

Expectations and the Post Transition
of Young Adults with an Autism Spectrum Disorder
to Post-Secondary Education

by

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ABSTRACT

Over the past two decades, substantial research has documented the increase of students with disabilities enrolling in post-secondary education. The purpose of the study was to examine factors identified as significant in preparing individuals who fall on the autism spectrum for post-secondary experiences. The study was exploratory in nature and designed to identify perceived critical program elements needed to design successful post-secondary transition programs for students with an autism spectrum disorder (ASD). The study used archival research and grounded theory to look at expectations of parents with young adults with an ASD and young adults with an ASD on post-secondary transition and to discern whether expectations impact the successful post transition of young adults. More than likely, due to an overall increase in the prevalence of ASDs, many more students with an ASD will be attending a post-secondary educational setting in the near future. Understanding expectations and particular challenges faced by students with an ASD will be necessary for colleges to meet the unique needs of this population.

DEDICATION

This dissertation is dedicated to my family. To my parents for their love, support and encouragement throughout my life; to my son Adam, who is autistic, passionate and apt to change the world; and to my son Jason, who is one of a kind and makes a difference. May your eyes be open to the world, may you each be motivated to reach for the stars and encouraged to pursue your dreams.

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TABLE OF CONTENTS

| | Page |
|---------------------------------------|------|
| LIST OF TABLES..... | vii |
| LIST OF FIGURES..... | viii |
| CHAPTER | |
| 1 INTRODUCTION | 1 |
| Problem Statement/Issue | 3 |
| 2 LITERATURE REVIEW..... | 5 |
| Background Information | 5 |
| Autism spectrum disorder | 5 |
| Legislation | 6 |
| Review | 8 |
| Research Questions..... | 8 |
| Purpose of Study..... | 9 |
| Limitations | 10 |
| Conceptual Frameworks | 11 |
| Family systems theory..... | 11 |
| Ecological systems theory..... | 13 |
| Consciousness competence theory | 19 |
| Expectancy theory | 21 |
| Self efficacy..... | 23 |
| Self-determination..... | 26 |
| Summary..... | 28 |

| | Page |
|---|------|
| 3 METHODOLOGY | 30 |
| Research Design and Theoretical Framework | 30 |
| Evaluation Methods | 31 |
| Participants | 31 |
| Surveys | 32 |
| Procedures | 33 |
| Theory and Needs Assessment..... | 33 |
| 4 DATA COLLECTION AND ANALYSIS | 37 |
| Data Collection | 37 |
| Data Analysis and Discussion | 39 |
| Demographics..... | 48 |
| Survey responses | 56 |
| Programmatic needs assessment..... | 59 |
| Expectations | 65 |
| Discussion..... | 66 |
| New Theory – Adam’s Web..... | 70 |
| Educational Implications | 72 |
| Educational implications for practice/training | 72 |
| Educational implications for legislation | 74 |
| Educational implications for strategic leadership | 76 |
| Educational implications for resources and cost | 79 |
| Other educational implications | 79 |

| | Page |
|---|------|
| Limitations | 80 |
| Future Research | 81 |
| 5 CONCLUSIONS AND RECOMMENDATIONS..... | 85 |
| REFERENCES | 88 |
| APPENDIX | |
| A. COPYRIGHT PERMISSION | 103 |
| B. DEMOGRAPHICS – YOUNG ADULT DETAIL | 106 |
| C. DEMOGRAPHICS – YOUNG ADULT DETAIL SUMMARY | 108 |
| D. DEMOGRAPHICS – PARENT DETAIL..... | 110 |
| E. DEMOGRAPHICS – PARENT DETAIL SUMMARY | 112 |
| F. YOUNG ADULT DEMOGRAPHICS – DESCRIPTIVE STATISTICS SUMMARY | 114 |
| G. PARENT DEMOGRAPHICS – DESCRIPTIVE STATISTICS SUMMARY | 116 |
| H. SURVEY QUESTIONS – RESPONSES/CORRELATION | 118 |
| I. SURVEY QUESTIONS–RESPONSES/STATS SUMMARY | 122 |
| J. SURVEY QUESTIONS – RESPONSES/CONF INTERVAL | 126 |
| K. SURVEY QUESTIONS | 130 |
| L. PROGRAMMATIC NEEDS ASSESSMENT – CORRELATION STATISTICS | 134 |
| M. PROGRAMMATIC NEEDS ASSESSMENT – PEARSON’S ANALYSIS..... | 137 |

