



CRITICAL Importance of Transition Planning

February 2, 2018



UNIVERSITY OF
SOUTH DAKOTA
SANFORD SCHOOL OF MEDICINE

Center for Disabilities
University Center for Excellence in Developmental
Disabilities Education, Research and Service

Dedicated to *Life* Without Limits

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Why Transition Planning is

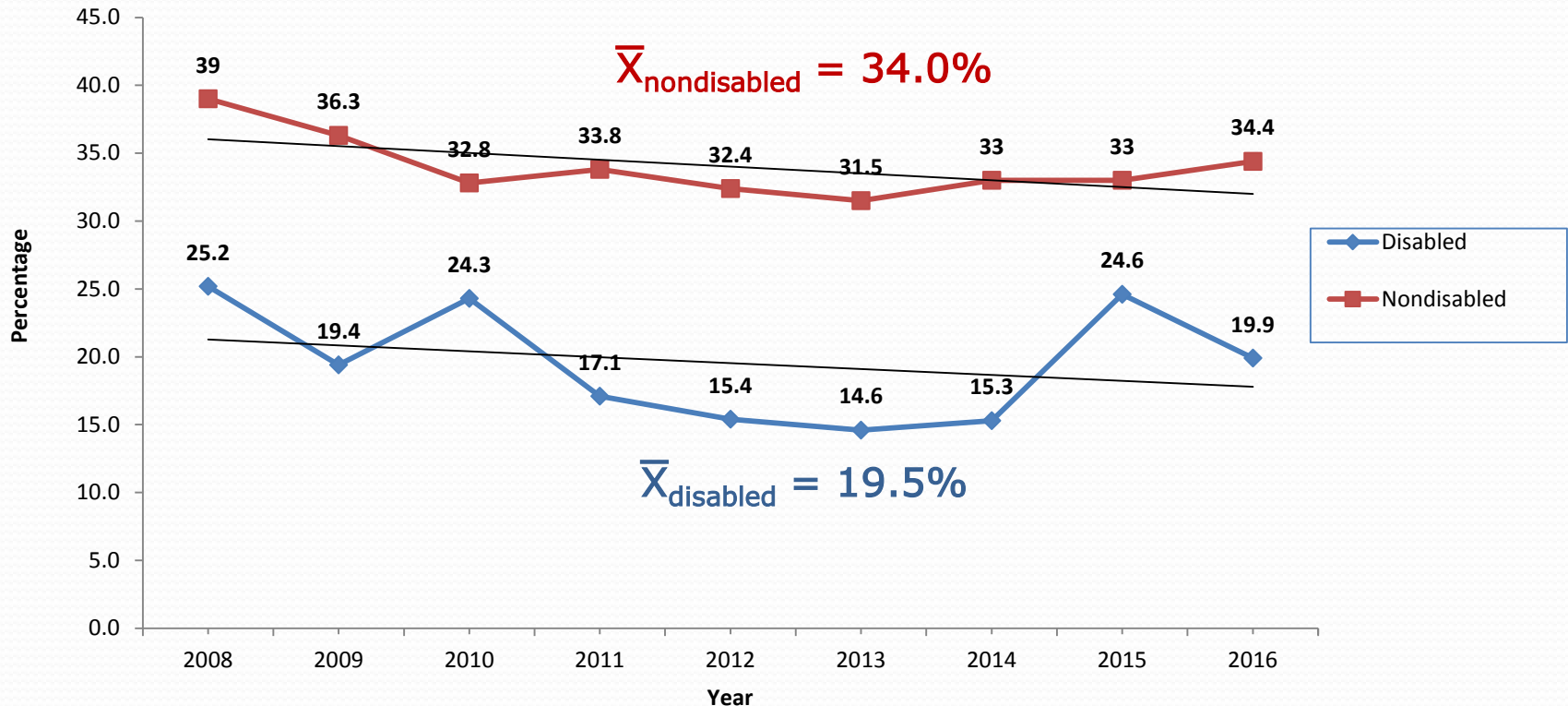
CRITICAL!

RECENT DATA (ACS 2016)

- Employment rate persons with disabilities age 18-64 in LA in 2016 was reported to be 31% (Louisiana ranked 47)
- Employment rate of persons with intellectual disabilities in LA in 2016 was reported to be 28% (Louisiana ranked 45)
- 32% of all adults with disabilities in LA lived below the poverty line in 2016 (Rank = 7); 37% of adults with intellectual disabilities live below the poverty line (Rank = 11)
- 45% of all adults with disabilities in LA receive Medicaid benefits; 57% of adults with intellectual disabilities receive Medicaid benefits

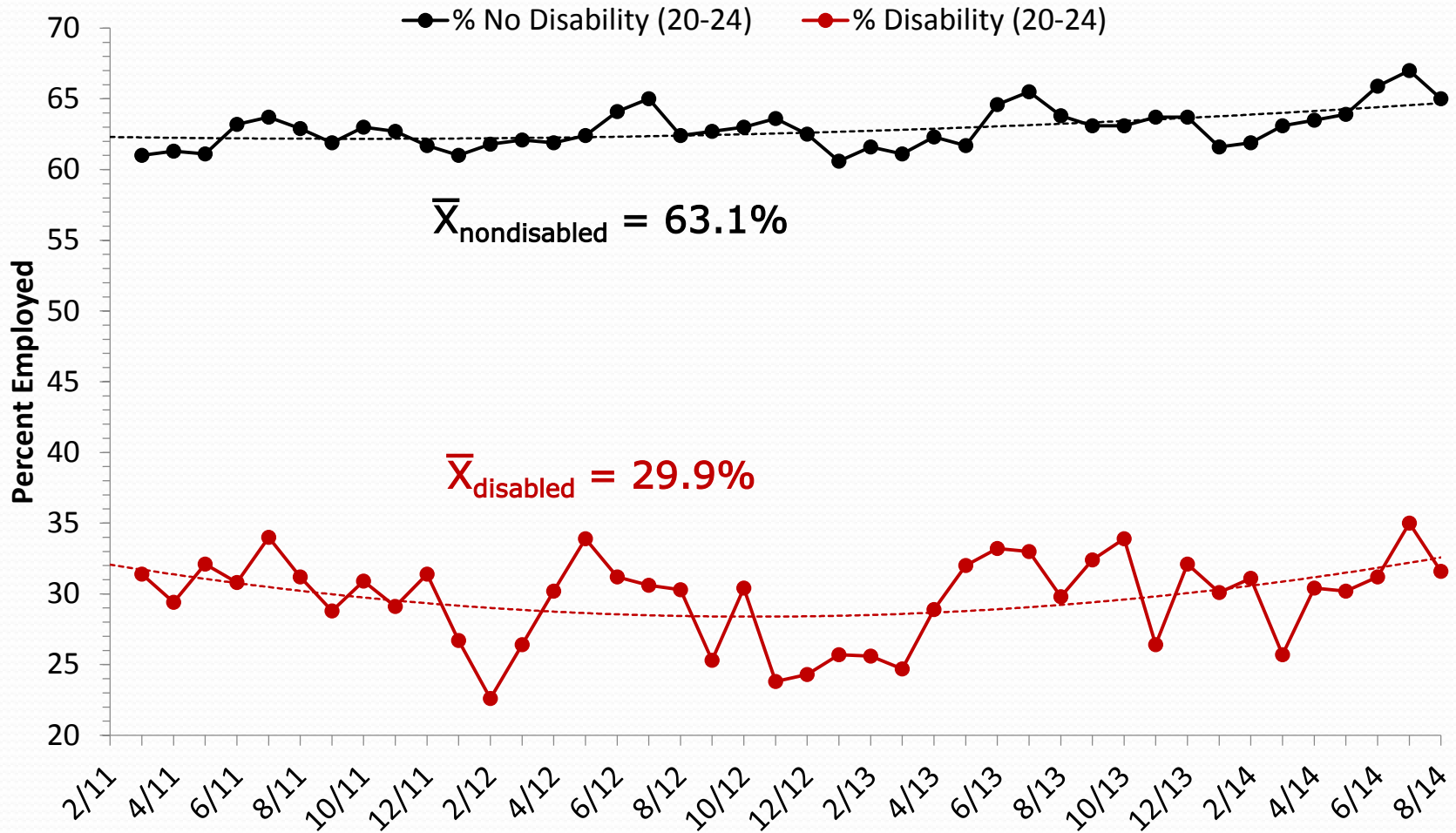
ACS: Employment Rate

The percentage of non-institutionalized, male or female, with & without a disability, ages 16-20, all races, regardless of ethnicity, with all education levels in the United States who were employed in 2008-2016

