

IEP/Transition Planning Participation and Future Goal Aspirations of Students with Intellectual and Developmental Disabilities (IDD)

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NLTS 2012 Design

- Sample

- Nationally representative sample of nearly 13,000 youth in grades 7–12 (ages 13–21) and 13,000 parents from more than 400 districts.
- Youth with an IEP (81%) and without (19%)
- Representative samples of 12 disability groups, 504 plan youth

- Sample

- Autism, Intellectual Disability, Multiple Disabilities (n= 2,280 IDD, n= 4,030 Other Disabilities)
- IDD student and family demographics similar to other students/families with disabilities

Measures of Interest...There are Many.

IEP/transition planning meeting experiences

- Participation
 - Invitation
 - Attendance
 - Met with School staff to develop a transition plan
- Student involvement
 - Youth's role in the meeting
 - Youth's contribution in coming up with goals

Postschool future goal aspirations

- Employment
- Postsecondary education (By age 30)
- Living independently (By age 30)
- Financial independently (By age 30)

Individual characteristics

- Demographic information
 - Disability group
 - Gender
 - Race
 - Grade level
 - Free/reduced lunch
- Functional skills
- Education experiences
 - Held back a grade
 - Expelled from school
 - Out-of-school suspension

Parent/Family characteristics

- Household income
- Parent's highest education level
- Parent involvement

Research Questions

1. To what extent do students with IDD and students with other disabilities participate in *IEP transition planning meetings*?
2. To what extent do students with IDD and students with other disabilities differ in their *future goal aspirations* for postsecondary education, independent living, financial independence, and employment?
3. What are the significant predictors of *participation in IEP transition planning & future goal aspirations*?

Data Analyses

- ❖ Descriptive Analysis
- ❖ Chi-Square Analyses
- ❖ logistic regression analysis
 - IEP/transition planning meeting experiences
 - Postschool future goal aspirations

RQ1

To what extent do students with IDD and students with other disabilities participate in *IEP transition planning meetings*?

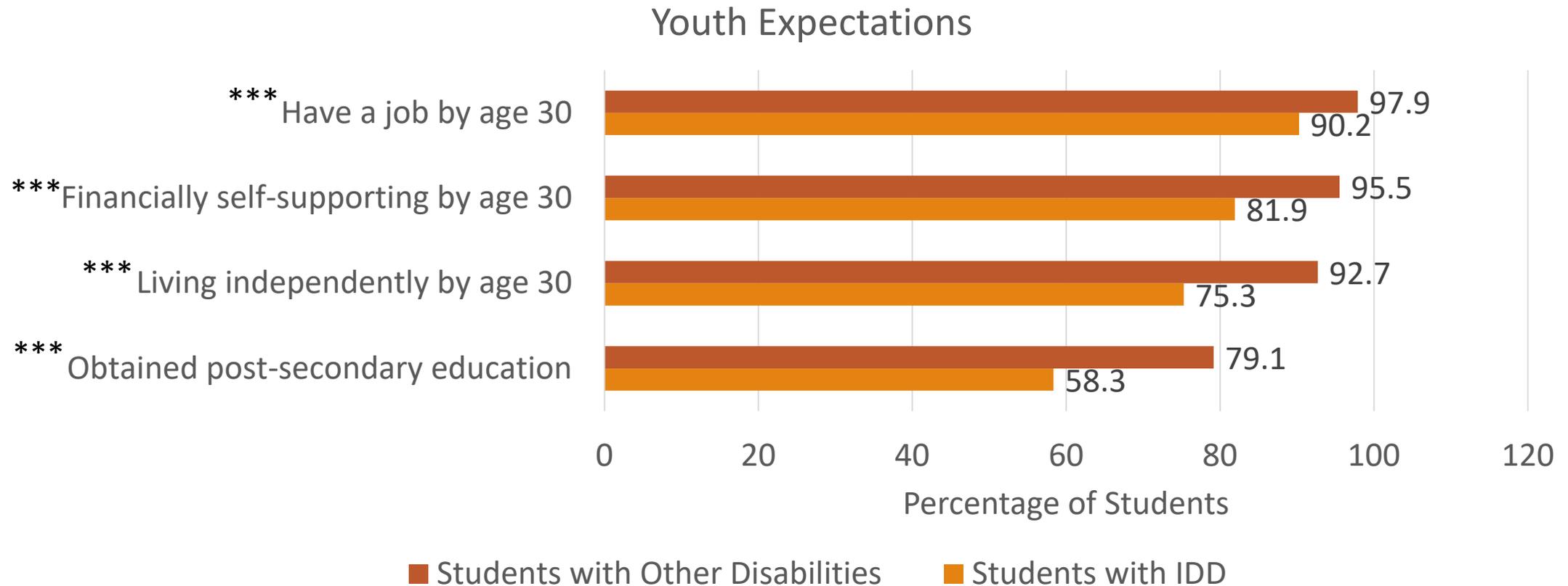
- In terms of invitation, attendance, role and contribution during meetings IDD somewhat lower
- Common statement that educators tend to equate attendance as participation.
- Somewhat less than half provide some input during the meeting with and far fewer took a leadership role
- Looking at contribution in terms of the extent to which youth are coming up with goals, very few @ 4% IDD

