



N/A: This item was not available in the parent survey.

Figure 4. Percentage of parents and students with intellectual and developmental disabilities on future aspirations (post-secondary, living indecently, financial independently, and employment)

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

	Attended IEP meeting last two years	
	Parent	Youth
Earned college credits at HS (Parent)	1.40	8.86**
Taking courses Preparing for career (Parent)	2.03	<.01
Post-secondary Education (Parent)	0.21	2.01
Post-secondary Education Youth	0.02	4.16*
Living Independently (Parent)	1.13	0.45
Living Independently (Youth)	0.18	1.03
Financial Independent (Parent)	2.38	<.01
Financial Independent (Youth)	0.04	0.20
Employment (Youth)	0.90	1.12

Those are Chi-square values; ** p<.01. * p<.05.

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

Table 2. Logistic regression results

Selected Characteristics	Attendance				Invitation			
	Parent		Youth		Parent		Youth	
	Coefficient	OR	Coefficient	OR	Coefficient	OR	Coefficient	OR
Free/Reduced Lunch	4.86*	3.80*	-1.40	0.68	-0.02	1.00	-1.01	0.76
Household income (20-40K refer: <20K)	1.11	1.42	-0.67	0.81	-4.32*	0.26*	-2.83	0.41
Household income (over 60K refer: <20K)	2.09	1.86	-2.53*	0.47*	-3.54	0.34	-5.26*	0.20*
Youth post-secondary education expectation	-1.83	0.60	1.60	1.56	-3.56*	0.37*	-2.04	0.56
Held back a grade (B13)	1.45	1.50	0.02	1.01	3.70*	2.85*	0.22	1.06
	Living Independently				Financial Independent			
	Parent		Youth		Parent		Youth	
	Coefficient	OR	Coefficient	OR	Coefficient	OR	Coefficient	OR
Free/Reduced Lunch	-2.38**	0.52**	-0.31	0.92	-1.85	0.60	1.12	1.37
Household income (over 60K refer: <20K)	-2.29*	0.51*	-0.63	0.83	0.10	1.03	1.32	1.47
Parent post-secondary education expectation	2.70***	2.10***	1.99*	1.73*	4.71***	3.62***	1.87	1.68
Youth post-secondary education expectation	1.87*	1.69*	2.88***	2.23***	3.36***	2.54***	2.86*	2.25*
Youth functional abilities index score	-4.24***	0.15***	-2.18**	0.38**	-3.94***	0.18***	-3.97***	0.18***

*** p < .001. ** p < .01. * p < .05.

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 career
- Youth tend to attend to the IEP /transition planning meeting if they expect to attend post-secondary.