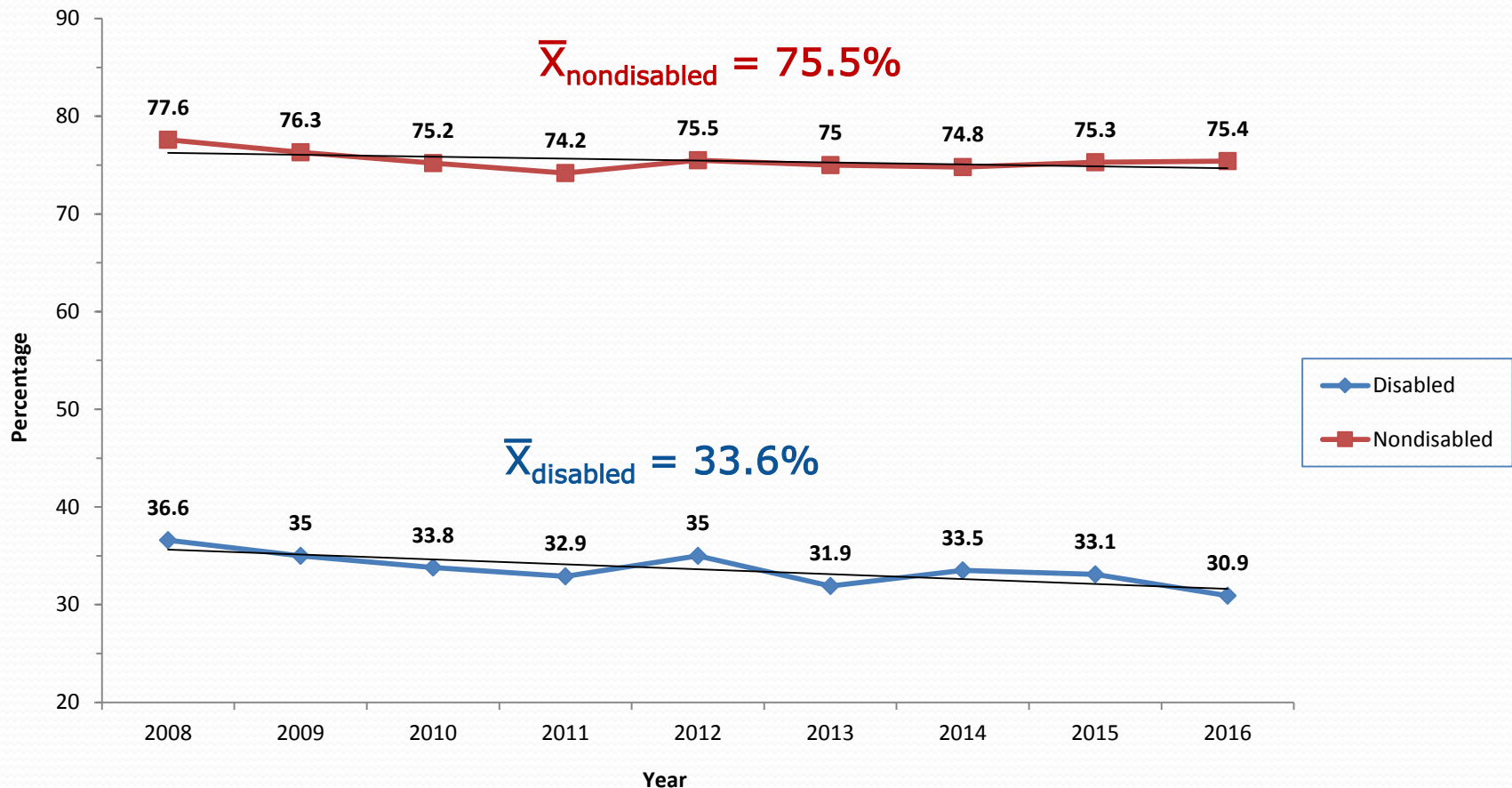


US Dept. of Labor, Office of Disability Employment Policy

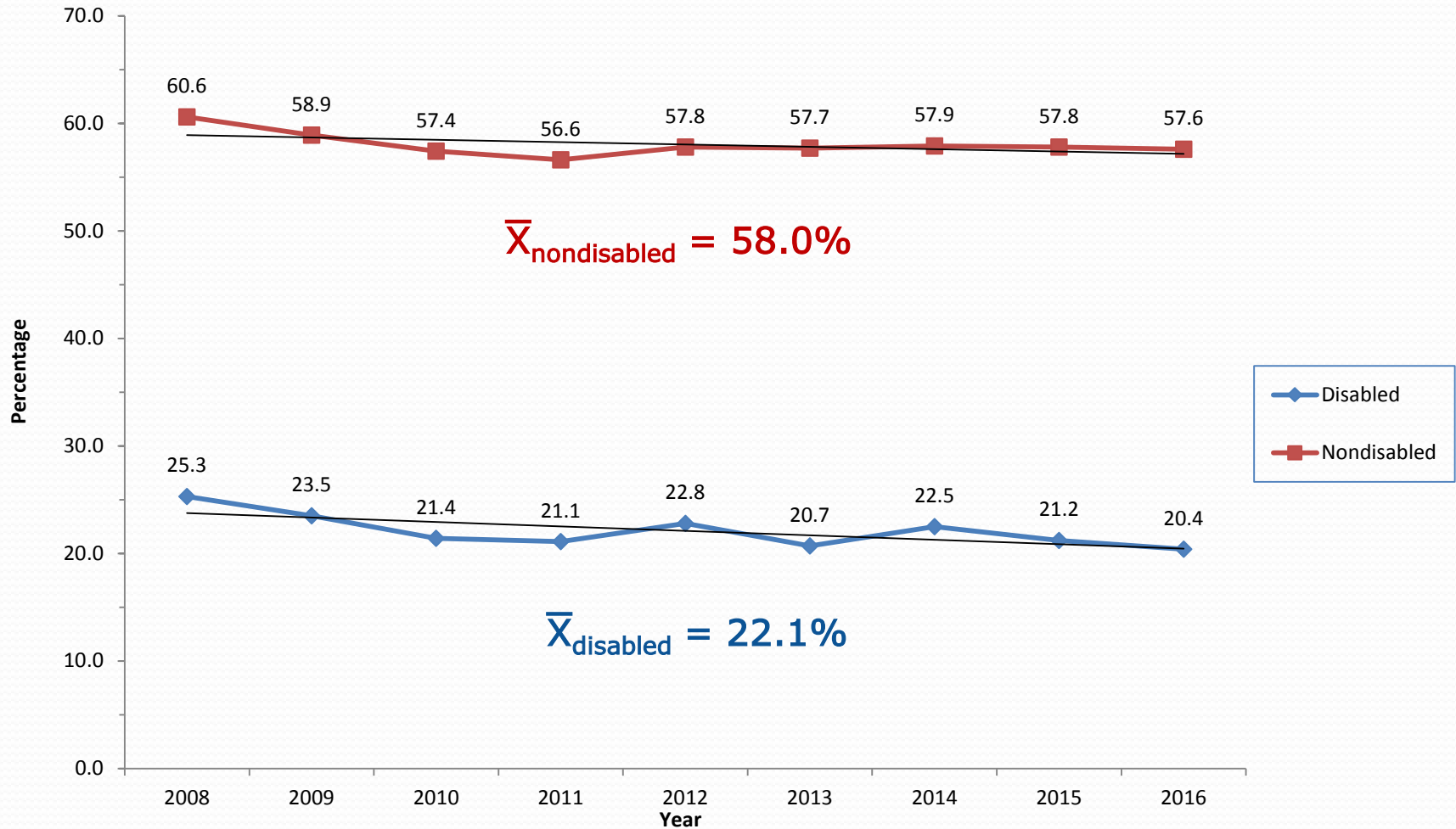
38 Month Employment Rate of Young Adults Age 20-24 (February 2011 – August, 2014)