LIST OF TABLES

| Table | Page |
|--|------|
| 1. Demographics of Survey Participants | 49 |
| 2. Programmatic Needs Assessment – Critical Program Elements | 61 |
| 3. Mean Scores and Skewness of Program Elements Perceived Not Critical | 62 |
| 4. Program Components that Determine Suitability for Post-Secondary Programs..... | 64 |
| 5. Pearson’s Test | 69 |

LIST OF FIGURES

| Figure | | Page |
|--------|---|------|
| 1. | Family Systems Theory | 12 |
| 2. | Bronfenbrenner's Ecological Systems Theory..... | 16 |
| 3. | Conscious-Competence Model | 21 |
| 4. | Development through Self-Determination | 27 |
| 5. | Skewness and Kurtosis | 42 |
| 6. | Adam's Web..... | 71 |

Chapter 1

INTRODUCTION

The number of individuals diagnosed with autism is double the rate of a decade ago (Fischbach, 2011). In the early 1990's the incidence of autism was one in 10,000; in 2000, prevalence averaged six in 1,000 (Centers for Disease Control and Prevention [CDC], 2009). This alarming rise in diagnoses has now given autism the undesired ranking as the most prevalent childhood developmental disorder in the U.S. for which no known cause or cure has been established (Agnello, 2010). Since first being described by Leo Kanner in 1943, the CDC began collecting data on autism spectrum disorders (ASDs) in 1996 and then only in selected areas in the United States since 2000. The incidence of ASDs has also exploded in the past decade with the latest studies revealing that approximately one in 100 children are affected by an ASD (CDC, 2009; Wright, 2010), including one in 70 boys.

Among those completing high school, students with disabilities are less likely to enroll in post-secondary education than their peers without disabilities. Research has shown that most students with a disability are leaving secondary environments lacking preparedness for post-secondary education and are less likely to complete a full secondary school academic curriculum (National Center for Education Statistics [NCES] 1996, 2000; National Council on Disability [NCD], 2003; Ponticelli, 2009). Over the past two decades, however, substantial research has documented the increase of students with disabilities enrolling in post-secondary education and namely, community colleges (Mull, Sitlington, &

Alper, 2001; NCES, 1996, 2000; Nuebert, Moon & Grigal, 2004; Ponticelli, 2009). More than likely, due to an overall increase in the prevalence of ASDs, many more students with an ASD will be attending a post-secondary educational setting in the near future (Adreon & Durocher, 2007, CDC, 2005). Understanding the disorder and the particular challenges faced by students with an ASD will be necessary for colleges to meet the unique needs of this population.

The purpose of this study is to examine factors identified as significant in preparing individuals who fall on the autism spectrum for post-secondary experiences. This study is exploratory in nature and designed to identify perceived critical program elements to be included in designing successful post-secondary transition programs for students with an autism spectrum disorder (ASD) and to be done in an effort so that post-secondary institutions can better accommodate and serve what is a growing influx of students from this population. This study is to be a means to discern and generate theory regarding expectations of parents with young adults with an ASD and young adults with an ASD on post-secondary transition and whether their expectations align with each other. The study also looks at expectations of both groups to discern whether expectations impact the successful post transition of young adults.

