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Introduction

National Longitudinal Transition Study 2 (NLTS2)

Who?

- Funded by the Office of Special Education Programs (OSEP) of the U.S. Department of Education
- Conducted by SRI International

Why?

- To show how the transition experience for youth with disabilities between 1987 and 2003.



Methods

- National survey/questionnaire
- Two Cohorts of high school age students and their parents
 - Cohort 1 (1987 NLTS): Parent participants only
 - Cohort 2 (2003 NLTS2): Parent and youth participants

Number of Participants:

	Cohort 1	Cohort 2
Visual Impairment	3,582	5,796
Multiple Impairments/deaf-blindness	11,217	24,839
All participants with disabilities	747,442	1,455,505

In this presentation:

- VI=Youth with Visual Impairments
- MI/DB=Youth with Multiple Impairments/Deafblindness

Acknowledgements:

Research conducted by:



Funded by:

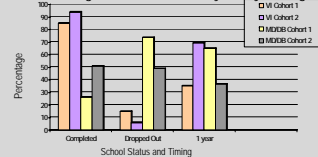


Photos provided by:



Results: School Exit Status and Timing

- Completed=Completed High School
- Dropped Out=Dropped out of high school
- 1 Year=Out of high school at least 1 year by the age of 19 years

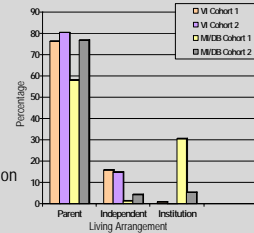


Results: Household Arrangements

Parent=Lived with a parent/guardian

Independent=Lived independently (alone, with a spouse, roommate, military housing, college dorm)

Institution=Lived in an institution or facility



Results: Job Characteristics

Characteristics explored:

- Hours worked per week
- Hourly wage
- General type or category of the job, including retail, clerical and maintenance

For youth with visual impairment, there was a slight decrease in the proportion of participants who worked full time (35 hours per week or more)

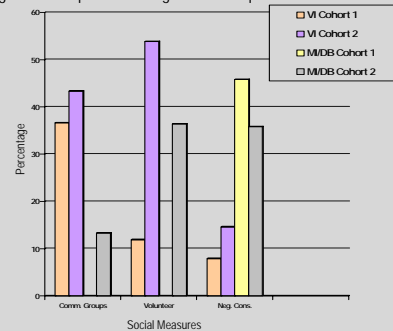
For other job characteristics, there were too few participants in Cohort 1 for accurate comparison between cohorts

Results: Social Involvement

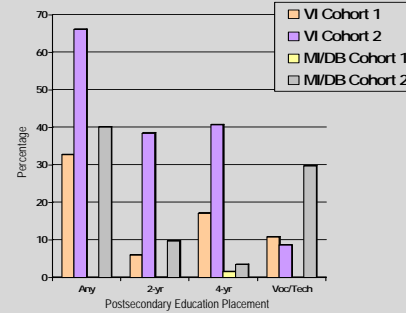
Comm. groups=Participated in one or more community groups

Volunteer=Participated in volunteer work/activities or community service

Neg. Cons.=Experienced negative consequences for behavior



Results: Post-Secondary Education Participation



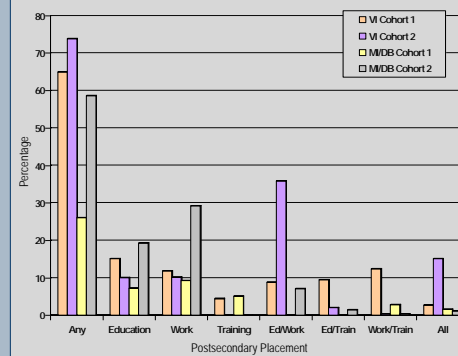
Any=Any postsecondary education participation since high school

2-yr=Participation in a 2-year college

4-yr.=Participation in a 4-year college

Voc/Tech=Participation in postsecondary vocational, technical, or business school

Results: Engagement in School, Work, or Preparation for Work



Any=Participated in postsecondary education, paid employment or job training

Education=Postsecondary education only

Work=Paid employment only

Training=Job training only

Ed/Work=Education and paid employment

Ed/Train=Education and job training

Work/Train=Paid employment and job training

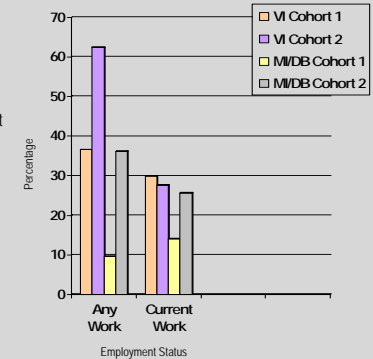
All=Education, paid employment and job training

Results: Employment Status



Any Work=Any type of paid employment since high school

Current Work=Currently working for pay at the time of the study



Conclusions:

- It is encouraging to note that, between Cohort 1 and Cohort 2, youth with visual impairments significantly increased the rate at which they participated in postsecondary education and employment.
- Rates of involvement in community or volunteer service increased dramatically for youth with multiple impairments/deafblindness, which likely has positive implications for their social development.
- There should be more longitudinal research conducted to verify the trends realized in the NLTS2.

Works Cited:

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