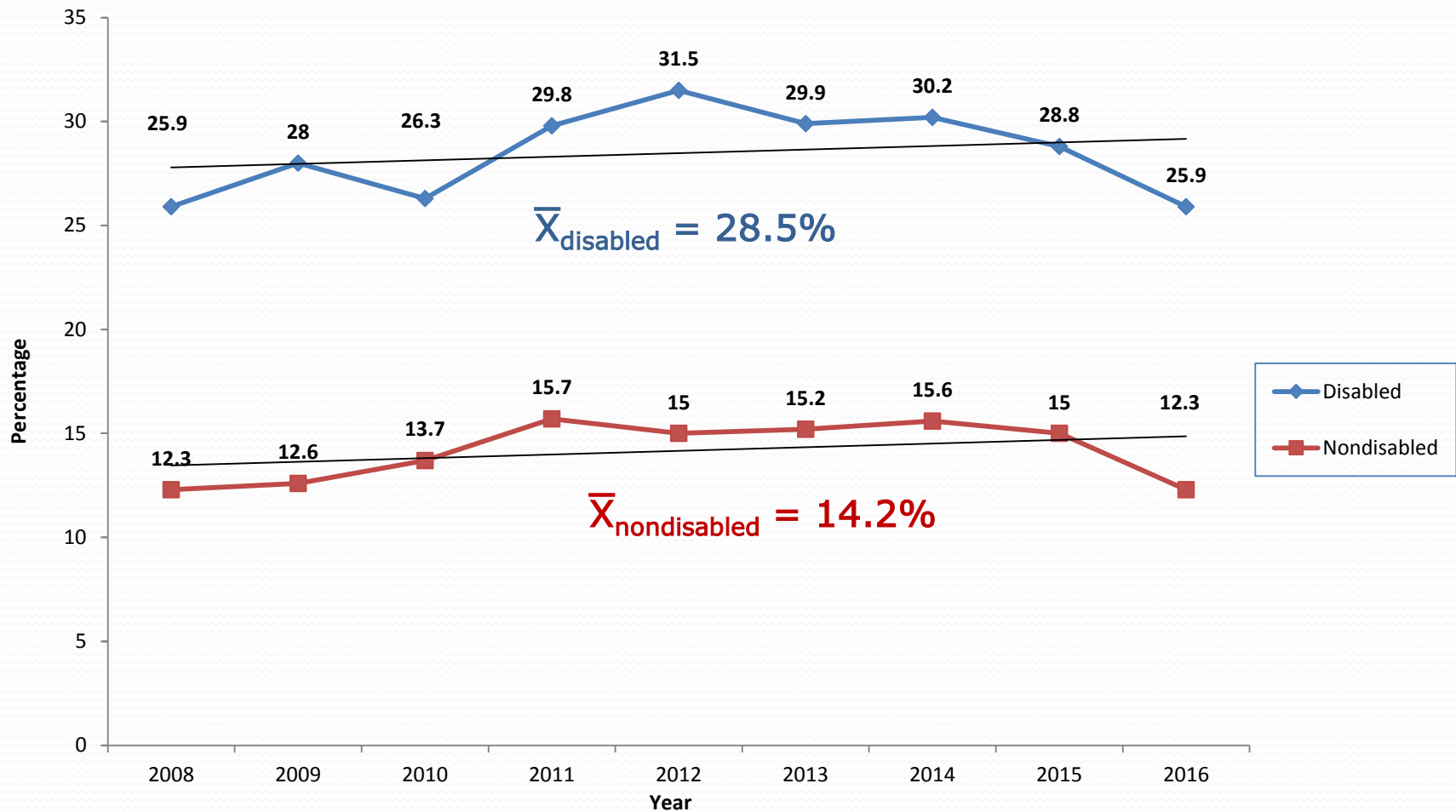
Percentage of non-institutionalized, male or female ages 21-64, all races, regardless of ethnicity, with all education levels in Louisiana who were **EMPLOYED**, 2008-2016.



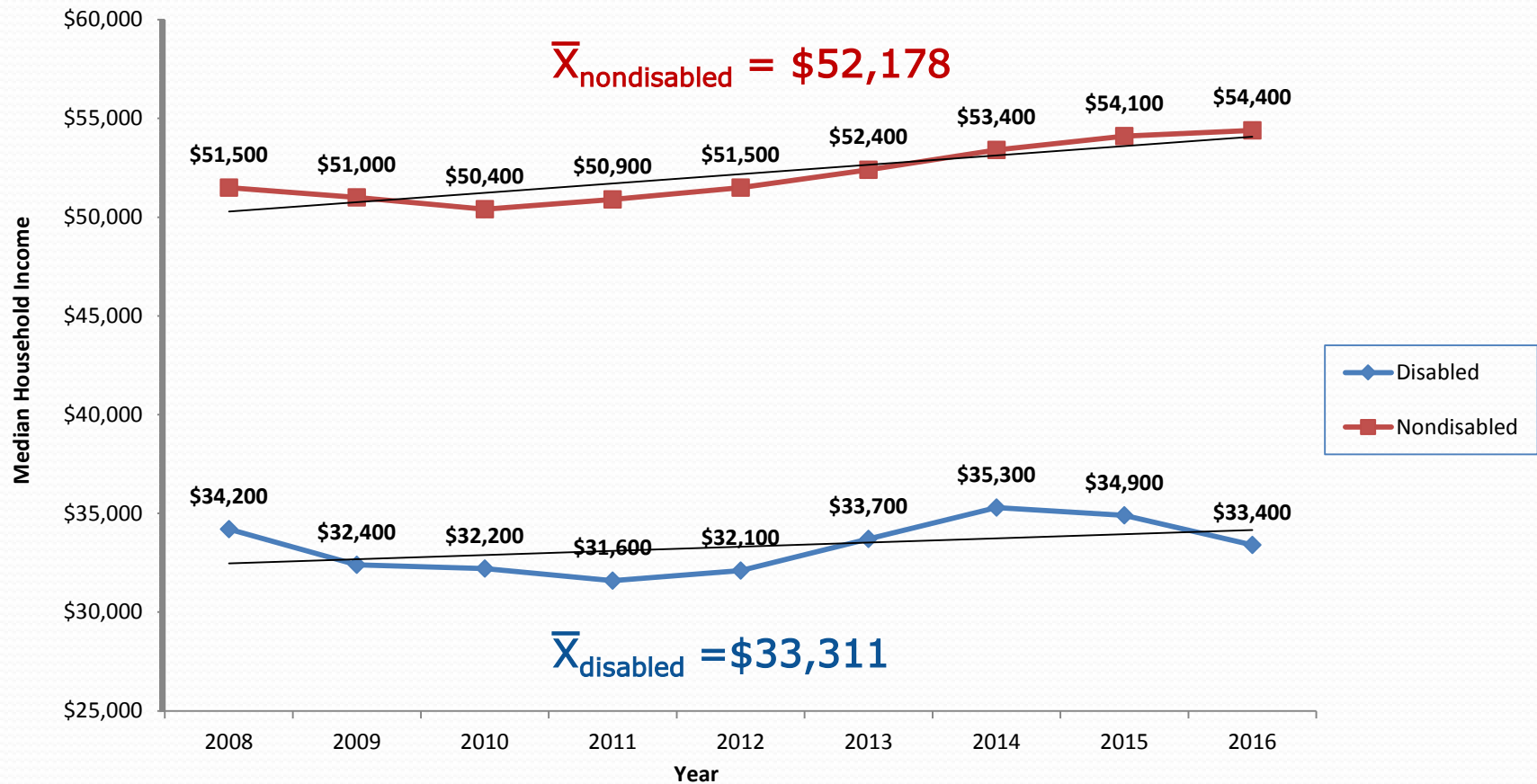
Percentage of non-institutionalized persons aged 21-64 years in Louisiana who were *EMPLOYED FULL TIME/FULL YEAR*, 2008-2016