RQ2

To what extent do students with IDD and students with other disabilities differ in their *future goal aspirations* for postsecondary education, independent living, financial independence, and employment?

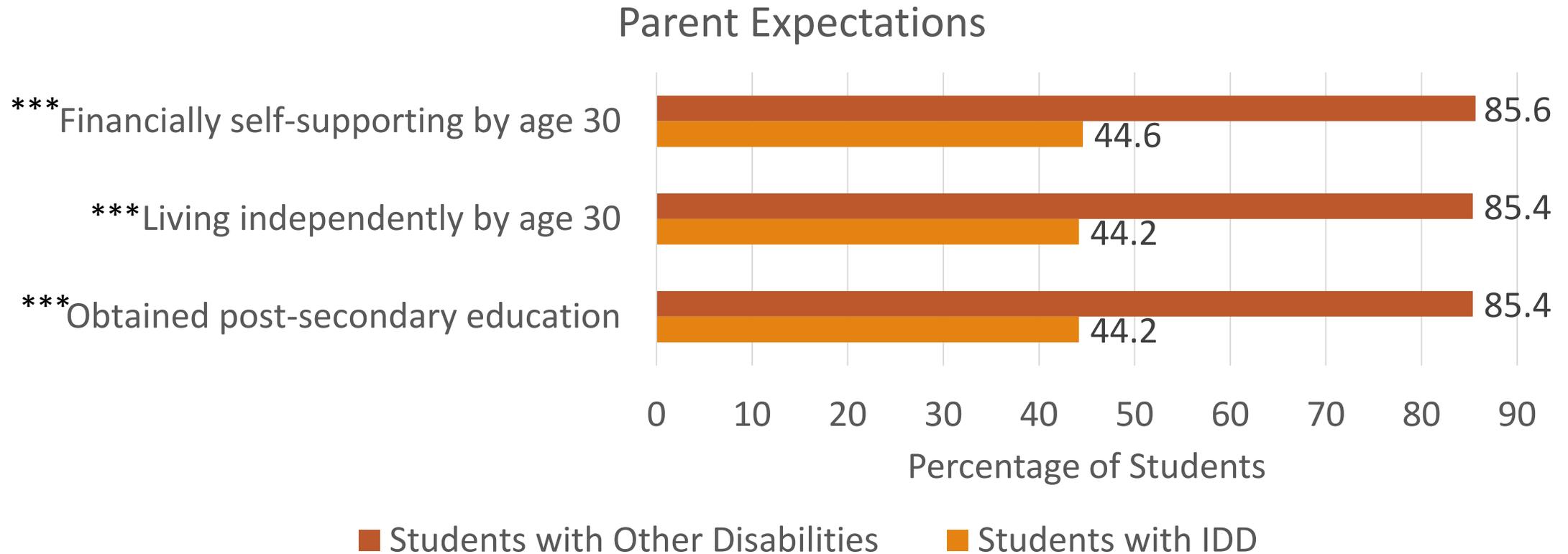
- Students with IDD have slightly lower expectations on the post-school goals than students with other disabilities, but parents of students of IDD and other disabilities have much lower expectations on the post-school goals.
- Postsecondary education @ 60% vs 80% Parents 44 % vs 85%
- Employment by age 30 @ 90% vs 98%
- Independent living @ 73% vs 93% Parent 44% vs 85%
- Financially independent @ 82% vs 96% Parent 44% vs 85 %
- Raise expectations, goal setting differences, self determination

