



NTACT

National Technical Assistance Center on Transition

NLTS-2 Secondary Analyses Annotated Bibliography

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What is the National Longitudinal Transition Study-2?

In 2011, the National Longitudinal Transition Study-2 (NLTS-2) data set was released to the field to provide researchers with data to conduct additional analysis (e.g., multivariate, descriptive) of youth with disabilities' in-school and post-school experiences. Funded in 2000 by the U. S. Department of Education's, Office of Special Education Programs, NLTS-2 included more than 11,000 youth with disabilities (ages 13 to 16) nationwide. From 2001 to 2009, data were collected from parents, youth, and schools to gain a national picture of youth with disabilities' transition experiences from high school into post-school life. NLTS-2 data elements included: (a) demographic characteristics; (b) secondary school experiences (e.g., schools, school programs, related services, extracurricular activities); (c) post-school experiences of youth with disabilities; and, (d) contextual factors (e.g., community type, interagency collaboration, service agencies and programs). This annotated bibliography provides an overview of NLTS-2 secondary analysis articles published from 2011 through 2015.

What does Secondary Analysis of NLTS-2 Tell Us about Transition?

The purpose of this annotated bibliography is to summarize the literature that used the NLTS-2 data set to conduct secondary analyses to identify factors that influence both in-school and post-school outcomes for youth with disabilities. Based on the categorical nature of the literature identified, the information below is organized by the following categories: across disabilities, autism, deaf/hard of hearing, emotional behavioral disorders, learning disabilities, intellectual disability, and vision impairment.

Across Disabilities

Berry, H. G., Ward, M., & Caplan, L. (2012). Self-determination and access to postsecondary education in transitioning youths receiving supplemental security income benefits. *Career Development and Transition for Exceptional*

Individuals, 35, 68-75. doi: 10.1177/0885728811422230 [a priori Correlational; logistic regression]

- Examined self-determination components (i.e., autonomy, empowerment, and self-realization) and demographic (e.g., gender, race) variables as predictors of access to postsecondary education for youth with disabilities receiving Social Security Income (SSI) benefits.
- Results indicated youth with disabilities receiving SSI benefits are less likely to enroll in postsecondary education; however, results also indicated youth with disabilities, who received SSI benefits, with higher levels of self-determination (i.e., empowerment, autonomy) were more likely to participate in 2-year and 4-year colleges.
- Recommendations for future research included examining elements that positively influence postsecondary access, such as self-determination, in addition to factors that encourage retention and degree attainment among SSI participants. Further, recommendations included following SSI participants beyond postsecondary education to identify factors that promote independence.
- Implications for practice suggested that teaching evidence-based self-determination skills might promote positive postsecondary outcomes for youth with disabilities receiving SSI benefits.

Bouck, E. C., Maeda, Y., & Flanagan, S. (2012). Assistive technology and students with high incidence disabilities: Understanding the relationship through the NLTS-2. *Remedial and Special Education, 33, 298-308. doi: 10.1177/0741932511401037 [Correlational; logistic regression]*

- Examined the use of assistive technology as a predictor of post-school outcomes for students with high incidence disabilities (i.e., attention deficit/hyperactivity disorder, emotional and behavioral disorders, learning disabilities, mild intellectual disabilities) in secondary education and postsecondary education.
- Results indicated receiving assistive technology in school was not a significant predictor of post-school success (e.g., paid job, participation in postsecondary education).
- Recommendations for future research included (a) investigating differences in self-reported assistive technology use among students with varying disabilities, and (b) comparing low-tech, moderate tech, and hi-tech assistive technology use.
- Implications for practice included providing better access to assistive technology devices and services to students with high incidence disabilities in K–12 schools, higher education, and other organizations (e.g., vocational rehabilitation).

Carter, E. W., Austin, D., & Trainor, A. A. (2011). Factors associated with the early work experiences of adolescents with severe disabilities. *Intellectual and Developmental Disabilities, 49*, 233-247. [Correlational; logistic regression]

- Examined the extent to which various student, family, school, and community-level factors were associated with paid work experiences during high school of adolescents with severe disabilities.
- Results indicated a small proportion of adolescents with severe disabilities were accessing paid work experiences during secondary school. For these students (a) family factors of household responsibilities and parental expectations, (b) school factors related to IEP goal type, and (c) mobility and availability of transportation were associated with early work experiences.
- Recommendations for future research suggested further examination of how secondary work experiences affect early career trajectory for all students.
- Implications for practice suggest that policies, service-delivery models, and programmatic issues may enhance early career trajectories of all students.

Carter, E. W., Austin, D., & Trainor, A. A. (2012). Predictors of postschool employment outcomes for young adults with severe disabilities. *Journal of Disability Policy Studies, 23*, 50-63. doi: 10.1177/1044207311414680 [Correlational; logistic regression]

- Examined student, family, and school factors (e.g., paid job while in school, self-care skills, social skills) as predictors of employment during the two years following high school.
- Results indicated having held a paid, community-based job while still in high school was strongly correlated with post school employment success. In addition, results indicated being male, having independent self-care skills, higher social skills, more household responsibilities, and higher parent expectations increased odds of employment after school.
- Recommendations for future research included identifying salient factors (e.g., quality of adult services, local economic conditions) to include in ongoing and future follow-up studies with youth with disabilities.
- Implications for practice suggested teachers support youth with severe disabilities in attaining community-based work experience while still in high school.

Doren, B., Gau, J. M., & Lindstrom, L. E. (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities. *Exceptional Children, 79*, 7-23. [a priori Correlational; logistic regression]

- Examined parents' school and post-school outcome expectations as predictors of in-school (i.e., high school graduation) and post-school (i.e., paid job, attending postsecondary education) outcomes.
- Results indicated that parent expectations significantly predicted both in-school and post-school education and employment outcomes for youth with disabilities.
- Recommendations for future research include examining potential moderators and mediators (e.g., individual or school level factors) of parent expectations.
- Implications for practice include school or agency personnel providing information and consultation to parents regarding supports, accommodations, and services available to support post-school goal attainment. In addition, authors recommended schools work with families to support involvement in activities that promote autonomy development.