Research shows that when the influential people in a child's life do not believe that he or she has the potential to achieve an outcome, the outcome is not likely to be realized (Donahue, 2000; Ivey, 2004). This study compares and contrasts what parents and young adults believe are necessary elements in designing post-secondary programs that would be successful for their transition

and whether evidentiary support or theory that supports such conclusions exist. The nature of self efficacy and unconscious incompetence are showcased and the concept of self-determined behavior that students with disabilities may need to exercise if they are to realize a successful post-secondary experience is examined. Additionally, this study will enlighten policy and practice for educational leaders and add to the body of research in the area of disability and post-secondary education.

Problem Statement/Issue

Post-secondary transition is not only difficult for adolescents on the autism spectrum, but is also extremely stressful for parents and caregivers. Worries about what the future holds for their child with an ASD often burden parents, who are frequently life-long primary advocates for individuals on the spectrum and often the main financial resource (Hubert, 2009; Baskin, 2008; Volkmar & Weisner, 2009; Hendricks, 2009).

Despite legislation, civil rights advocacy, monumental expenditure of state and federal dollars, advanced technology and disability rights policy, students with disabilities in general and ASD in particular, attempting post-secondary education do not successfully complete their educational goals at the same rate as students without disabilities and as such are typically not succeeding in their education. Such knowledge is disconcerting given that research shows the improved employment status for students with disabilities who have completed a college education increases more sharply than for those without disability (NCD,

2003; NCES, 1996, 2000; Ponticelli, 2009). The dropout rate of individuals who have disabilities at the post-secondary level is a growing national crisis that calls out for system change (Disability, 2003). As Ponticelli (2009) points out, a step in this direction is to have quality research that can inform decision makers how best to serve and promote students with disabilities in their academic institutions. Previous research provides a small window of insight, but extensive research is still lacking to inform practitioners about what appears to be effective versus ineffective policy and practice.

Attempting to understand key relationships affecting the academic performance of students with disabilities makes this study particularly timely and answers the first question, “What critical program elements are perceived to be necessary to develop successful post-secondary transition programs for students with an autism spectrum disorder (ASD)?” The program elements identified and program components that influence the decision making process for both parents and students with an ASD will aid in the planning and development of post-secondary programs that are successful for the post transition of students with an ASD. The second question in this study pertains to the expectations of parents and young adults and asks, “How do the expectations of either the parents or young adult impact the successful post-secondary transition of a young adult with an autism spectrum disorder?” This study is also a means to discern and generate theory regarding expectations of parents with young adults with an ASD and young adults with an ASD on post-secondary transition and whether their expectations align with each other.

Chapter 2

LITERATURE REVIEW

Background Information

Autism spectrum disorders

The term autism spectrum disorder (ASD) refers to a group of neurodevelopment disorders that affect development in the areas of social interaction, communication, and behavior (Adreon et al., 2007). ASD includes diagnoses of autism, Asperger's Syndrome (AS) and pervasive development disorder not otherwise specified (PDD_NOS). Individuals with an ASD appear to process information in their brain differently than neurotypical people, and might have unusual ways of learning, paying attention, and reacting to different sensations (CDC, 2006) As the word spectrum implies, ASD affects each individual differently and to varying degrees of severity. Because symptoms fall along a spectrum or continuum, symptoms can occur in any combination and can range from very mild to severe and differ significantly in their overall language and cognitive abilities.

Diagnostic criteria for AS and autistic disorder are identical with respect to symptoms of social impairment and restricted and repetitive behaviors, however, students with AS do not demonstrate delay in the development of spoken language or in their cognitive development. The ability to reliably differentiate the diagnostic distinction among these specific forms of ASDs is unclear and considered controversial (Adreon et al., 2007; Klin & Volkmar, 1995;

Macintosh & Dissanayake, 2004). For purposes of this research, the study combines and summarizes those who have an ASD to include those identified as autistic, with AS, and PDD_NOS and meant to apply to individuals who fall within the high functioning end of the autism spectrum. Although people of all ages are diagnosed with an ASD, this study is only concerned with young adults who have been diagnosed with an ASD and parents of young adults with an ASD.