Youth Expectations on Post-school Goals (Group differences)



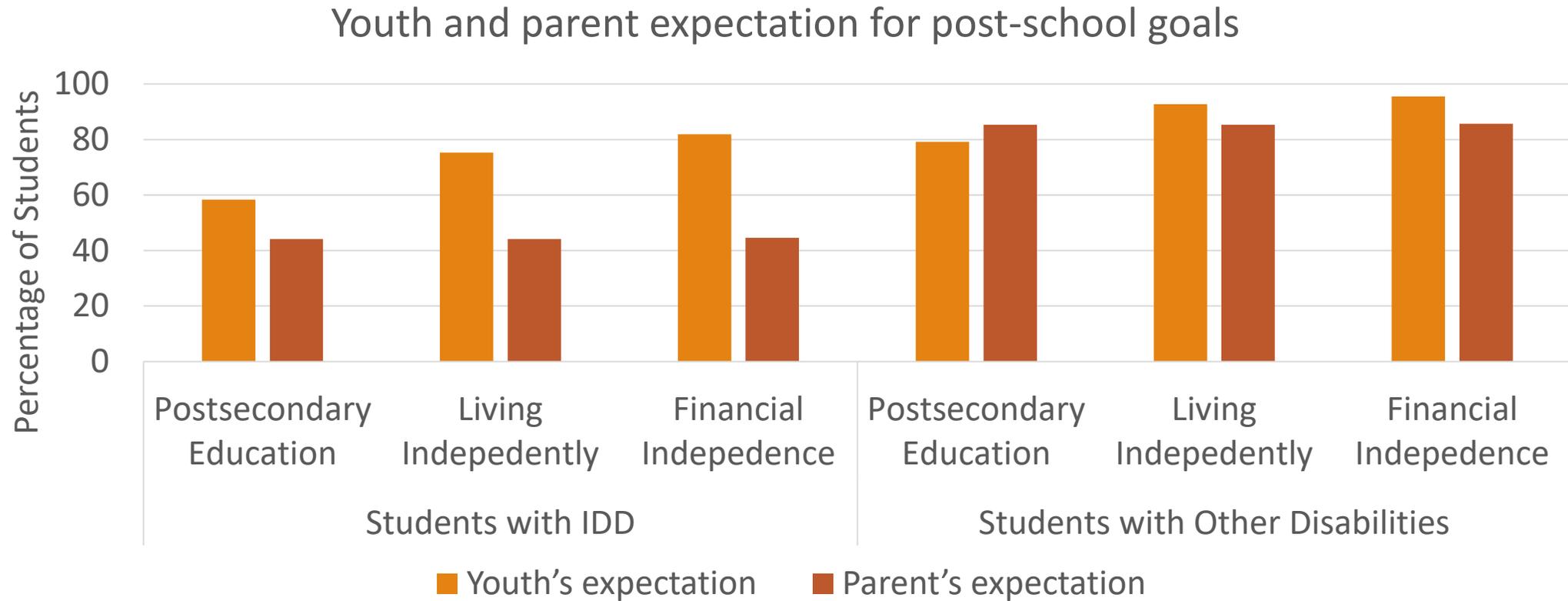
Note: The percentages were significantly different between students with IDD and students with other disabilities ($p < .001$).

Parent Expectations on the Post-school Goals (Group differences)



Note: The percentages were significantly different between parents of students with IDD and parents of students with other disabilities ($p < .001$).