Fleming, A. R., & Fairweather, J. S. (2012). The role of postsecondary education in the path from high school to work for youth with disabilities. *Rehabilitation Counseling Bulletin, 55*, 71-81. doi: 10.1177/0034355211423303 [a priori Correlational; logistic regression]

- Examined the relative importance of disability related factors (i.e., federal disability category, severity of disability, students and parent satisfaction with special education services, and number of services received in high school) and traditional factors (i.e., gender, socioeconomic background, race, parental education, and grades reported by classroom teachers) as predictors of attendance at postsecondary vocational training or a four-year college for students with disabilities.
- Results indicated that vocational training attendance was influenced by disability-related factors rather than traditional factors, while four-year college attendance was influenced by traditional factors rather than disability related ones.
- Recommendations for future research include identifying factors affecting retention and completion.
- Implications for practice indicated rehabilitation counselors should consider traditional factors in planning services and supports for young adults attending four-year colleges.

Jasper, A., & Bouck, E. C. (2013). Disproportionality among African American students at the secondary level: Examining the MID and EBD disability categories. *Education and Training in Autism and Developmental Disabilities, 48*, 31-40. [Correlational; logistic regression]

- Examined ethnicity as a predictor of students being identified as mild intellectual disability (MID).

- Results indicated that African American students were 3.15 times likely to be identified as MID compared to Caucasian group.
- Recommendations for future research included the need to examine disproportionality at the secondary level considering students with MID and other high incidence disabilities categories, such as emotional/behavior disorders.
- Implications for practice included training school professionals to be culturally competent, including re-evaluating the assessment and identification process to ensure all student needs are met.

Karpur, A., Brewer, D., & Golden, T. (2013) Critical program elements in transition to adulthood: Comparative analysis of New York State and the NLTS2. *Career Development and Transition for Exceptional Individuals*. 37, 119-130. doi: 10.1177/2165143413476880 [Correlational; multivariate logistic regression with propensity score analysis]

- Examined transition program elements (e.g., career development activities, work-related IEP goals, paid work) by comparing the postsecondary outcomes of youth with disabilities, served in New York transition programs, to youth with disabilities included in NLTS2.
- Results indicated New York students had (a) significantly higher exposure to career development activities, (b) significantly higher likelihood of having postsecondary education and employment goals in their IEP, (c) a higher likely to participate in in-school work, and (d) were more likely to receive services from community-based providers compared with the youth in NLTS2.
- Recommendations for future research suggested exploring the impact of a mixture of transition to adulthood programming strategies within the school's contextual environment using more rigorous design of random assignment of schools to intervention groups.
- Implications for practice suggested encouraging school and interagency partnership/collaboration to promote positive post-school outcomes for youth with disabilities.

Lombardi, A., Gau, J., Doren, B., & Lindstrom, L. (2013). The influence of instructional setting of common core subjects on postsecondary participation. *Journal of Disability Policy Studies*, 24, 170-180. doi: 10.1177/1044207312468766 [a priori Correlational; logistic regression]

- Examined instructional setting in language arts and math as predictors of participation in postsecondary education at two- and four-year institutions for youth with disabilities.

- Results indicated students who received math and language arts instruction in a general education classroom were more likely to participate in a two-year postsecondary education programs than students in more segregated settings.
- Recommendations for future research suggested classroom accommodation and parent expectation and involvement in transition planning be considered in future designs identifying predictors of postsecondary participation and completion.
- Implications for practice indicated general education course placements be considered for students who aspire to attend postsecondary institutions. Also, placement options for minority and low-income students should be carefully considered.

Milsom, A., & Glanville, J. L. (2009). Factors mediating the relationship between social skills and academic grades in a sample of students diagnosed with learning disabilities and emotional disturbance. *Remedial and Special Education, 31*, 241-251. doi: 10.1177/0741932508327460 [Correlational; structural equation modeling]

- Examined social skills (e.g., social assertiveness, self-control, cooperation) as predictors of overall grades for students with learning disabilities and emotional disturbance.
- Results indicated social assertiveness did not have an effect on overall grades, while self-control and cooperation had a significant effect on overall grades. Higher levels of self-control predicted less trouble with teachers and students, higher grades, and greater school enjoyment. Higher levels of cooperation predicted less trouble with teachers, higher grades, and higher school enjoyment.
- Recommendations for research suggested examining various factors that affect student achievement including academic ability, motivation, career aspirations, study skills, and school climate.
- Implications for practice included targeting students with disabilities in elementary and middle school for early, multiyear social skill interventions that are evidence-based and tailored to support skill acquisition and/or performance dictated by student need.

Rojewski, J. W., Lee, I. H., & Gregg, N. (2015). Causal effects of inclusion on postsecondary education outcomes of individuals with high-incidence disabilities. *Journal of Disability Policy Studies, 25*, 210-219. doi: 10.1177/1044207313505648 [Correlational; logistic regression with propensity score analysis]

- Examined inclusion (80% or more credits taken in general education) as a causal predictor of post-school education outcomes for students with learning disabilities and emotional disturbance.
- Results indicated a significant positive relationship between students in inclusive high school placements and participation in postsecondary education 2-years after high school
- Recommendations for future research included examining the role of various aspects of inclusion (e.g., social components, students' pursuit of postsecondary education, amount of time in inclusive placements) necessary for positive outcomes.
- Implications for practice included providing (a) professional development in the area of inclusion to all secondary educators and (b) student access to inclusive academic settings.

Schifter, L. (2011). High school graduation of students with disabilities: How long does it take? *Exceptional Children*, 77, 409-422. [Correlational; logistic regression]

- Examined disability as a predictor of high school graduation for youth with disabilities.
- Results indicated type of disability had an impact on the amount of time to graduate for youth with disabilities. For example, students with learning disabilities had the earliest estimated time to graduation (i.e., 4.6 years).
- Recommendations for future research suggested examining how decisions about graduation are made and how those decisions impact students' in-school experiences, postsecondary goals, and outcomes.
- Implications for practice indicated districts and states should measure and report both, four-year adjusted, and extended-year cohort graduation rates.

Shogren, K. A., & Garnier-Villarreal, M. (2015). Developing student, family, and school constructs from NTLS2 Data. *Journal of Special Education*, 49, 89-103. doi: 10.1177/0022466913513336 [Correlational; structural equation modeling]

- Examined the feasibility of generating latent constructs of students (e.g., grades, behavior, functional skills), family (e.g., parent expectations, involvement), and school (e.g., access to general curriculum, inclusion, social networks) for youth with disabilities. Additionally, exploration of the equivalence of constructs across all disabilities and investigation of possible differences in the latent means, variances, and correlations across disability groups were examined.
- Results indicated disability label impacts the experiences of youth with disability while in high school. For example, disability label moderates the relationship between student, family (e.g., parent expectations), and school factors (e.g., inclusion, social networks and supports).