Legislation

The Americans with Disabilities Act (ADA) of 1990, as amended and Section 504 of the Rehabilitation Act of 1973 are major federal legislative acts that are designed to protect the civil rights of individuals with disabilities and have begun to have a major impact on schools across the United States (ADA, 2008). Section 504 of the Rehabilitation Act (Smith, 2001) created and extended civil rights to people with disabilities, prohibits discrimination on the basis of disability and applies to entities that receive federal funds. The ADA applies to virtually every entity except churches and private clubs.

At the secondary level, the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 mandates the provision of assistance for students with disabilities which is available in middle school and high school. IDEA applies to the public school system and is usually geared around services. IDEA no longer protects these students once they graduate or leave the school system or if they become ineligible at age 22. Services that were being provided in high school will not automatically carry over to the post-secondary setting (IDEA, 2004).

At the post-secondary level, the American with Disabilities Act (ADA, 1990) and Section 504 of the Rehabilitation Act (504, 1973) are the primary mandates for the provision of assistance, usually in the form of accommodations and services (Graetz & Spaminato, 2008). The American Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are intended to prevent any form of discrimination against individuals with disabilities and ensure that persons cannot be discriminated against in obtaining higher education simply based on their disability. Any university or college receiving federal support is required to provide services for individuals with disabilities. Most personnel in college or university offices of disability support may not understand the complexities of the ASD diagnosis and although the academic supports may provide some assistance, the greater issues of social and emotional well-being and coping with feelings of fear, anxiety and excessive stress may go unaddressed, especially for those with an ASD (Graetz et al, 2008).

Previous research showed that young adults with disabilities were experiencing poor post school integration, high dropout rates, high unemployment, low rates of post-secondary education, and low quality independent living and community participation outcomes (Blackorby & Wagner, 1996; Chadsey-Rusch, Rusch, & O'Reilly, 1991; Edgar, 1987; Haring, Lovett, & Smith, 1990; Hasazi, Gordon, & Roe, 1985; Retish, 1989; Roessler, Brolin, & Johnson, 1990; Scuccimarra & Speece, 1990). In turn, the research resulted in IDEA initiating the requirement that public schools develop a transition plan for students with individual education programs (IEPs) aged 16 or older (IDEA,

1990). Far less is known about the transition process for individuals with an ASD therefore, educational professionals are faced with a distinct disadvantage in their efforts to address the needs of this particular population.

Review

The research project uses archival data that was compiled using both qualitative and quantitative research methods and analyzes data gathered from survey based instruments. For purposes of the study that was implemented by Hanish et al. (2010) and the subsequent archival data that was used for this research, two survey instruments were used; one for parent/caregiver and one for young adults. Participants were selected from across the greater Phoenix metropolitan area.

One of the findings of the original study was that the majority of research concluded that current transition programs were not sufficient enough to meet the present and future needs of the autistic population. Effective post-secondary transition programs would need to identify and address the complex needs of this growing population (Hanish et al., 2010).

Research Questions

Two research questions guide this study. The second question is the primary question that guides this research.

1. What critical program elements are perceived to be necessary to develop successful post-secondary transition programs for students with an autism spectrum disorder (ASD)?

2. How do the expectations of either the parents or young adult impact the successful post transition of a young adult with an autism spectrum disorder?

Purpose of Study

The purpose of this study is to identify what specific elements are perceived to be necessary to develop successful post-secondary transition programs for students with an autism spectrum disorder (ASD). This study compares and contrasts the beliefs of parents of young adults with an ASD and young adults with an ASD report are necessary elements in designing post-secondary programs that would be successful for their transition and whether evidentiary support or theory exists that supports such conclusions. The study looks at the expectations of parents and the young adults in an attempt to discern through theory whether expectations impact the successful post transition of young adults. The concepts of self efficacy and self-determined behavior are discussed and examined to determine the requisite need for students with an ASD to exercise if they are to realize a successful post-secondary experience.