Parent-youth comparison



RQ3

Predictors of *participation in IEP transition planning & future goal aspirations*

Predictors Included in the Logistic Regression Model – IEP Transition Planning Experiences

Individual

- Disability group
- Gender
- Race
- Free/Reduced Lunch
- EL status
- Age
- Index of Functional skills
- Youth's postsecondary education expectation

Parent/family

- Household income
- Parent's highest education
- Parent involvement
- Parent's postsecondary education expectation

Education experience

- Held back a grade
- Expelled from school
- Out-of-school suspension

Summary Results of Logistic Regression Analyses for Students with IDD

Note. *** $p < .001$. ** $p < .01$. * $p < .05$.

	Student Met with school staff to set goals	Parent Met with school staff to set goals	Youth Perception of youth's role	Parent Perception of youth's role
Student demographic				
Gender (ref: male)	_*			
Race (ref: Non-Black)				
Any Black				
Hispanic				
Multi / Other				
Free/reduced lunch (ref: No)				
LEP status (ref: No)				
Age		+***		
Functional Index				+**
School Experience				
Held back a grade (ref: No)		_*		_*
Expelled from school (ref: No)				
Out-of-school suspension (ref: No)				
Family demographics				
Household income (ref: <=20K)				
\$20,001 to \$40,000				
\$40,001 to \$60,000				
Over \$60,000				
Parent highest Education (ref: high school or GED)				
Less than high school				
More than High School				
Parent involvement at home				
Parent involvement at School				+*
Expectation on obtaining postsecondary education				
Parent Expectation				
Youth Expectation			+*	

Summary Results of Logistic Regression Analyses for Students with Other Disabilities

	Student Met with school staff to set goals	Parent Met with school staff to set goals	Youth Perception of youth's role	Parent Perception of youth's role
Student demographic				
Gender (ref: male)				_**
Race (ref: Non-Black)				
Any Black				
Hispanic				
Multi / Other				
Free/reduced lunch (ref: No)				
LEP status (ref: No)				
Age	+***			
Functional Index				
School Experience				
Held back a grade (ref: No)				
Expelled from school (ref: No)				
Out-of-school suspension (ref: No)				
Family demographics				
Household income (ref: <=20K)				
\$20,001 to \$40,000		_**		_**
\$40,001 to \$60,000				
Over \$60,000		_*		
Parent highest Education (ref: high school or GED)				
Less than high school				
More than High School				
Parent involvement at home				
Parent involvement at School		+***		
Expectation on obtaining postsecondary education				
Parent Expectation				+**
Youth Expectation			+*	

Note. *** $p < .001$. ** $p < .01$. * $p < .05$.

Predictors Included in the Logistic Regression Model – Post-school Goals

Individual

- Disability group
- Gender
- Race
- Free/Reduced Lunch
- EL status
- Age
- Index of Functional skills

Parent/family

- Household income
- Parent's highest education
- Parent involvement

Education experience

- Held back a grade
- Expelled from school
- Out-of-school suspension

Summary Results of Logistic Regression Analyses on *Youth Expectations* for students with IDD

	Postsecondary Education	Living Independently	Financial Independence	Employment
Student demographic				
Gender (ref: male)				
Race (ref: Non-Black)				
Any Black				
Hispanic	+			
Multi / Other				
Free/reduced lunch (ref: No)				
LEP status (ref: No)				
Age				
Functional Index	+++	+++	+++	+++
School Experience				
Held back a grade (ref: No)				
Expelled from school (ref: No)				
Out-of-school suspension (ref: No)				
Family demographics				
Household income (ref: <=20K)				
\$20,001 to \$40,000				
\$40,001 to \$60,000				
Over \$60,000				
Parent highest Education (ref: high school or GED)				
Less than high school				
More than High School				
Parent involvement at home				
Parent involvement at School				

Note. *** $p < .001$. ** $p < .01$. * $p < .05$.