- Recommendations for future research included understanding the impact of disability on student, family, and school constructs. In addition, future research should examine the relationship of student, family, and school constructs and how these constructs impact post-school education, employment, and independent living.
- Implications for practice included professional development for practitioners to gain a more comprehensive understanding of each student’s contextual factors.

Shogren, K. A., Garner-Villarreal, M. G., Dowsett, C., & Little, T. D. (2014). Exploring student, family, and school predictors of self-determination using NLTS2 Data. *Career Development and Transition for Exceptional Individuals*. Advance online publication. doi: 10.1177/2165143414546685. [Correlational; structural equation modeling]

- Examined student, family, and school constructs as predictors of self-determination outcomes (i.e., autonomy, psychological empowerment, self-realization) for students with disabilities.
- Results indicated self-concept was a significant predictor of autonomy and psychological empowerment across most disability groups.
- Recommendations for future research included carefully assessing self-determination and investigating the influence of ecological and individual factors impact on self-determination for youth with disabilities.
- Implications for practice included creating systemic strategies to allow for and catalogue multiple factors of school and community contexts.

Shogren, K. A., Kennedy, W., Dowsett, C., & Little, T. D. (in press). Autonomy, psychological empowerment, and self-realization: Exploring data on self-determination from NLTS2. *Exceptional Children*. [Correlational; structural equation modeling]

- Examined constructs of self-determination (i.e., autonomy, psychological empowerment, self-realization) and measurement equivalence of self-determination constructs across disability groups.
- Results confirmed the constructs of self-determination did not vary across disability groups.
- Recommendations for future research suggested systematically exploring the specific aspects of autonomy, psychological empowerment, and self-realization assessed in NLTS2. Additionally, future research should concentrate on the assessment of self-determination.
- Implications for practice suggested the importance of assessing self-determination before implementing interventions to support youth with disabilities’ self-determination knowledge and skills.

Shogren, K. A., Kennedy, W., Dowsett, C., Garnier Villarreal, M., & Little, T.D. (2014). Exploring essential characteristics of self-determination for diverse students using data from NLTS2. *Career Development and Transition for Exceptional Individuals, 37*, 168-176. doi: 10.1177/2165143413486927 [Correlational; structural equation modeling]

- Examined race/ethnicity as predictors of self-determination (i.e., autonomy, self-realization, psychological empowerment) among transition-aged youth with disabilities.
- Results indicated race/ethnicity added additional unique information, above and beyond disability, that explains student's relative levels of autonomy, self-realization, and psychological empowerment.
- Recommendations for future research include investigating the influence of race/ethnicity on self-determination outcomes and exploring the multiple factors that influence self-determination.
- Implications for practice included identification of methods to ensure practitioners understand how culture shapes self-determination and to select and implement self-determination interventions based on a student's culture.

Shogren, K. A., & Plotner, A. J. (2012). Characteristics of transition planning for students with intellectual disability, autism or other disabilities: Data from the National Longitudinal Transition Study-2. *Intellectual and Developmental Disabilities, 50*, 16-30. [Descriptive]

- Examined the experiences of youth with intellectual disability, autism, or other disabilities in the transition planning process.
- Results indicated students with intellectual disability or autism were significantly less likely to have primary goals related to post-secondary education or employment and more likely to have functional independent goals. Additionally, students with ID and autism had limited participation in the transition planning process when compared to students from other disability categories.
- Recommendations for future research included investigating interagency collaboration and involvement of other service providers outside of the educational system.
- Implications for practice included a need to support youth in participating in an individualized student centered transition planning process to facilitate participation in the IEP.

Shogren, K. A., Shaw, L.A., & Little, T. D. (in press). Measuring the early adulthood outcomes of young adults with disabilities: Developing constructs using NLTS2 data. *Exceptionality*. [Correlational; structural equation modeling]

- Examined if eight quality of life latent constructs (i.e., interpersonal relations, societal inclusion, emotional well being, rights, physical well-being, personal development, material well being, advocacy) could be measured across disability groups.
- Results indicated creating a model to organize the NLTS 2 variables within a relevant quality of life domain could be generated from the data.
- Recommendations for future research included examining previous experiences' impacting student post-school success (e.g., work-experience), the impact of contextual factors, role of access to systems of support, and policy-level factors.
- Implications for practice included providing practitioners with the resources, knowledge, and skills to understand data-based decision making to impact outcomes across all groups of students with disabilities.

Wagner, M. M., Newman, L.A., & Javitz, H.S. (2014). The influence of family socioeconomic status on the post-high school outcomes of youth with disabilities. *Career Development and Transition for Exceptional Individuals, 37*, 5-17. doi: 10.1177/2165143414523980. [Correlational; logistic regression]

- Examined family socio-economic factors as predictors of high school graduation, postsecondary education enrollment, and post-school employment for youth with disabilities.
- Results indicated socio-economic status had a statistically small significant effect on high school graduation, postsecondary education, and employment.
- Recommendations for future research suggested focusing on SES within specific racial/ethnic groups and testing interventions and supports directed toward increasing the odds of learning age-appropriate academic and behavioral skills.
- Implications for practice included providing pre-service training to teachers on family and student collaboration.

Wagner, M., Newman, L., Cameto, R., Javitz, H., & Valdes, K. (2012). A national picture of parent and youth participation in IEP and transition planning meetings. *Journal of Disability Policy Studies, 23*, 140-155. [Correlational; logistic regression]

- Examined demographics, parent expectations, and high school instructional programs as predictors of parent and student involvement in IEP/transition planning meetings for students with disabilities.
- Results indicated student disability (e.g., autism, learning disability), ethnicity, and parent expectations (higher expectations increased involvement) were predictors of involvement in the IEP/transition planning. Additionally, students, who were served in inclusive settings and were provided transition-planning instruction were more likely to be involved in the IEP/transition planning process.

- Recommendations for future research were not included.
- Implications for practice included identifying strategies to engage children and families from diverse backgrounds in the transition planning process.

Zablocki, M., & Krezmien, M. P. (2013). Drop-out predictors among students with high-incidence disabilities: A National Longitudinal and Transitional Study 2 analysis. *Journal of Disability Policy Studies, 24*, 53-64. [Correlational; logistic regression]

- Examined the influence of disability type, demographics, and academic experiences as predictors of school drop-out rates for youth with disabilities.
- Results indicated disability type alone was not a significant predictor of school drop-out. Additionally, higher than average grades and emotional engagement significantly reduced the odds of dropping-out, while suspension/expulsion and grade retention significantly increased the odds of dropping-out.
- Recommendations for research suggested examining the mediating effects of academic factors on the relationship between disability type and/or demographic characteristics and drop-out, especially the effects of suspension/expulsion and grade retention.
- Implications for practice indicated administrators could use these indicators to identify students in need of intervention programs to decrease the likelihood of school drop-out.