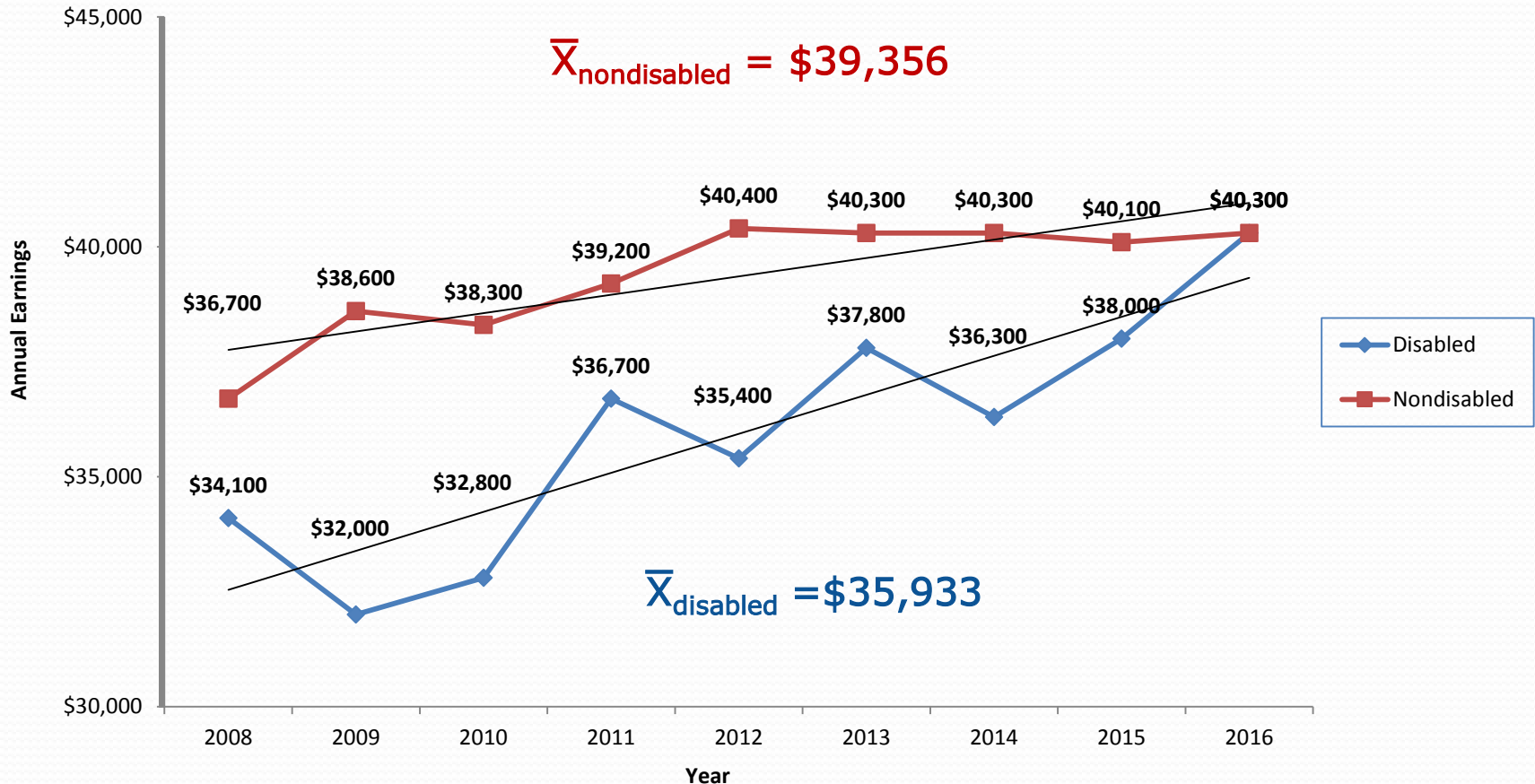
Percentage of non-institutionalized persons aged 21 to 64 years in the Louisiana living below the *POVERTY* line 2008-2016.



MEDIAN ANNUAL HOUSEHOLD INCOME among households of working age (21-64) persons in Louisiana 2008-2016

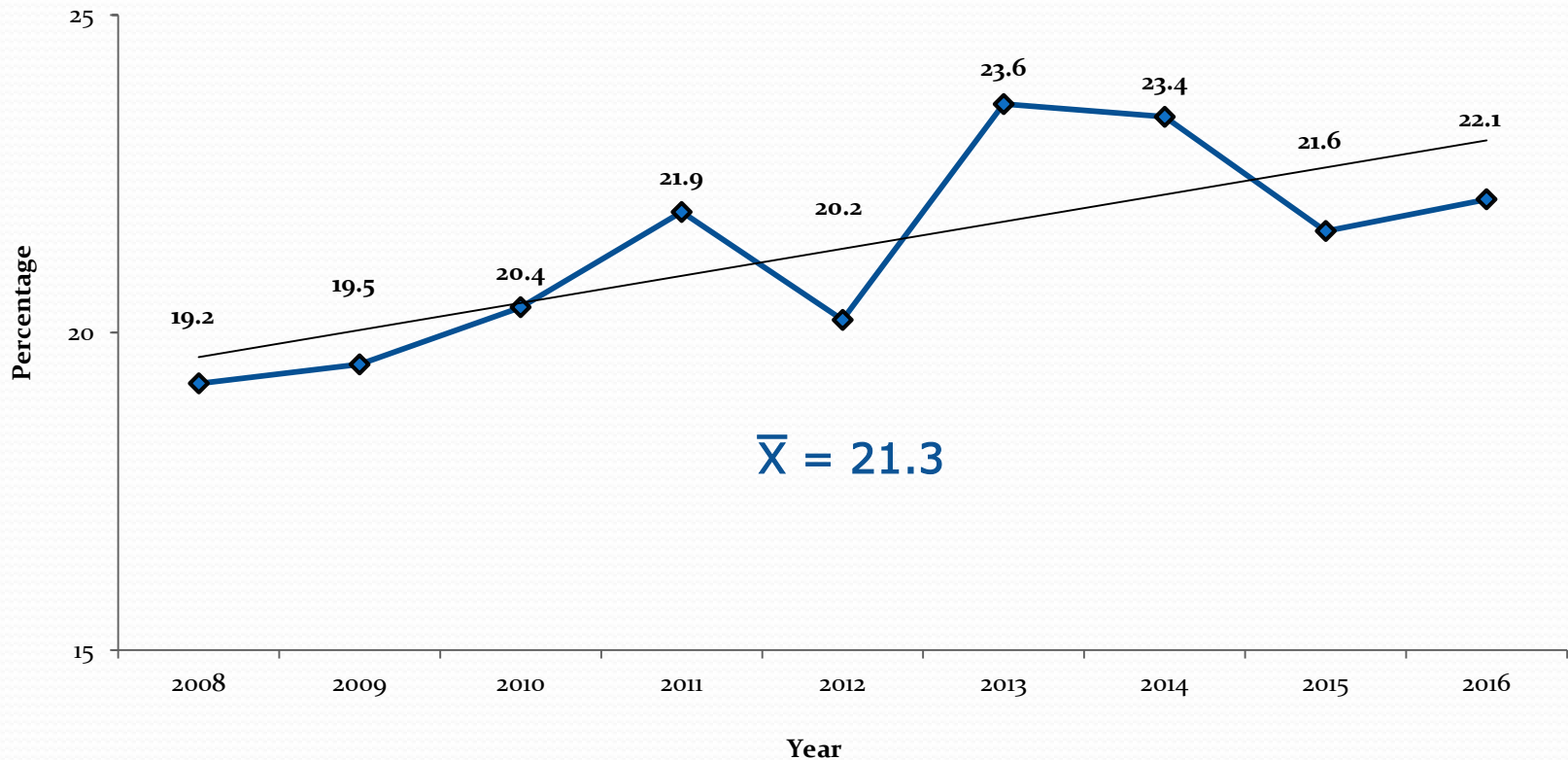


MEDIAN ANNUAL EARNINGS of non-institutionalized persons aged 21-64 years who were working full-time/full-year 2008-2014