An outcome of this study is to create a needs assessment based on archival research and existing data that was gathered by Hanish et al., (2010). A fundamental step in developing effective post-secondary programs for the successful transition of students with ASD is to examine what parents, caregivers and young adults believe are the critical program elements of such programs for this population. Parents are typically the caregivers and often have the means and

ethical responsibility for continued support of their adult children with an ASD, therefore, their voice should be included.

The research questions explore and identify critical program elements perceived to be necessary for successful post-secondary transition programs for students with an ASD.

An additional function of this research is to discern and generate theory regarding alignment of expectations related to post-secondary transition with those of young adults with an ASD and parents of adolescents and young adults who fall on the autism spectrum.

Limitations

One of the limitations of this study is that the researcher had no control over how data was collected as archival data was used. Evidence of reliability and evidence of validity are assumed as written. Although safeguards for the collection and integrity of the data appeared to be in place, some data elements were missing from some of the records, but these were fields not used in the present study. The type of demographic information collected and other questions asked, limited the ability to determine if the archival data can support and give credence in identifying whether various levels of the ecological systems in theory actually existed. If so, at what level and at what point did the levels break down?

Another limitation was that the population sample was small so that generalizations to larger populations may prove to be limited. In addition, the

geographical span of the survey was limited to the greater Phoenix metropolitan area.

Conceptual Frameworks

In an effort to better understand child, parent and family functioning and influence, the conceptual frameworks and theories that contribute to the understanding of how expectations of parents, families and children develop and impact decisions and outcomes is examined. The conceptual frameworks being reviewed in this study include: family systems theory, ecological systems theory, expectancy theory and the theory of consciousness and competence. In addition, the behavior theories of self-efficacy and self-determination are discussed. All of the theories presented both challenge and support the idea that by changing or influencing how an individual learns behaviors, especially in the early stages of mental development, can have a large impact on their mental processes in later stages of development and at later stages in their lives. Brief descriptions of these conceptual frameworks/theories follow.

Family Systems Theory

Family systems theory consists of eight stages and recognizes that the family is a system and that actions affecting any one member affect all of the members (Minuchin, 1974; Wehman, 1998). A family systems perspective examines the individual structure, roles, values, beliefs, stresses, coping strategies, resources, and social networks of each family (Guralnick & Bennett, 1987; Wehman, 1998). Figure 1 identifies the eight stages of the family life cycle

represented by family systems theory. Primary importance is put on the interactional nature of the family unit. The family is seen as consisting of a series of subsystems whose roles change over the life cycle the family (McGoldrick & Carter, 1980; Wehman, 1998).

Figure 1. Family Systems Theory

| |
|---|
| <p style="text-align: center;">FAMILY SYSTEMS THEORY</p> <p style="text-align: center;">Stages of the Family Life Cycle</p> |
|---|

- Stage 1: Married Couples
 - (without children)
- Stage 2: Childbearing Families
 - (oldest child, birth-30 months)
- Stage 3: Families with Pre-School Children
 - (oldest child, 2 1/2-6years)
- Stage 4: Families with School Children
 - (oldest child, 6-13 years)
- Stage 5: Families with Teenagers
 - (oldest child, 13-20 years)
- Stage 6: Families Launching Young Adults
 - (first child gone to last child leaving home)
- Stage 7: Middle-age Parents
 - (“empty nest” to retirement)
- Stage 8: Aging Family Members
 - (retirement to death of both spouses)

Family Systems Theory. (1977) Retrieved from <http://www.csun.edu/~whw2380/542/Family%20Developmental%20Theory.htm>

According to Goldenberg & Goldenberg (2003), everything that happens to any family member has an impact on everyone else in the family. A family is considered one emotional and functional unit whereby individuals cannot be understood in isolation from one another, but rather as a part of their family; one that is interconnected and interdependent of the whole. As a family with an autistic child grows through the various family life cycle stages, each stage is impacted differently and for each individual family member. As stated by Mallers (2009):

The application of systems theory to families with an autistic child reminds us that we can broaden the meaning of family to include friends and neighbors and other support systems. Change is inevitable, flexibility in roles is essential, and moments to speak freely and honestly are critical. All families can benefit from such opportunities for growth and bonding. We should all be reminded of one of the core tenants of family systems: healthy families, whether dysfunctional or challenged, ensure that each member is valuable and special (p. 2).