Autism

Barnard-Brak, L. & Fearon, D.D. (2012). Self-advocacy skills as a predictor of student IEP participation among adolescents with autism. *Education and Training in Autism and Developmental Disabilities, 47*, 39–47. [Correlational; logistic regression]

- Examined self-advocacy scores, gender, race, social skills, and communication skills as predictors of student IEP participation among students with autism compared to students with other types of disabilities.
- Results indicated students with disabilities, other than autism, were more likely to participate in IEP meetings compared to students with autism. Additionally, results revealed self-advocacy skills were a significant predictor of IEP meeting participation among students with autism compared to students with other disabilities.
- Recommendations for future research suggested a need for individualized self-advocacy interventions to meet the needs of students with autism spectrum disorder.
- Implications for practice included implementing self-advocacy strategies to teach students with disabilities how to participate in the IEP planning process.

Chiang, H. M., Cheung, Y. K., Hickson, L., Xiang, R., & Tsai, L. Y. (2012). Predictive factors of participation in postsecondary education for high school leavers with autism. *Journal of Autism and Developmental Disorders*, 42, 685-696. doi: 10.1007/s10803-011-1297-7 [Correlational; logistic regression]

- Examined the predictive factors of participation in postsecondary education for high school leavers with autism.
- Results suggested that students' post-high school goal, parental expectations, high school type, annual household income, and academic performance were significant predictors of participation in postsecondary education.
- Recommendations for future research included identifying effective strategies, including difficulties experienced by students with autism, in postsecondary settings.
- Implications for practice included providing resources and supports to form partnerships with families to further understand parental postsecondary expectations.

Chiang, H. M., Cheung, Y. K., Li, H., & Tsai, L. Y. (2013). Factors associated with participation in employment for high school leavers with autism. *Journal of autism and developmental disorders*, 43, 1832-1842. doi: 10.1007/s10803-012-1734-2 [Correlational; logistic regression]

- Examined the factors associated with participation in employment for high school leavers with autism.
- Results indicated that family social status, student characteristics, and high school transition planning services were significant factors associated with participation in employment.
- Recommendations for future research included identifying of stakeholder roles significantly associated factors with participation in employment.
- Implications for practice included devoting more time and resources to ensure professionals have to supports needed to provide effective transition services (e.g., social skills instruction) to individuals with autism.

Frazier, T. W., Shattuck, P. T., Narendorf, S. C., Cooper, B. P., Wagner, M., & Spitznagel, E. L. (2011). Prevalence and correlates of psychotropic medication use in adolescents with an autism spectrum disorder with and without caregiver-reported attention-deficit/hyperactivity disorder. *Journal of Child and Adolescent Psychopharmacology*, 21, 571-579. doi: 10.1089/cap.2011.0057 [a priori Correlational; logistic regression]

- Examined demographic characteristics (i.e., Autism Spectrum Disorder [ASD] without a caregiver-reported Attention Deficit Hyperactivity Disorder [ADHD])

diagnosis (ASD-only), ADHD without ASD (ADHD-only), and an ASD with co-morbid ADHD (ASD+ADHD) as predictors of psychotropic medication use.

- Results indicated individuals with ASD and ADHD had a higher prevalence of any medication use and greater proportion of individuals taking multiple medications with high rates of antipsychotic, antidepressant/antianxiety, and stimulant medication use.
- Recommendations for research included reinforcing the complexity of pharmacological treatment of challenging behavior in youth with ASD and ADHD and identified the need to determine efficacious medication algorithms and practice parameters.
- Implications for practice included developing guidelines to reduce the use of medication by clinicians, families, and schools for children and youth with autism.

Griffin, M. M., Taylor, J. L., Urbano, R. C., & Hodapp, R. M. (2013). Involvement in transition planning meetings among high school students with autism spectrum disorders. *Journal of Special Education, 47*, 256-264. doi: 10.1177/0022466913475668 [Correlational; logistic regression]

- Examined student characteristic, educational experience, and parent involvement variables as predictors of involvement in transition planning among students with autism spectrum disorders (ASD).
- Results indicated time spent in general education settings and frequency of post-school plans discussed at home significantly predicted both attendance and moderate involvement or student leadership of transition planning meetings. Additionally, instruction in transition planning was not predictive of either student attendance or participation in transition planning meetings.
- Recommendations for future research suggested examining the effectiveness of transition planning instruction in order to guide adaptation of current interventions or develop new interventions that promote involvement of students with ASD. Future research should also target specific sub-populations of students with ASD, including students with lower communication and self-advocacy skills, and African American students.
- Implications for practice included ensuring students with disabilities, who are African American and/or have lower communication skills, are provided opportunities to participate in transition planning. Practitioners are encouraged to use new technologies and evidence-based communication supports during instruction and transition planning to increase communication with families.

Migliore, A., & Lugas, J. (2011) Students with autism: Setting higher expectations for postsecondary education. Data Note Series, *Data Note 31*. Boston, MA:

Institute for Community Inclusion,

http://www.communityinclusion.org/pdf/DN31_F.pdf [Descriptive]

- Examined the transition planning goals for postsecondary vocational training or two- or four-year college attendance for youth with autism.
- Results indicated 39% of students without postsecondary vocational training and 30% of students without goals for attending a two- or four-year college went on to attend postsecondary education.
- Implications for research and practice were not included in data brief.

Narendorf, S. C., Shattuck, P. T., & Sterzing, P. (2011). Mental health service use among adolescents with an autism spectrum disorder. *Psychiatric Services, 62*, 975-978. [Correlational; logistic regression]

- Examined demographics, parent involvement in IEPs, diagnostic medical exams, social skills, and bullying as predictors of mental health service use for students with autism.
- Results indicated parent involvement in IEPs predicted mental health services use, but not school-based services. Students were more likely to receive mental health services if they had a diagnostic medical exam in the previous year, but less likely to receive services at school. African American students compared to Caucasian students were more likely to receive school-based mental health services. Students with lower social skills, who experienced bullying, and who bullied others, were more likely to receive mental health services, but not at school.
- Recommendations for future research suggested examining whether the type or quality of mental health services differs between school-based and community-based settings.
- Implications for practice included adaptation of evidence-based practices for youth with ASD, who have co-occurring mental health disorders, and underscored the importance of school-based mental health services for students who are less likely to access supports in the community (i.e., African American, low income).