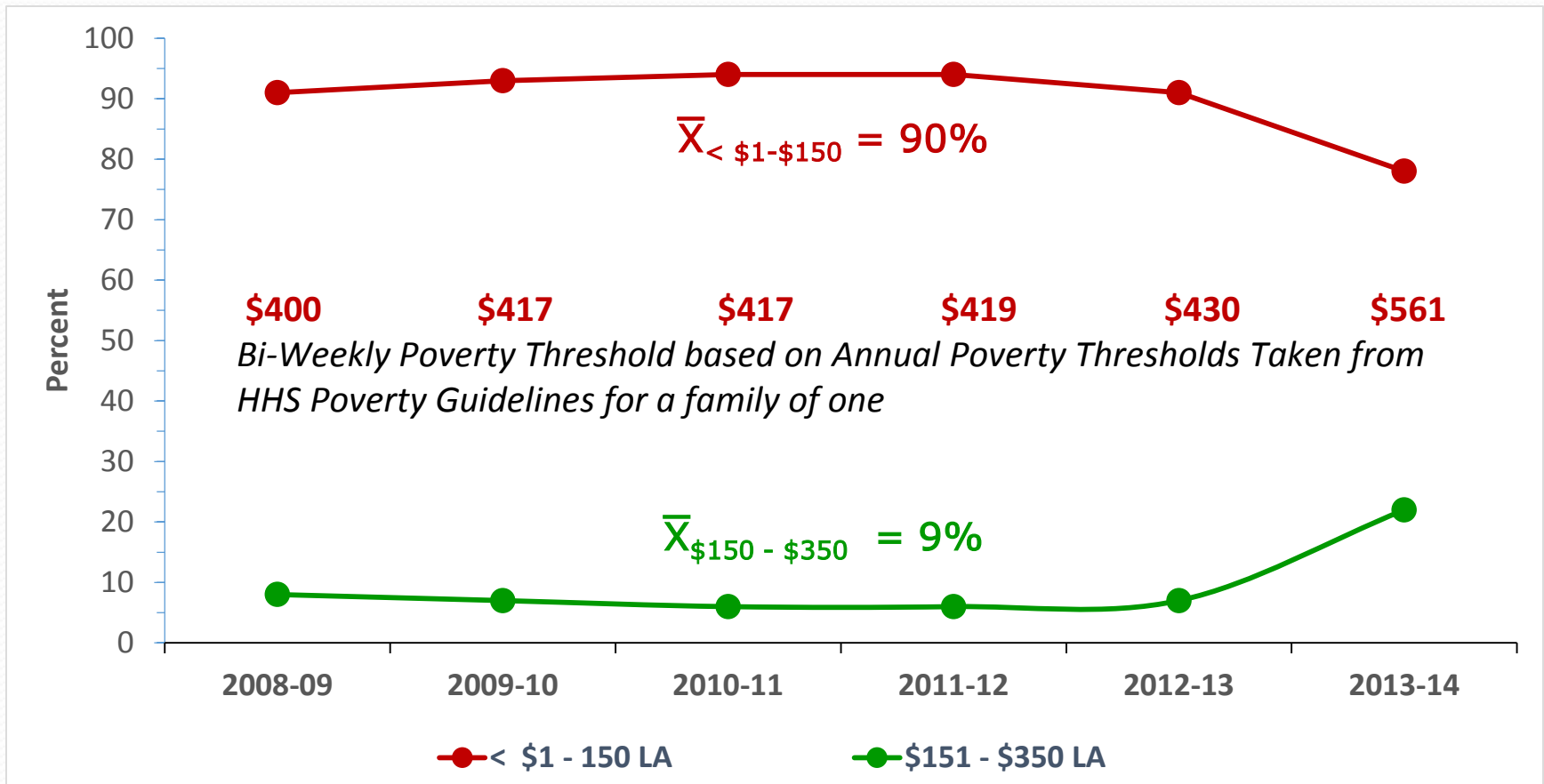


Supplemental Security Income (SSI):

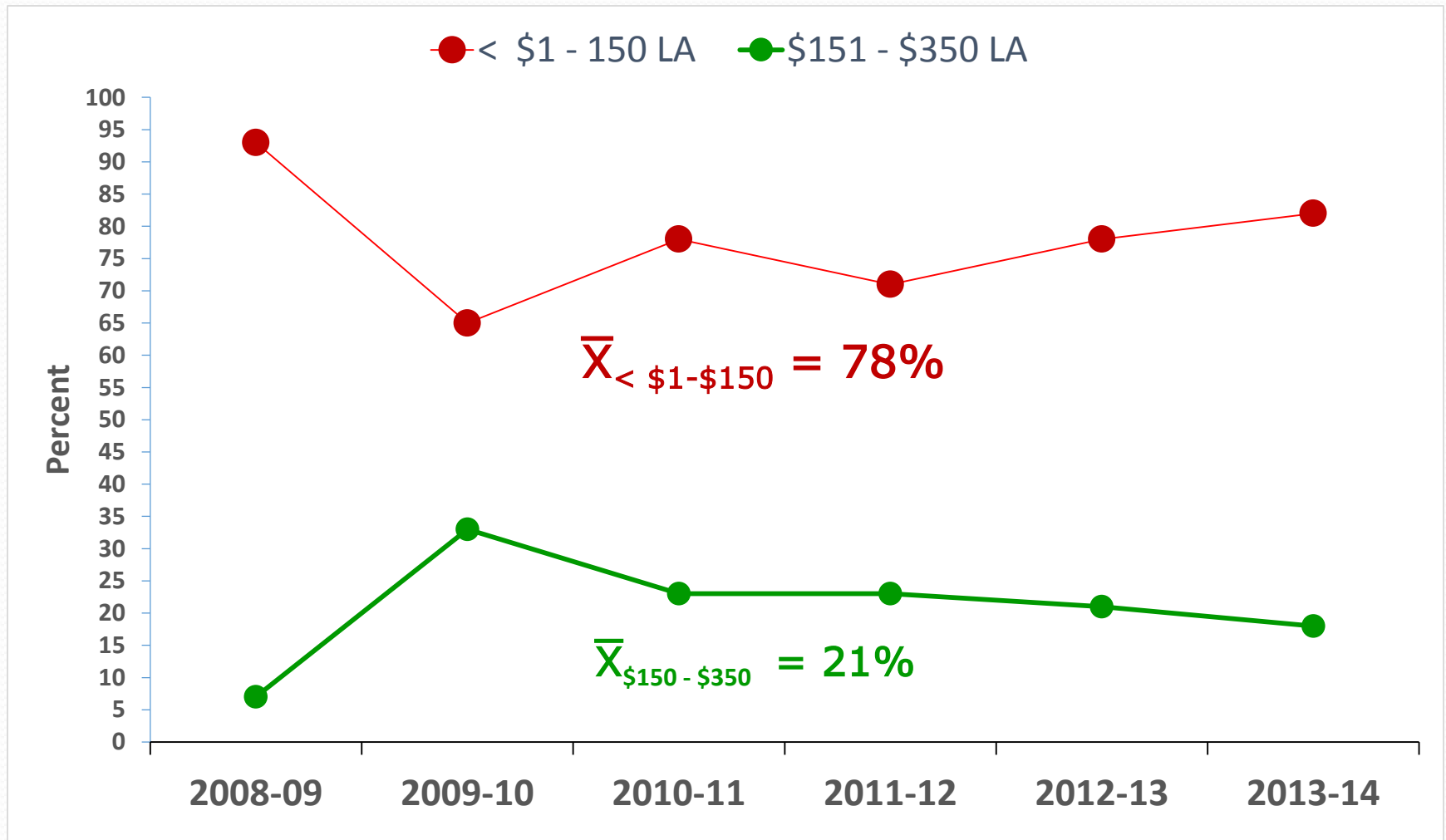
The percentage of non-institutionalized persons aged 21 to 64 years with a disability, in the United States who were receiving SSI benefits 2008-2016.



