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Welcome!

Community Support Network Transition Institute 2022



Supporting Greater Transitions from High School to Adulthood with Predictors of Post-School Success

CSN Transition Institute Conference 2021

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Who We Are



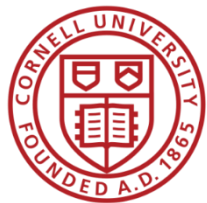
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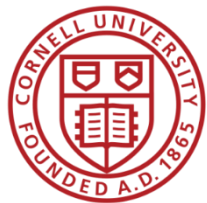


Who are you?



Agenda

- Introduction
- Current Outcomes
- Predictors of Postschool Success
- Our Research
- Why it Matters to You!
- Conclusion & Next Steps



Introduction

“Falling off the Cliff”

Many People with Autism Spectrum Disorder (ASD)...

- Experience challenges with communication and behavior associated with their developmental disorder (CDC, 2020)
- Exhibit certain behaviors (avoiding eye contact, having trouble relating to others, etc.; CDC, 2020) that may negatively impact the acquisition of different postsecondary goals (like getting a job)
- Have been associated with several myths and misconceptions about their performance, productivity, safety, etc., which can lead to employers' resistance to hire applicants with ASD (Scott et al., 2017; Solomon 2020; Unger et al., 2002)
- Experience societal stigma (Ortiz, 2020)

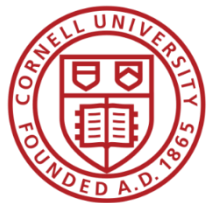
Current Outcomes

- People with ASD are **less likely** to live on their own following high school graduation compared to people with other disabilities (Anderson et al., 2013)
- **Only 36%** of high school graduates with ASD have attended any form of postsecondary education before their early 20s (Roux et al., 2015)
- **Less than 60%** of young adults with ASD experience paid employment, outside the household
 - The experienced paid employment is often part-time, with low wages. (Roux et al., 2015)

Researchers, policy makers, and practitioners have taken greater interest in understanding what in school experiences predict positive transition outcomes.



Yet, in spite of this growing body of research targeting youth with disabilities, more generally, little is known about which in school experiences promote better outcomes for those with ASD.



Predictors of Post-School Success

In-school experiences correlated with improved post-school outcomes

Why Investigate Predictors?

It can help inform and strengthen transition programs and practices in secondary education by pinpointing which in-school experiences have been linked to participating in education, employment, independent living, or other desired outcome areas (Rowe et al., 2015)

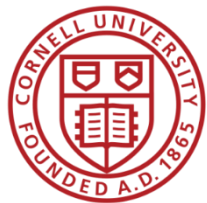
23 Predictors

Policy	Career Development
Inclusion in Gen Ed	Career Awareness
Exit Exam Req./ HS Diploma Status	Career Technical Education
Program of Study	Occupational Courses
Student Skills	Paid Employment/Work Experience
Community Experiences	Work Study
Decision-Making	Collaborative Systems
Goal Setting	Interagency Collaboration
Psychological Empowerment	Parent Expectations
Self-Advocacy/Self-Determination	Parental Involvement
Self-Care/Independent Living	Student Support
Self-Realization	Transition Program
Social Skills	
Technology Skills	
Travel Skills	

(Haber et al., 2016; Mazzotti et al., 2016; Mazzotti et al., 2020; Test et al., 2009)

Outcome Areas

- **Higher education:** being enrolled full- or part-time in community college (2-year program) or college/university (4- or more year program), and completing 1 term (IDEA, 2004)
- **Competitive employment:** work for pay at or above the minimum wage for 20 hours a week (90 days in the year since leaving high school), with customary pay rate, benefits, and opportunities for advancement as those without disabilities; the setting is with others who are nondisabled (IDEA, 2004)
- **Independent living *philosophy*:** “emphasizes consumer control... having crucial and valuable perspective to contribute, and deserving of equal opportunity to decide how to live, work, and take part in their communities...” (National Council on Independent Living, 2020, para. 11)



Background on known predictors for youth with disabilities

What the research tells us...

Study Example 1

Test et al. (2009)

- 1984 – March 2009
- Identified 16 predictors across 22 studies
- 22 included studies
 - Only 4 included, or may have included, students with ASD in 1% or less of their total samples

Why was the ASD literature lacking in 2009?