Roux, A. M., Shattuck, P. T., Cooper, B. P., Anderson, K. A., Wagner, M., & Narendorf, S. C. (2013). Postsecondary employment experiences among young adults with an autism spectrum disorder. *Journal of the American Academy of Child & Adolescent Psychiatry, 52*, 931-939. [Correlational; logistic regression]

- Examined conversational and functional skills as predictors of post-school employment (i.e., rates of employment, wages earned, types of jobs held) for students with autism.

- Results indicated students with autism had higher odds of having a paid job post-school if they were older, from higher income households, had higher functional skills, and minimal conversational impairments.
- Recommendations for future research suggested examining how instruction provided during secondary education, postsecondary vocational education, and rehabilitation services contributes to future employment.
- Implications for practice included identifying vulnerable subpopulations of youth with ASD, who may need additional services and support during transition.

Shattuck, P. T., Orsmond, G. I., Wagner, M., & Cooper, B. P. (2011). Participation in social activities among adolescents with an autism spectrum disorder. *PLoS One*, 6(11), 1-9. [Correlational; logistic regression]

- Examined predictors (e.g., demographics, conversational speech, functional cognitive skills) of social participation for adolescents with an autism spectrum disorder (ASD).
- Results indicated adolescents with an ASD were significantly more likely never to see friends outside of school, never to get called by friends, and never to be invited to social activities. Additionally, results indicated low family income, impairments in conversational ability, social communication, and functional cognitive skills were correlates of limited social participation.
- Recommendations for future research included expanding social participation measures for youth with ASD.
- Implications for practice included a need for greater supports and services to promote community inclusion for youth with ASD.

Shattuck, P. T., Steinberg, J., Yu, J., Wei, X., Cooper, B. P., Newman, L., & Roux, A. M. (2014). Disability identification and self-efficacy among college students on the autism spectrum. *Autism Research and Treatment*, 2014 (article ID 924182), 1-7. doi: 10.1155/2014/924182 [Correlational; logistic regression]

- Examined predictors (e.g., demographics, functional skills, conversational skills) of self-disclosure of disability among college students with autism.
- Results indicated students, who were Black, and students with higher functioning skills were less likely to self-disclose their disability in college.
- Recommendations for future research included examining the link between disability identification and formal disability disclosure required to receive supports and accommodations during college.
- Implications for practice included creating social and academic support services that promote all students and do not require disclosure of disability status.

Shattuck, P. T., Wagner, M., Narendorf, S., Sterzing, P., & Hensley, M. (2011). Post-high school service use among young adults with an autism spectrum disorder. *Archives of Pediatrics & Adolescent Medicine, 165*, 141-146. [Correlational; logistic regression]

- Examined predictors (i.e., mental health services, medical evaluation and assessment, speech therapy, case management) of post-school service use by young adults with an autism spectrum disorder (ASD).
- Results identified disparities in post-school service engagement by race and socioeconomic status. For example, Black youth were 3.3 times less likely to receive services than White youth, and the odds of having no case management was 5.88 times higher for Black youth from low socio-economic backgrounds.
- Recommendations for future research included developing and evaluating equitable service delivery models for youth with ASD.
- Implications for practice included providing targeted outreach and services to youth with ASD in high school and post-school.

Wei, X., Yu, J. W., Shattuck, P., McCracken, M., & Blackorby, J. (2013). Science, technology, engineering, and mathematics (STEM) participation among college students with an autism spectrum disorder. *Journal of Autism and Developmental Disorders, 43*, 1539-1546. [Correlational; logistic regression]

- Examined student demographics and disability as predictors of postsecondary enrollment and participation in STEM coursework for youth with autism.
- Results indicated students with higher functioning skills were more likely to enroll in postsecondary education. Additionally, results indicated a large gender gap (more males than females) in majoring in STEM-related fields among young adults with autism.
- Recommendations for research included examining postsecondary enrollment, retention, and completion rates of STEM degrees among college students with autism.
- Implications for practice suggested institutes of higher education provide supports and services for youth with autism to promote STEM career attainment and success.

Wei, X., Wagner, M., Christiano, E. R. A., Shattuck, P., & Yu, J. W. (2014). Special education services received by students with autism spectrum disorders from preschool through high school. *The Journal of Special Education, 48*, 167-179. doi: 10.1177/0022466913483576 [Correlational; logistic regression]

- Examined age trends in special education services receipt rates (i.e., transportation, occupation therapy, speech/language therapy) from preschool through high school for students with autism.
- Results indicated disability severity and demographic characteristics correlated with differences in receipt of special education services. For example, youth with more significant autism were more likely to receive special education services.
- Recommendations for future research suggested a need to investigate the reasons behind income-related differences in special education service receipt rates and focus on the special education service needs, special education access barriers, and equity of service receipt among minority students with ASDs.
- Implications for practice were not included.

Deaf/Hard of Hearing

Cawthon, S., Caemmerer, J., Dickson, D., Ocuto, O., Ge, J., & Bond, M. (2015). Social skills as predictors of postsecondary outcomes for schools of the deaf. *Applied Developmental Science, 19*, 19-30. [Correlational; logistic regression]

- Examined the relationship between parent ratings of social skills and postsecondary outcomes (e.g., attendance and graduation from postsecondary education, independent living, employment) for students, who are deaf or hard of hearing.
- Results indicated social skills were significantly correlated with graduation from postsecondary education, but did not have a statistically significant impact on any other postsecondary outcomes.
- Recommendations for future research included examining the relationship between peer ratings of social skills and postsecondary outcomes.
- Implications for practice suggested school personnel and parents should discuss the social functioning of students who are deaf or hard of hearing during IEP meetings and ensure students have ample opportunities to develop social skills in high school.

Cawthon, S. W., Garberoglio, C. L., Caemmerer, J. M., Bond, M., & Wendel, E. (2015). Effect of parent involvement and parent expectations on postsecondary outcomes for individuals who are d/Deaf or hard of hearing. *Exceptionality, 23*, 73-99. doi: 10.1080/09362835.2013.865537 [Correlational; logistic regression, ordinary least squares]

- Examined the effects of parental involvement and expectations for youth who are deaf or hard (DHH) of hearing transitioning to postsecondary settings.
- Results indicated a positive relationship between parental expectations and living independently, as well as finding employment. Additionally, parental

expectations of employment had a positive statistically significant effect on postsecondary education attendance of youth who are DHH.