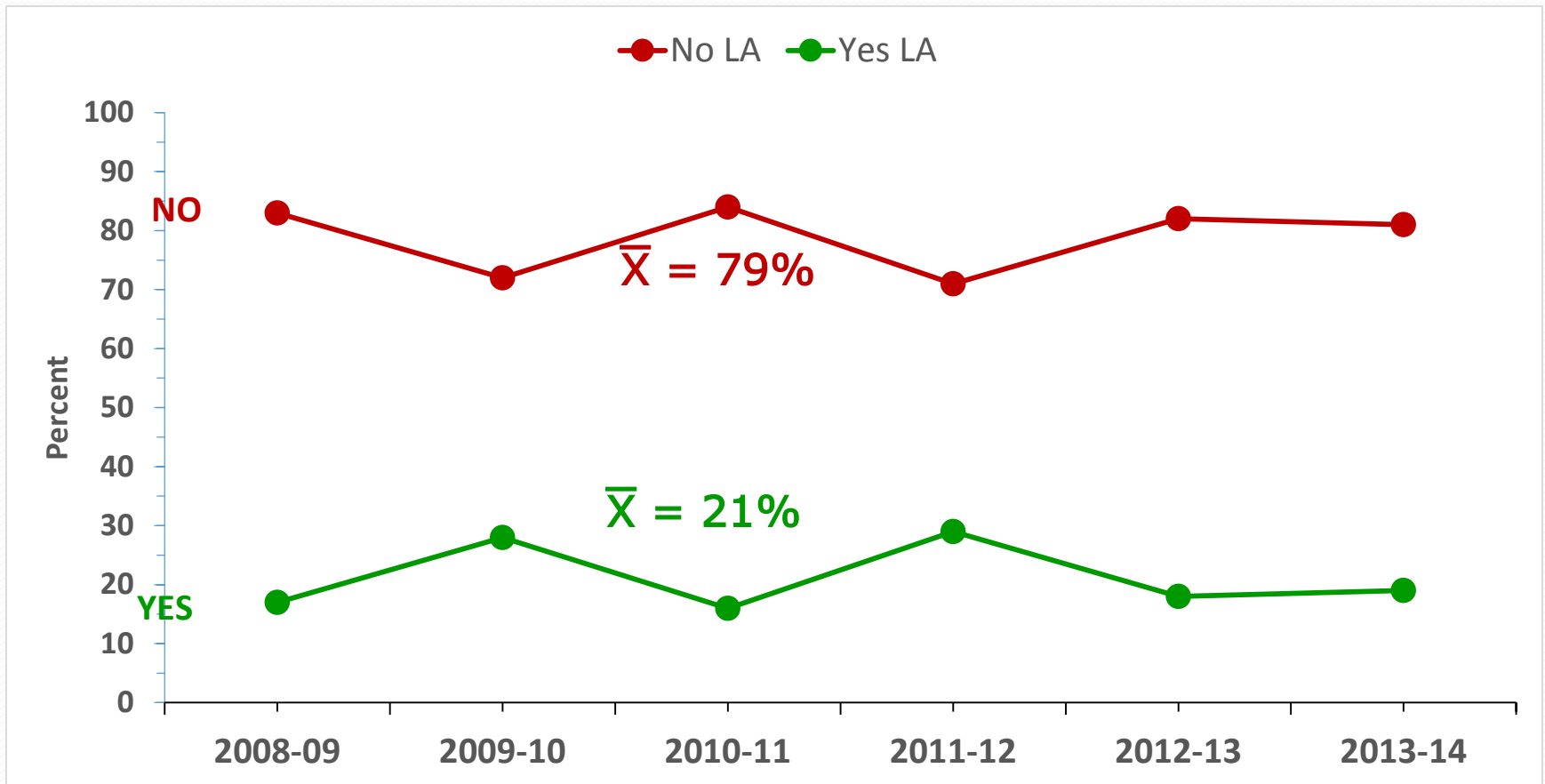
NCI Findings: Amount of Facility-Based Gross Wages Earned During Two-Week Period - LA



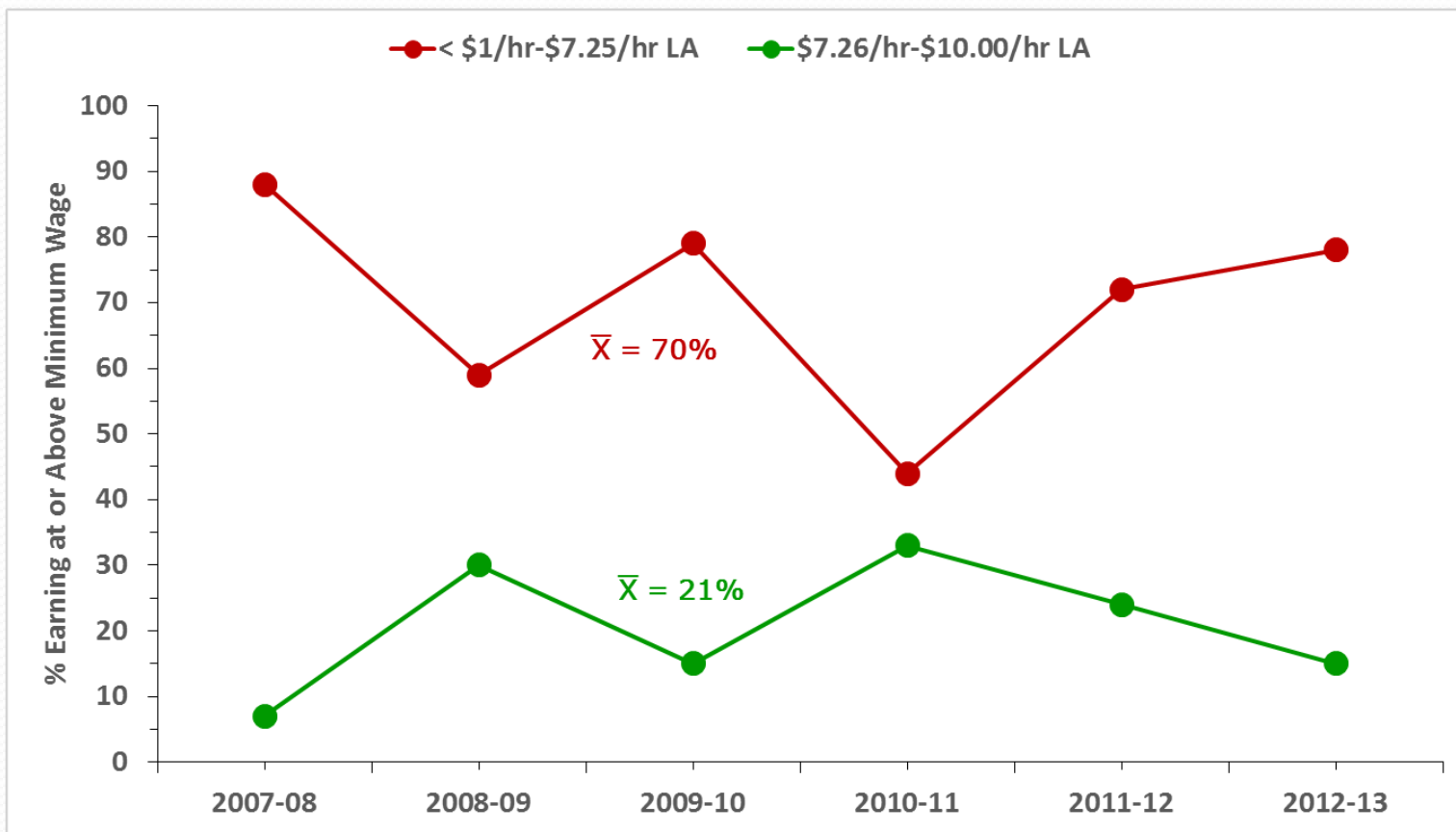
NCI Findings: Amount of Community-Based Gross Wages Earned During Two-Week Period