May be partly attributed to:

- The lower number of people identified with ASD during the year range the review was conducted
 - 6.7% of children were diagnosed with ASD in 2000, 11.3% in 2008, and 18.5% in 2016 (ADDM, 2020)
- Changes to federal legislation
 - *IDEA, ESSA*

Study Example 2 & 3

Haber et al. (2016)

- 36 included studies
 - Only 4 included students in other disability categories aside from MR, SLD, and ED
 - 3 did not include any students with ASD (i.e., Fardig et al, 1985, McAfee & McNaughton, 1997, Wagner et al. 1993)
 - 1 did not specify disability types (i.e., Heal et al., 1998)

Mazzotti et al. (2016)

- Identified four new predictors
- 11 included studies
 - 4 studies included students with ASD with other disabilities,
 - 2 studies exclusively targeted students with ASD
 - 1 study may have included students with ASD

Study Example 4: Mazzotti et al. (2020)

- 2009 – Jan. 2019
- 22 included studies
 - 3 studies included students with ASD among other disabilities
 - 5 studies exclusively targeted students with ASD
 - 1 study was unclear as to whether they included students with ASD

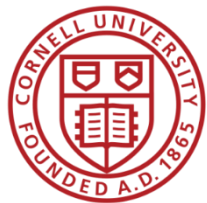
Among the existing research literature on predictors,...

Few studies include samples of youth with ASD

	Studies Specifically Including Students with ASD, by Outcome Area		
Predictor	Employment	Education	Independent Living
Career Awareness	2	1	
Career Technical Education	2		
Community Experiences			
Exit Exam Requirements/ High School Diploma Status			
Goal-Setting		2	
Inclusion in General Education		4	
Interagency Collaboration			
Occupational Courses			
Paid Employment/ Work Experience	2		
Parent Expectations	2	2	
Parental Involvement			
Program of Study			
Psychological empowerment		1	
Self-Care/ Independent Living	3	2	
Self-determination/ Self-advocacy	2	1	
Self-realization			
Social Skills	3	2	
Student Support			
Technology Skills			
Transition Program	1	2	
Travel Skills	1		
Work Study	2		
Youth Autonomy/ Decision-Making	2	3	

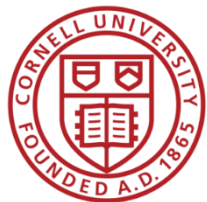
Why does our study focus on low income youth with ASD?

- 40 to 46% of teens and young adults with ASD live in low-income households
- 25% of teens with ASD in all households receive one or more forms of public assistance (Shattuck et al., 2018)
- At the same time, the combination of disability and poverty produce a sharp double jeopardy for youth during this transition.
 - Doubly disadvantaged youth with disabilities are less engaged in postsecondary education and employment, respectively 22% and 10% less likely than their peers without disabilities from homes living above the poverty line (Enayati & Karpur, 2019).



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Autism Transition to Adulthood Initiative



Research Question

Do the known predictors of successful transition to adulthood for youth with disabilities also apply to youth with ASD?

Our Study's Data: Where does it come from?

This project leverages existing data collected under NYS PROMISE

- NYS was one of six model demonstration projects with the objective of promoting positive outcomes for children who receive SSI and their families
- Funded by the US Dept of Education and included interagency collaboration with SSA, HHS, and Dept of Labor
- Recruited SSI eligible youth (14-16 years of age) between 2014 and 2016
- Randomized control trial (RCT) used to test interventions to predict positive outcomes for youth with the control group continuing to receive typical services available to them
- Six years of data including administrative, service records, youth surveys, and parent surveys

Who was in our study?

Total number of participants: 2,090

- Number of participants with ASD: 371 (18%)
- 21% of white students have ASD compared to 13% of Black students
- 21% of males have ASD compared to 10% of females
- 6% of students in Western New York had ASD compared to 23% in New York City

What did we do?

- Separately ran logit regressions for each predictor and each outcome
- Results are reported as odds ratios
- Robust standard errors
- Multiple Imputation by Chained Equations (White, Royston, & Wood, 2011) used in Stata 16 to address instances of missing data