Ecological Systems Theory

Ecological systems theory looks at a child's development within the context of the system of relationships that form their environment. Developed by

Bronfenbrenner (1979) (co-founder of Head Start), this theory defines complex “layers” of environment, each having an effect on a child’s development, and emphasizes that a child’s own biology is a primary environment fueling their development. The interaction between factors in the child’s maturing biology, their immediate family/community environment, and the societal landscape fuels and steers their development. Changes or conflict in any one layer will ripple throughout other layers (Paquette & Ryan, 2001).

The human ecology model of human development (Bronfenbrenner, 1979) proposed that four sources or layers of influences impact a child’s development: microsystem, mesosystem, exosystem, and the macrosystem. The microsystem is the level where interactions and influences are within immediate settings and include the child’s immediate relationships with family members, caregivers and school. Figure 2 contains a picture of Bronfenbrenner’s Ecological Systems Theory model (1979). The influences are bi-directional in that not only do the parents affect the child’s beliefs and behaviors, but the child also impacts the behavior and beliefs of the parent. At this level, influences are strongest and have the greatest impact on the child (Berk, 2000; Paquette & Ryan, 2001). As Dombeck (2005) suggests, the interactions of these groups will strongly influence how the child develops (Barclift, 2010).

Mesosystem is the layer that provides the connection between the structures of the child’s microsystem and is the interactions and influences among major settings which is inclusive of the microsystem parts and how they work together. An example of this is parent involvement with the school teacher. If the

parent actively participates in communication with the teacher and school, the overall growth of the child is impacted (Berk, 2000; Paquette & Ryan, 2001).

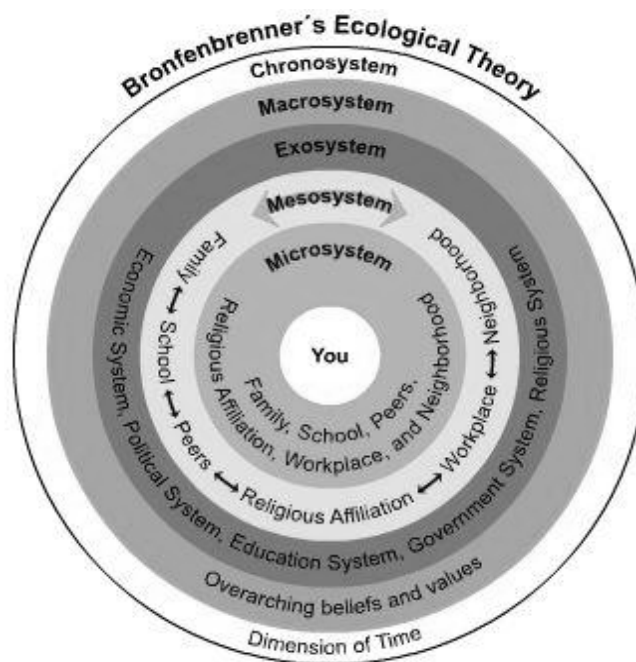
Exosystem defines the formal and informal social structures that affect the child and includes other places and people that the child may or may not interact with. Exosystem defines the larger social system in which the child does not function directly but impacts the child's development by interacting with some structure in their microsystem. An exosystem would include, for example, extended family members, peers, neighbors, church members, community based resources and parent workplace. The child may not be directly involved at this level, but does feel the positive or negative force involved in their system (Berk, 2000; Paquette & Ryan, 2001).