NCI Findings: Of those employed, % who receive benefits - LA



NCI Findings: % Working in Community Earning at, Below or Above Minimum Wage - LA



Dropout Rate LA Youth with Disabilities by Age, SY13-14 (n=25,122)

TOTAL RATE

US = 3.3% LA = 4.6%

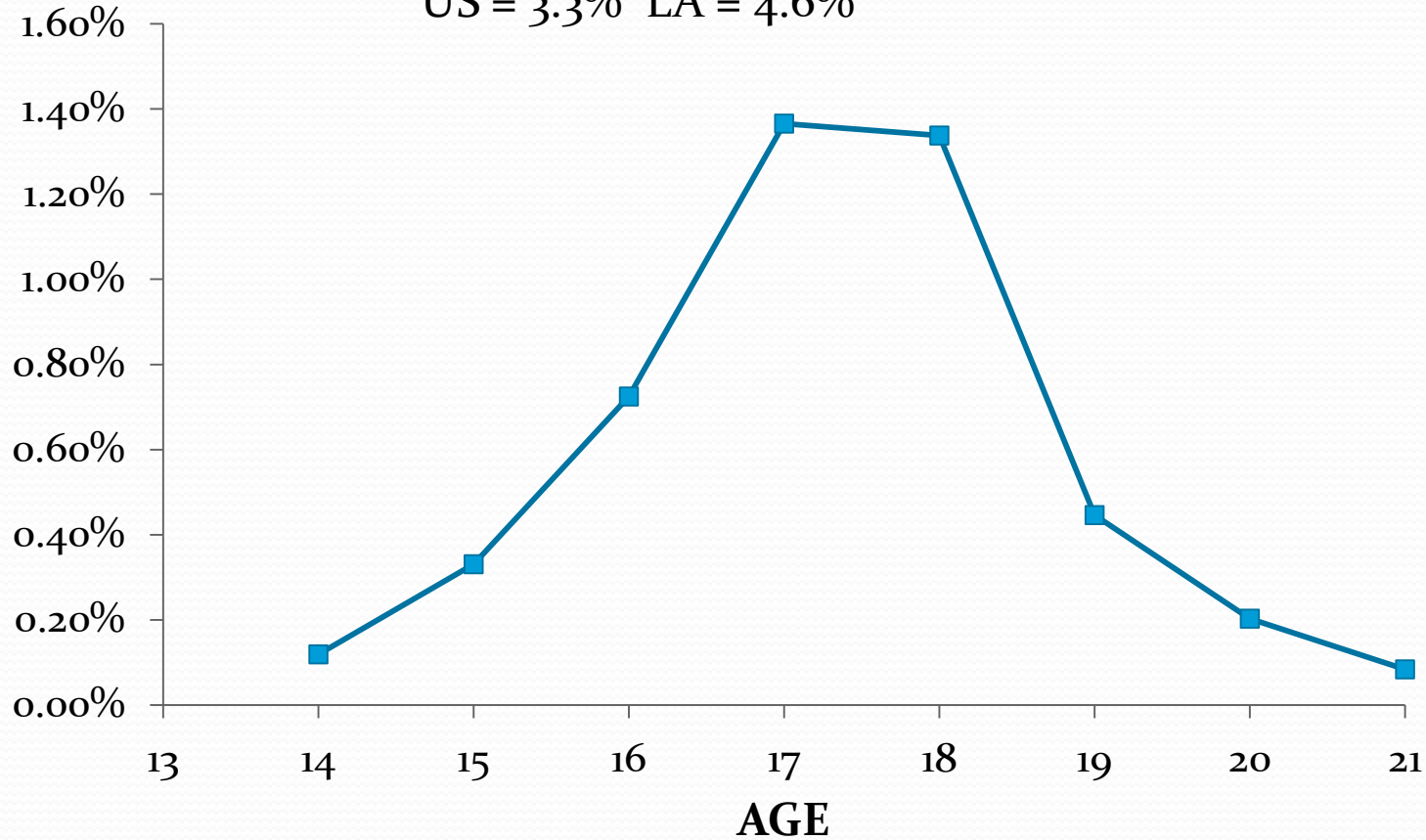
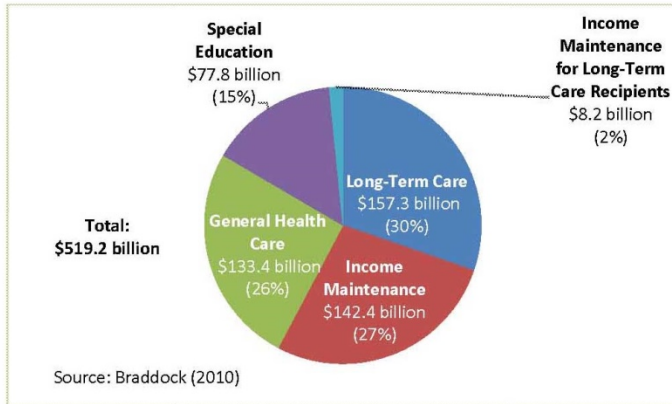


Figure 1

U.S. Public Spending for Disability in 2006



- Most recent data indicates that more than \$500 billion every year in federal dollars spent on serving PWD and this is increasing
- No statistically significant or practical changes in the rates of employment, poverty and median household income since 2008 according to the ACS;
- Rate of employment and poverty are increasing
- Same result from CPS data on persons with work limitations since 1980
- Despite efforts to promote integrated employment PWD are still earning poverty wages
- ***Transition beginning at age 16 too late***; drop out rate substantially increases by age 15

Breaking the school-to-prison pipeline for students with disabilities

Summary of Key Findings and Recommendations

- The confusing disciplinary provisions of the last two IDEA reauthorizations allowed schools to ignore their obligation to FAPE particularly the requirement to consider behavioral supports in the IEP.
- Persistent racial and ethnic disparities in identification, discipline, placement, and other areas disproportionately affect students of color with disabilities.
- Although inclusion of students with disabilities in the general education classroom has increased over the last decade, statistics shows that students of color with disabilities remain disproportionately segregated from their peers without disabilities.

Breaking the school-to-prison pipeline for students with disabilities

- Reports of both overrepresentation and underrepresentation of students of color in special education suggest that child find enforcement does not ensure schools refer and assess these students in a nondiscriminatory manner.
- Racial and ethnic disparities in suspensions and expulsions suggest the presence of unconscious or implicit biases that combine with discrimination on the basis of disability to contribute to the School-to-Prison Pipeline crisis.
- School-wide positive behavior interventions and supports (SWPBIS) and response to intervention (RTI) do not reduce racial and ethnic disparities in discipline without specific attention to issues of race and culture.
- State and local government entities often fail to enforce and comply with mandatory data collection and reporting laws

NLTS 2012 Findings

- Lipscomb, S., Haimson, J., Liu, A.Y., Burghardt, J., Johnson, D.R., & Thurlow, M.L. (2017). *Preparing for life after high school: The characteristics and experiences of youth in special education. Findings from the National Longitudinal Transition Study 2012. Volume 1: Comparisons with other youth: Full report* (NCEE 2017-4016). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.
- This report is available on the IES website at https://ies.ed.gov/ncee/projects/evaluation/disabilities_nlt_s2012.asp.