- Recommendations for future research included investigating more in-depth constructs of parental involvement, parental expectations, and the family system.
- Implications for practice included understanding parental involvement for parents, who are not DHH with DHH children (relying more on professionals to communicate the needs of their student).

Cawthon, S. W., Leppo, R., Ge, J. J., & Bond, M. (2015). Accommodations use patterns in high school and postsecondary settings for students who are d/Deaf or hard of hearing. *American Annals of the Deaf*, 160, 9-23. doi: 10.1353/aad.2015.0012 [Correlational; logistic regression]

- Examined the relationship between high school and postsecondary accommodation use and retention, including accommodation type (i.e., language and communication [LC] instructional or testing accommodations, non-language and communication [non-LC] instructional or testing accommodations, mental health, or other activities) for students who are deaf or hard of hearing.
- Results indicated after controlling for student and parent characteristics, none of the accommodation types significantly predicted accommodation use in postsecondary education nor did accommodation use predict postsecondary retention.
- Recommendations for future research were not included.
- Implications for practice suggested practitioners examine non-LC accommodations that may be particularly beneficial for students with co-occurring disabilities in postsecondary settings.

Garberoglio, C. L., Cawthon, S., & Bond, M. (2013). Assessing English literacy as a predictor of postschool outcomes in the lives of deaf individuals. *Journal of Deaf Studies and Deaf Education*, 19(1), 50-67. doi:10.1093/deafed/ent038. [Correlational; logistic regression, multiple regression]

- Examined the predictive relationship between English literacy skills and post-school outcomes including (a) independent living, (b) positive self-beliefs, (c) employment, (d) income, (e) job satisfaction, (f) postsecondary enrollment, and (g) postsecondary completion for students who are deaf and hard of hearing.
- Results indicated that higher English literacy skills (a) improved the odds of living independently, (b) predicted higher self-belief scores, (c) predicted higher hourly wages, and (d) improved the odds of postsecondary attendance.
- Recommendations for future research suggested examining the impact of instructional methodology of education settings, American Sign Language use

and proficiency, and more comprehensive measures of everyday literacy practices for individuals, who are deaf and hard of hearing on post-school outcomes.

- Implications for practice included using/developing more comprehensive measures to assess literacy practices that youth, who are deaf and hard of hearing, can use in everyday life.

Garberoglio, C. L., Schoffstall, S., Cawthon, S., Bond, M., & Ge, J. (2014). The role of self-beliefs in predicting post-school outcomes for deaf young adults. *Journal of Developmental and Physical Disabilities, 26*, 667-688. doi: 10.1007/s10882-014-9388-y [Correlational; logistic regression]

- Examined the role of self-beliefs (i.e., a three self-level construct of self-concept, self-determination, & expectations about the future) on predicting post-school outcomes for young adults who are deaf.
- Results indicated that despite generally positive self-beliefs of deaf young adults, the self-belief construct assessed in this study was not a comprehensive predictor of post-school life, employment, or education.
- Recommendations for future research included identifying psychosocial and linguistic factors that influence the experience of young adults with deafness.
- Implications for practice included providing access to equitable opportunities when considering the development of transition competencies.

Garberoglio, C. L., Dickson, D., Cawthon, S., & Bond, M. (2015). Bridging the communication divide: CMC and deaf individuals' literacy skills. *Language Learning & Technology, 19*, 118-133. [Correlational; ordinary least squares regression]

- Examined the frequency of computer-mediated communication as a predictor of English literacy skills of deaf adolescents.
- Results indicated deaf adolescents who e-mailed or chatted more frequently exhibited higher reading comprehension skills.
- Recommendations for future included investigating the relationship between communication technologies and English language and literacy development.
- Implications for practice included increased access to digital communication technologies for youth, who are deaf and hard of hearing, from diverse backgrounds.

Leppo, R., Cawthon, S., & Bond, M. (2013). Including deaf and hard-of-hearing students with co-occurring disabilities in the accommodations discussion. *Journal of Deaf Studies and Deaf Education, 19*, 189-202. doi: 10.1093/deafed/ent029

- Examined the accommodation use for equal access to classroom instruction and assessment for students who are deaf or hard of hearing (DHH) with co-occurring disabilities.
- Results indicated students who are DHH, who had a learning disability, and students with attention deficit hyperactivity disorder demonstrated differences in accommodation use.
- Recommendations for future research included examining various assessment methods with students, who have varying disabilities, and accommodation use of students who are DDH.
- Implications for practice included considering the interaction between students' disability categories and informed decisions about proper accommodations for students.

Mazurek, M. O., Shattuck, P. T., Wagner, M., & Cooper, B. P. (2012) Prevalence and correlates of screen-based media use among youths with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42, 1757-1767. [*a priori* Correlational; logistic regression]

- Examined youth demographic characteristics, family variables, and severity of communication, social, or adaptive impairment as predictors of screen-based media use by youth with an autism spectrum disorder (ASD).
- Results indicated access to technology in the home and having higher functional cognitive skills were significant predictors of screen-based media use by youth with ASD.
- Recommendations for future research suggested conducting longitudinal analyses studies to examine social, adaptive, and educational outcomes from use of screen-based media.
- Implications for practice were not included.

Emotional Behavioral Disorders

Wagner, M., & Newman, L. (2012). Longitudinal transition outcomes of youth with emotional disturbances. *Psychiatric Rehabilitation Journal*, 35, 199-208. [Descriptive]

- Compared the outcomes of two cohorts of youth with emotional disturbance (ED) from the NLTS / NLTS2 data sets.
- Results indicated youth with ED have a higher rate of involvement in the juvenile justice system and are not achieving positive outcomes at the same rate as youth in the general population.

- Recommendations for future research included identifying effective secondary interventions and supports for youth with ED, and with serious mental health needs.
- Implications for practice included addressing concerns earlier in school using RTI to address academic and behavioral needs, and self-determination training for students with ED.