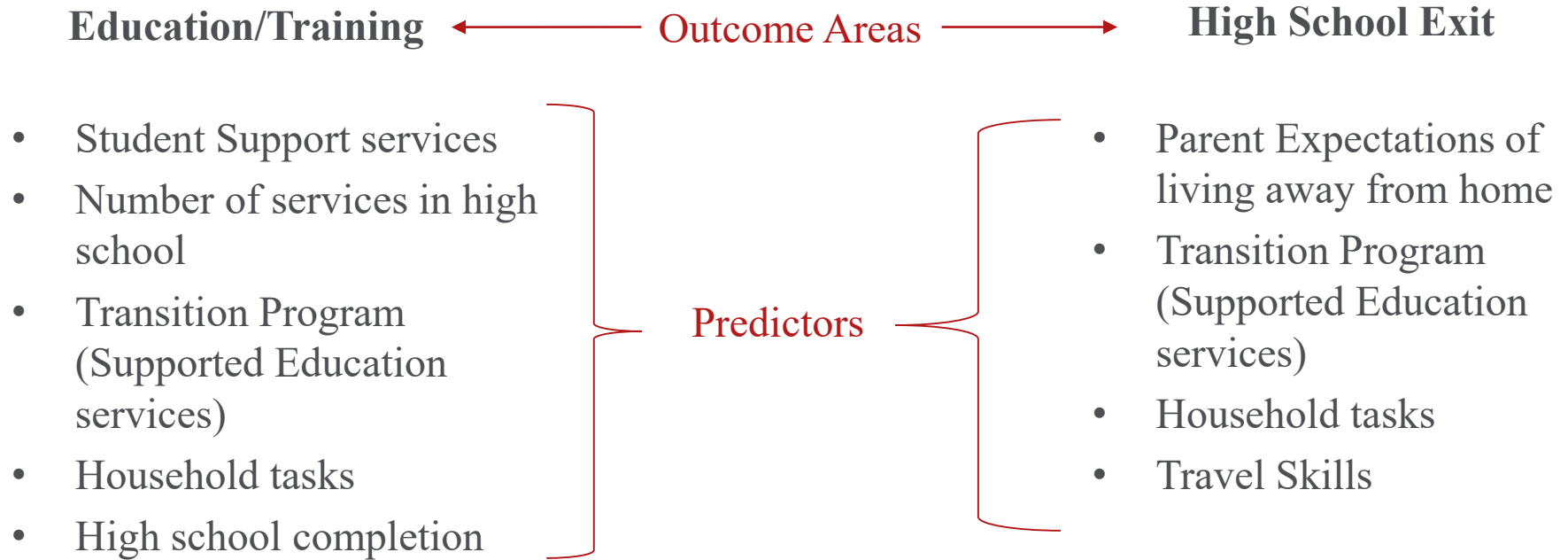
In other words, we wanted to determine the odds an outcome would occur given a particular in-school experience, compared to the odds of the outcome occurring in the absence of that in-school experience.

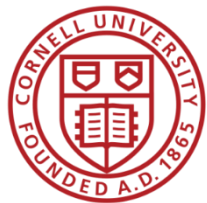
Predictors

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Note: Greyed predictors do not have comparable measures in the NYS PROMISE data.

What we Found...





What does this research mean to you?

As a self-advocate, family member, teacher, employer,
researcher,...

Questions to Consider

What transition services do my students with ASD need based on the predictors of postschool success?

What predictors can help develop, inform, and evaluate a transition program at my school?

We want to hear from you!

Imagine you are at a transition planning meeting. You may be the student, a teacher, an administrator, a specialist, a parent, or another stakeholder. You are given 1 handout—a checklist—at the meeting, with a list of in-school experiences that have been shown to predict certain outcome areas for youth with ASD, according to research.

- Listed on this checklist are the:
 - Predictor definitions and characteristics of what each predictor looks like
 - Definitions for each outcome area

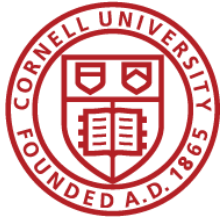
What else would you want or NEED to have on that checklist?

Summary

- Extensive research shows many obstacles facing youth with ASD
- Strong evidence of predictors for youth with disabilities but less evidence for youth with ASD
- This study expands the field's knowledge by
 - Confirming the value of the predictors for youth with ASD
 - Identifying evidence of differential predictors for youth with ASD

Our Team's Next Steps

- Collect and analyze a new wave of data on transition outcomes for youth with ASD
- Seeking input from a Subject Matter Expert (SME) Panel, consisting of a diverse group of stakeholders:
 - Person with ASD
 - A family member of a person with ASD
 - A policy maker with expertise in disability policy
 - An employer who often employs neurodiverse people



Thank you for time.

If you have any questions, please contact Hassan Enayati at he76@cornell.edu.