Summary Results of Logistic Regression Analyses on *Parent Expectations* for students with IDD

	Postsecondary Education	Living Independently	Financial Independence
Student demographic			
Gender (ref: male)			
Race (ref: Non-Black)			
Any Black		+*	+**
Hispanic	+***		+*
Multi / Other	+*		
Free/reduced lunch (ref: No)			
LEP status (ref: No)			
Age			+***
Functional Index	+***	+***	+***
School Experience			
Held back a grade (ref: No)			
Expelled from school (ref: No)			
Out-of-school suspension (ref: No)			
Family demographics			
Household income (ref: <=20K)			
\$20,001 to \$40,000	+**		
\$40,001 to \$60,000			
Over \$60,000		+*	
Parent highest Education (ref: high school or GED)			
Less than high school			
More than High School	+***		+*
Parent involvement at home	+**	+*	+*
Parent involvement at School			

Note. *** $p < .001$. ** $p < .01$. * $p < .05$.

Summary Results of Logistic Regression Analyses on *Youth* *Expectations* for students with other disabilities

	Postsecondary Education	Living Independently	Financial Independence	Employment
Student demographic				
Gender (ref: male)				
Race (ref: Non-Black)				
Any Black				
Hispanic		+	+	****
Multi / Other				****
Free/reduced lunch (ref: No)				
LEP status (ref: No)				
Age				
Functional Index	+	****	****	+
School Experience				
Held back a grade (ref: No)				
Expelled from school (ref: No)				
Out-of-school suspension (ref: No)				
Family demographics				
Household income (ref: <=20K)				
\$20,001 TO \$40,000				
\$40,001 TO \$60,000				
OVER \$60,000	+			
Parent highest Education (ref: high school or GED)				
Less than high school			-	
More than High School	+			
Parent involvement at home				
Parent involvement at School		+		

Note. **** $p < .001$. ** $p < .01$. * $p < .05$.

Summary Results of Logistic Regression Analyses on *Parent Expectations* for students with other disabilities

Note. *** $p < .001$. ** $p < .01$. * $p < .05$.

	Postsecondary Education	Living Independently	Financial Independence
Student demographic			
Gender (ref: male)			
Race (ref: Non-Black)			
Any Black			+**
Hispanic			+*
Multi / Other			
Free/reduced lunch (ref: No)			
LEP status (ref: No)			+*
Age			
Functional Index	+***	+***	+***
School Experience			
Held back a grade (ref: No)			
Expelled from school (ref: No)			
Out-of-school suspension (ref: No)	_*		
Family demographics			
Household income (ref: <=20K)			
\$20,001 to \$40,000			
\$40,001 to \$60,000			
Over \$60,000	+*	+*	
Parent highest Education (ref: high school or GED)			
Less than high school			
More than High School	+**		
Parent involvement at home			
Parent involvement at School	+*		

Summary/Discussion

- Characteristics: similar
- IEP transition planning meeting experiences
 - Students with IDD are somewhat less likely to be invited to the meetings than student with other disabilities
 - Youth's role: approximately four in ten students with IDD reported participating a little or not all in transition planning meetings
 - Youth's contribution: only a small percentage (3.9%) of students with IDD are involved in coming up with transition goals
- Expectations on the postschool goals
 - Students with IDD have slightly lower expectations on the post-school goals than students with other disabilities, but parents of students of IDD and other disabilities have much lower expectations on the post-school goals.
 - Parent expectations were lower than youth expectations on several post-school goals.

Summary/Discussion

- Predictors of IEP transition planning meeting experiences
 - Predictors for students with IDD are different from the predictors for students with other disabilities
- Predictors of expectations for post-school goals
 - Students with IDD
 - Youth functional ability score is the only predictor for youth expectations across all 4 goals
 - There are other predictors, in addition to youth functional ability score, are important to parent expectations.
 - Students with other disabilities
 - There are other predictors, in addition to youth functional ability score, are important to youth expectations
 - There are more predictors associated with parent expectations, compared to predictors for youth expectations

Implication

- Close the gap between parent and youth expectations
- Youth's functional ability index score is very important to youth's expectations of postschool goals for students with IDD. => Need to increase the score
- Students with IDD may need different approach to increase their expectations than students with other disabilities