Intellectual Disabilities

Barnard-Brak, L., Schmidt, M., Chesnut, S., Wei, T., & Richman, D. (2014). Predictors of access to sex education for children with intellectual disabilities in public schools. *Intellectual and Developmental Disabilities, 52*, 85-97. doi:10.1352/1934-9556-52.2.85. [Correlational]

- Examined age, gender, and inclusion as predictors of access to sex education and frequency of sex education among students with various degrees of intellectual disability (ID; i.e., no ID, mild ID, moderate to profound ID). Results indicated a high percentage of students with ID did not receive any formal sex education, and students with moderate to profound ID were less likely to receive sex education than students with mild or no ID. Additionally, descriptive results revealed that special education teachers felt unprepared to teach sex education to students with ID.
- Recommendations for future research included examining variables that could further describe the pattern of receipt of sex education across time.
- Implications for practice suggested collaborative professional development with health educators and special education teachers about appropriate sex education for students with ID to promote awareness and knowledge of sexual behaviors, sexually transmitted infections, and protection.

Bouck E. C. (2010). Reports of life skills training for students with intellectual disabilities in and out of school. *Journal of Intellectual Disabilities Research, 54*, 1093-1103. doi: 10.1111/j.1365-2788.2010.01339.x [Descriptive]

- Examined the extent students with mild intellectual disability (ID) and students with moderate/severe ID receive life skills in school and post-school and how receipt differs across the two disability categories.
- Results indicated students with mild or moderate/severe ID received little life skills instruction in school or post-school. Additionally, there were no differences receipt of life skills instruction in school or post-school for either disability group.
- Recommendations for future research included research to support what constitutes life skills instruction in school.

- Implications for practice included individualizing transition plans to support life skills training for youth and identifying creative practices (e.g., teaching of life skills) that support IDEA policy requirements (e.g., access to the general curriculum).

Bouck, E. C. (2011). A snapshot of secondary education for students with mild intellectual disabilities. *Education and Training in Autism & Developmental Disabilities, 46*, 399-409. [Descriptive]

- Examined educational programming (e.g., curricular focus, course instruction, setting of instruction, participant in assessment and parental satisfaction) for students with mild to moderate intellectual disabilities who experience poor post-school outcomes.
- Results indicated 90% of students with mild intellectual disabilities reported participating in English/language arts and mathematics. Seventy-percent reported having social studies and science, over half reported having physical education, life skills, or vocational training. Less than half reported having instruction in art, music, drama, or foreign language.
- Recommendations for future research suggested exploring current educational programming and considering the impact of federal educational legislation.
- Implications for practice included providing teachers with opportunities and professional development focused on understanding the effects of educational programming elements.

Bouck, E. C. (2012). Secondary students with moderate/severe intellectual disability: Considerations of curriculum and post-school outcomes from the National Longitudinal Transition Study-2. *Journal of Intellectual Disability Research, 56*, 1175-1186. doi: 10.1111/j.1365-2788.2011.01517.x [Correlational; logistic regression]

- Examined receipt of functional academics as a predictor of post-school outcomes (i.e., independent living, employment, post-secondary education) for secondary students with moderate to severe intellectual disabilities (ID).
- Results indicated that type curriculum (functional vs. academics) was not related to any post-school outcomes area.
- Recommendations for future research included investigating what factors impact post-school outcomes for students with moderate/severe ID, including further examination of curriculum and instructional environments.
- Implications for practice suggested providing professional development on curriculum decision-making at the secondary level which reflects individual student's desired post-school outcomes.

Bouck, E. C., & Joshi, G. S. (2012). Functional curriculum and students with mild intellectual disabilities: Exploring postschool outcomes through the NLTS2. *Education and Training in Autism & Developmental Disabilities, 47*, 139-153. [Correlational; logistic regression]

- Examined receipt of functional curriculum as a predictor of post school outcomes (i.e., independent living, employment, and postsecondary attendance) for students ages 13-16 with mild intellectual disabilities (MID).
- Results indicated receipt of a functional curriculum does not impact students' post-school outcomes.
- Recommendations for future research included continued exploring impact of curricula on in-school experiences and post-school outcomes for students with MID.
- Implications for practice suggested a need to focus on areas of post-school success for secondary students with MID, such as independent living. Additionally, providing practitioners with information to help students with MID plan and achieve goals for after high school, including identification of curriculum choices.

Grigal M., Hart, D., & Migliore, A. (2011) Comparing the transition planning, postsecondary education, and employment outcomes of students with intellectual and other disabilities. *Career Development for Exceptional Individuals, 34*, 4-17. doi: 10.1177/0885728811399091 [Descriptive]

- Examined relationships between post-school transition goals, contact with outside agencies, participation of external professionals in transition planning and postsecondary education and employment outcomes for students with intellectual disabilities (ID).
- Results indicated students with ID were less likely to experience positive postsecondary education or employment outcomes compared to peers with other disabilities. Additionally, a post-school transition goal of attending a 2- or 4-year college was the only significant relationship between in-school variables and post-school employment for students with ID.
- Recommendations for future research suggested examining variables related to dual enrollment programs for postsecondary education and identifying factors that affect postsecondary education attendance, retention, and outcomes for students with ID.
- Implications for practice included increased post-school outcome expectations for students with ID and more professional development in newly developed transition models and practices.

Joshi, G. S., Bouck, E. C., & Maeda, Y. (2012). Exploring employment preparation and postschool outcomes for students with mild intellectual disability. *Career Development and Transition for Exceptional Individuals, 35*, 97-107. doi: 10.1177/0885728811433822 [Correlational; logistic regression]

- Examined demographic and employment-related transition activities as predictors of post-school employment outcomes for students with a mild intellectual disability (ID).
- Results suggested employment-related transition activities while in school was a predictor of post-school employment status. Results also indicated students with mild ID in urban settings were six times more likely to experience paid employment in school than students in rural settings.
- Recommendations for future research included investigating school and individual demographic variables mediate participation in transition activities and influence post-school outcomes.
- Implications for practice included expanding use of work experiences and other influential transition activities to improve student outcomes.

Papay, C. K., & Bambara, L. M. (2014). Best Practices in Transition to Adult Life for Youth with Intellectual Disabilities. *Career Development and Transition for Exceptional Individuals, 37*, 136-148. doi: 10.1177/2165143413486693 (Correlational; logistic regression)

- Examined best practices in transition (e.g., youth involvement, family involvement, transition planning) as predictors of post-school education, employment, and independent living outcomes for youth with intellectual disabilities (ID).
- Results indicated parent expectations for employment and postsecondary education were some of the strongest predictors of post-school success for youth with ID. Additional predictors included life skills instruction, receiving work experiences, and interagency involvement in high school.
- Recommendations for future research suggested investigating and measuring the design and measurement of use and impact of evidence-based practices in transition.
- Implications for practice included no universal recommendations made about transition programs for all youth and consideration must be given to youth and their families' post-school goals.