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Key Findings

Youth with IEPs...

- More likely to live in poverty
- Males, black youth, and youth who are over age 18 represent larger shares of those in special education than of other students
- Most are healthy, but more likely than others to have poor health and chronic conditions
- Less likely than their peers to perform activities indicative of living independently
- **Demonstrate less of one aspect of self-determination—autonomy—but their sense of another aspect—self-direction—is similar to that of other youth**
- Health and independence less than peers, regardless of their backgrounds or the schools they attend
- **Poorer health is more common among youth with an IEP who are low-income, Hispanic, female, older, and from lower-performing, urban schools**
- **Less likely than other youth to participate in extracurricular sports and clubs**
- Less socially engaged outside of school than their peers
- **More likely than other youth to be bullied, tardy, suspended, expelled, and arrested**
- **Less likely to be engaged in school or with friends if they or their schools are disadvantaged**

Background Characteristics

- Youth with an IEP are more likely than their peers to be socioeconomically disadvantaged
- Males, black youth, and youth who are over age 18 represent larger shares of those in special education than of other students
- Youth with an IEP are not more concentrated than other youth in either lower-performing schools or schools in urban areas
- Youth with intellectual disability and emotional disturbance are the most socioeconomically disadvantaged of all the disability groups, whereas those with autism and speech or language impairments are relatively advantaged
- Youth in the most socioeconomically disadvantaged disability groups are also more likely to attend lower-performing schools

Challenges to health, functional abilities, and independence

- Most youth with an IEP are healthy, but they are more likely than other youth to have poor health and chronic conditions
- Difficulty communicating and with motor and sensory abilities is more common among youth with an IEP
- Youth with an IEP are less likely than their peers to perform activities indicative of living independently
- Youth with an IEP demonstrate less of one aspect of self-determination—autonomy—but their sense of another aspect—self-direction—is similar to that of other youth
- The health and independence of youth with an IEP lag that of their peers, regardless of their backgrounds or the schools they attend
- Youth with an IEP face greater challenges with health and independence than their peers regardless of their background.
- Except for those with more functional limitations, the groups of youth with an IEP who have worse health are different from those who demonstrate less independence
- Chronic health conditions are nearly three times more common among youth with an IEP than among those without an IEP
- Youth with an IEP are nearly four times more likely than their peers to use prescription behavioral medicine
- Youth with an IEP are at least five times more likely than their peers to have difficulty communicating and understanding others

Challenges to health, functional abilities, and independence

- Most youth in every group are healthy, but those with intellectual disability, multiple disabilities, and orthopedic impairments are most likely to have poor health and chronic conditions
- Communication challenges affect a majority of youth in half of the disability groups, while limitations with sensory and motor abilities are concentrated among a smaller number of groups
- Difficulty performing activities indicative of living independently is more common among groups with poorer health or communication challenges
- Youth with autism and intellectual disability show less self-determination than youth with an IEP overall
- Within half the disability groups, the oldest students and those with lower functional abilities face greater challenges with health and activities of daily living

Engagement in School & with Friends

- Most youth with and without an IEP feel positive about school, although many youth with an IEP struggle academically
- Youth with an IEP are less likely than other youth to participate in extracurricular sports and clubs
- Youth with an IEP are less socially engaged outside of school than their peers
- Youth with an IEP are more likely than other youth to be bullied, tardy, suspended, expelled, and arrested
- Regardless of their backgrounds, youth with an IEP appear to be less engaged than their peers
- Youth with an IEP, themselves, appear less likely to be engaged in school or with friends if they or their schools are disadvantaged

Engagement in School & with Friends

- Most youth in each disability group feel positive about school but many struggle academically, particularly youth with intellectual disability
- Youth in disability groups that have more trouble with communication and motor functions are less socially engaged than youth with an IEP overall
- Most youth in each disability group participate in extracurricular activities, but youth with intellectual disability or multiple disabilities have somewhat lower participation rates
- Youth with emotional disturbance stand out among the disability groups as most likely to be bullied, tardy, suspended, expelled, and arrested
- Within at least half the disability groups, youth from low-income households and lower-performing schools may be less engaged in school

Academic Supports

- Less likely than their peers to receive academic help from schools outside of the regular school day, but just as likely to take catch-up courses
- Parents of youth with an IEP are more likely than other parents to attend parent-teacher conferences and help their children with homework
- Less likely than their peers to receive academic help outside school hours from school staff, but more likely to receive such help from parents
- Those who are neither Black nor Hispanic and older are less likely to receive academic help from both school staff and parents than those of other racial-ethnic and age groups
- School-based academic assistance outside of regular hours is less common for youth who are low-income, have lower functional abilities, and attend rural schools

Academic Supports

- Youth with an IEP from lower-performing schools are about as likely to receive academic help from schools and parents as those who attend higher-performing schools
- High school youth with an IEP are less likely than their peers to receive academic help from schools outside of the regular school day, but just as likely to take catch-up courses
- Some groups of youth with an IEP are less likely than others to have help from either school or their parents, or both
- Youth with an IEP are less likely than their peers to be gaining experience managing money and learning to drive

Academic Supports

- At least half of youth in every disability group receive some accommodations or special services, but ***modified tests and assignments are the norm only for those with autism, intellectual disability, and multiple disabilities***
- Youth with autism, intellectual disability, or multiple disabilities—the disability groups most likely to receive modified tests and assignments—are the ***least likely to receive school-provided supplemental academic instruction and course guidance***
- Most parents of youth in each disability group attend IEP and parent-teacher meetings, but parents in some groups are less likely to help with homework or attend school events
- ***Within most disability groups, receipt of supplemental academic supports in school and at home does not vary by household income, but Black youth are more likely to receive these supports***

Preparation for Life after HS

- Most expect to obtain some postsecondary education, but they have lower educational expectations than their peers and their parents are more inclined to think they will face challenges
- Appear less likely to be taking steps to prepare for college
- Less likely than other youth to have paid jobs
- Parents more likely than other parents to think their children will not live independently
- Those who are low-income, older, and have more functional limitations are most at risk in their transition expectations and preparation

Preparation for Life after HS

- Most youth in each disability group attend transition-planning meetings at school, *but fewer provide input, particularly among those with autism, deaf-blindness, intellectual disability, and multiple disabilities*
- *At least half of youth with an IEP in each disability group expect to obtain postsecondary education, but their parents have lower expectations and are more inclined to think they will face challenges, particularly youth in two groups*
- *Youth with autism, intellectual disability, and multiple disabilities are less likely than youth with an IEP overall to be taking steps to prepare for college*

Preparation for Life after HS

- Youth in five groups—autism, deaf-blindness, intellectual disability, multiple disabilities, and orthopedic impairments—are less likely to have paid jobs while in high school, and their parents are more likely to think their children will not live independently
- Within most disability groups, youth in low-income households and those with lower functional abilities are at greater risk in terms of their preparation for life after high school

Final Notes

- The groups that most commonly face health and functional challenges are also less engaged with friends and in school activities, but youth with emotional disturbance are most likely to get into trouble.
- Youth with autism, intellectual disability, and multiple disabilities are most likely to receive academic modifications but least likely to receive some other forms of academic support.
- The same three groups—youth with autism, intellectual disability, and multiple disabilities—are least likely to take steps to prepare for college and employment.

Critical Issues

- Low rates of employment
- Low hours and wages even with competitive employment
- Lack of transportation particularly in rural areas
- Lack of access to inclusive leisure/recreation opportunities
- High rates of poverty
- Higher risk of health conditions
- Higher risk of bullying, repeating grades, suspension, expulsion, arrest, incarceration
- Continuing disincentives to work especially among persons with significant physical disabilities
- Lack of opportunities for paid work experience while in school
- Opportunities for social engagement

For More Information

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