Learning Disabilities

Joshi, G. S., & Bouck, E. C. (2015). Examining postsecondary education predictors and participation for students with learning disabilities. *Journal of Learning Disabilities*. Advance online publication. doi: 10.1177/0022219415572894

- Examined the relationship between postsecondary education–related transition services and postsecondary education participation for students with learning disabilities.
- Results indicated receiving core content area instruction in the general education classroom was positively related to postsecondary education participation.
- Recommendations for future research included examining differences in student outcomes based on implementation fidelity of career technical education in classrooms.
- Implications for practice suggested educators should consider inclusion of core content area instruction for students with postsecondary education goals.

Wagner, M. M., Newman, L. A., & Javitz, H. S. (2015). The benefits of high school Career and Technical Education (CTE) for youth with learning disabilities. *Journal of Learning Disabilities*. Advance online publication. doi: 10.1177/002221941554774 [correlational; logistic regression with propensity score analysis]

- Examined the impact of high school career-technical education (CTE) courses on post-school employment among youth with learning disabilities (LD).
- Results indicated having four or more credits of CTE in high school was positively related to youth attaining full-time employment up to two years out of high school.
- Recommendations for future research included investigating the amount of CTE course participation required in high school to obtain post-school competitive employment.
- Implications for practice included providing professional development to practitioners to ensure development of a transition plan focused on participation in CTE coursework for students with LD.

Visual Impairment

Freeland, A. L., Emerson, R. W., Curtis, A. B., & Fogarty, K. (2010). Exploring the relationship between access technology and standardized test scores for youths with visual impairments: Secondary analysis of the National Longitudinal Transition Study 2. *Journal of Visual Impairment & Blindness*, 104, 170-182. [Correlational; multiple linear regression]

- Examined training in access technology as a predictor of performance on the Woodcock-Johnson Tests of Academic Achievement III for students with visual impairments.
- Results indicated that there was a limited predictive relationship between access technology for youth with visual impairments and standardized tests performance.
- Recommendations for future research included the need to create a clear definition of access technology that examines the quality, quantity, and specifically the type of technology used.
- Implications for practice included a standardized service of access technology as a way to provide ample opportunities for youth with visual impairments.

Kelly, S. M. (2011). The use of assistive technology by high school students with visual impairments: A second look at the current problem. *Journal of Visual Impairment & Blindness*, 105, 235-239. [Correlational; logistic regression]

- Examined parental involvement, school placement, and the likelihood of paid work as predictors of use of assistive technology by youth with visual impairments.
- Results indicated that parent involvement, school placement, and the likelihood of paid work were statistically significant predictors of the use of assistive technology by youth.
- Recommendations for future research included examining the connection between the use of assistive technology and post-school outcomes (employment or postsecondary training), as well as school placement (residential vs. non-residential) as a salient factor to access and use of assistive technology.
- Implications for practice were not included.

Kelly, S. M., & Kapperman, G. (2012). Sexual activity of young adults who are visually impaired and the need for effective sex education. *Journal of Visual Impairment & Blindness*, 106, 519-526. [Descriptive]

- Examined estimates of sexual activity and use of contraception by youth with visual impairments compared to youth without disabilities.
- Results indicated 57% of transition-aged youth with visual impairment had sexual intercourse as compared to 65% of youth without disabilities. Young women reported being more sexually active than young men regardless of visual impairment.
- Recommendations for research included investigating sex education tools and techniques that will benefit youth with visual impairments.
- Implications for practice suggested a need for methods of sex education that are effective and meet the needs for young adults with visual impairments.

Kelly, S. M., & Wolffe, K. E. (2012). Internet use by transitioned-aged youths with visual impairments in the United States: Assessing the impact of postsecondary predictors. *Journal of Visual Impairment & Blindness*, 106, 597-608. [Correlational; logistic regression]

- Examined use of the Internet for communication as predictors of postsecondary employment, education/training, and community engagement for youth with visual impairments (VI).
- Results indicated youth with VI, who used Internet as form of communication were more likely to be employed or attended postsecondary education, training, or engaged in the community.
- Recommendations for future research suggested comparing differences between youth with VI only and youth with VI and other disabilities.
- Implications for practice included training students with VI on using software to facilitate access to the Internet, social media and email for purposes of social integration. This training will allow students with VI to participate in technology otherwise not be accessible to them.

McDonnall, M. C. (2010). The employment and postsecondary educational status of transition-age youths with visual impairments. *Journal of Visual Impairment and Blindness*, 104, 298-303. [Descriptive]

- Described most current data on employment and postsecondary educational status of youths with visual impairments.
- Results indicated youth with visual impairments are obtaining some level of work experience in high school and postsecondary school, and youth with visual impairments were just as likely, or more likely, to attend postsecondary schools than youth in the general population.
- Recommendations for future research included examining the quality of work experience for youth with visual impairments in high school. Additionally, research should focus on follow-up studies related to how many youth with visual impairments graduated from a postsecondary school and their outcomes using NLTS2 data.
- Implications for practice indicated a need for more transition services for youth with visual impairments who do not attend a post secondary school.

McDonnall, M. C. (2011). Predictors of employment for youth with visual impairments: Findings from the second National Longitudinal Transition Study. *Journal of Visual Impairment and Blindness*, 105, 453-466. [Correlational; logistic regression]

- Examined social skills, parental expectation, transportation, and postsecondary education as predictors of post-school employment for transition-age youth with visual impairments.
- Results indicated multiple work experiences, independent travel skills, and peer social skills were predictors of post-school employment.
- Recommendations for future research were not included.
- Implications for practice suggested transition programs be designed to address factors related to work experiences, transportation, social skills, and postsecondary education.

McDonnall, M. C., & O’Mally, J. (2012). Characteristics of early work experiences and their association with future employment. *Journal of Visual Impairment and Blindness*, 106, 133-144. [Correlational; logistic regression]

- Examined length of previous jobs, the number of paid jobs, paid work experience compared to school-sponsored work experience, and receipt of Supplemental Security Income (SSI) as predictors of post-school employment for youth with visual impairment (VI).
- Results indicated early paid work experience was a significant predictor of future employment, and receipt of SSI was negatively associated with obtaining post-school work experience.
- Recommendations for future research included evaluation of job duration or number of jobs on for post-school employment.
- Implications for practice included providing early work experiences to youth with VI and ensuring staff consider the type of work, duration of work, and attainment of work for youth with VI

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