The final level is the macrosystem which is the layer considered to be the outermost layer in the child's development (Berk, 2000; Paquette & Ryan, 2001). The macrosystem is where the ideological patterns of the various cultures in which the child functions exist. The macrosystem is comprised of customs, laws and cultural values and is influenced by the economy, government and culture. Each system contains roles, norms and rules that shape an individual's development (Barclift, 2010; Berk, 2000; Bronfenbrenner, 1996; Paquette & Ryan 2001).

Bronfenbrenner's ecological systems theory (1979) focuses on the quality and context of the child's environment. He states that as a child develops and their physical and cognitive structures grow and mature, the interaction within these environments becomes more complex. According to his theory, if the

relationships in the immediate microsystem break down, the child will not have the tools to explore other parts of their environment, thus impacting their development and causing deficiencies, usually during adolescence, such as anti-social behavior, lack of self-discipline, and the inability to provide self-direction (Addison, 1992; Paquette & Ryan, 2001). These developmental deficiencies are examples of types of deficiencies that a child or young adult with an ASD typically exhibit.

Figure 2. Bronfenbrenner's Ecological Systems Theory



Bronfenbrenner's Ecological Systems Theory. (1979). Retrieved from <http://www.google.com/imgres?imgurl=http://seanstorm.files.wordpress.com/2009/06/systems.jpg>-3/4/2011

To study a child's development, the child and their immediate environment must be considered, and the interaction of the larger environment must be looked at. Raising a child takes cooperation and involvement from educators, parents, families and the community. Although research has demonstrated that parent involvement is an important influence on a child's success (LaBahn, 1995), a significant increase in the number of children raised for some period of their childhood in less than ideal conditions has been reported. At least one in five children in the U.S. lives in a family with an income below poverty level, at least one-fourth of children live with one parent and more and more mothers are working outside the home, meaning that many parents cannot be as involved in their child's life as they should be (Edwards & Young, 1992).

Research shows that the cost to raise and support an individual with autism is substantial. Without the help of direct or indirect supports, families are left to bare the fiscal responsibility thus impacting every aspect of family living and their environment. Often these challenges have the potential to strain the marriage, the family and the overall well being and functionality of the family (Edwards & Young, 1992). When a family lives with an individual with a disorder such as ASD, the disorder usually magnifies stress associated with daily tasks and extends timeframes of parenting responsibilities again impacting every aspect of family living and the environment. Many times, parents and the young adults are found to be angry, fearful and frustrated simply due to a lack of knowledge and understanding of the disorder or ability to obtain information which, in turn can impact the emotional state of the parent, the individual and the

environment in which they all live (Edwards & Young, 1992). ASDs provide unique opportunities for parents and individuals with an ASD to develop unrealistic expectations that can in turn impact future outcomes. Understanding how the impact of environments and environmental issues facilitate in establishing the emotional well being of the family and give rise to the development of realistic expectations that can effect transition and post-secondary opportunities. Bronfenbrenner's theory (1979) highlights the notion that a child's development is influenced and shaped by their environments which include parent involvement and influence and discusses the impact when the relationships in the immediate microsystem breaks down.

The ecological systems theory perspective complements a family systems focus by including the community as an integral context in which a family functions and can be used in part as a conceptual framework for the research questions identified in this study (Weissbourd & Patrick, 1988; Wehman, 1998). Communities that support families and individuals with autism can include: community based resources, church communities, and places of worship, social networks, social workers, therapists, support groups, practitioners, physicians, neighbors, schools and educators. Families and individuals with autism typically encounter a high number of "interventionists" more frequently than those families and individuals without autism. Community supports can be are usually are a very integral part of the functionality of a family living with autism as it takes cooperation and involvement from educators, parents, families and the community to raise a child with autism.

Consciousness Competence Theory

The conscious competence theory is another name for a theory posited by Maslow in the 1940's called the "Four Stages of Learning" which describes how a person learns and defines four states that an individual may pass through in progression as they learn. The conscious competence theory relates to the four psychological states of consciousness and competence that you move through in the process of progressing from incompetence to competence in learning (Howell, 1982). The four states of consciousness and competence are:

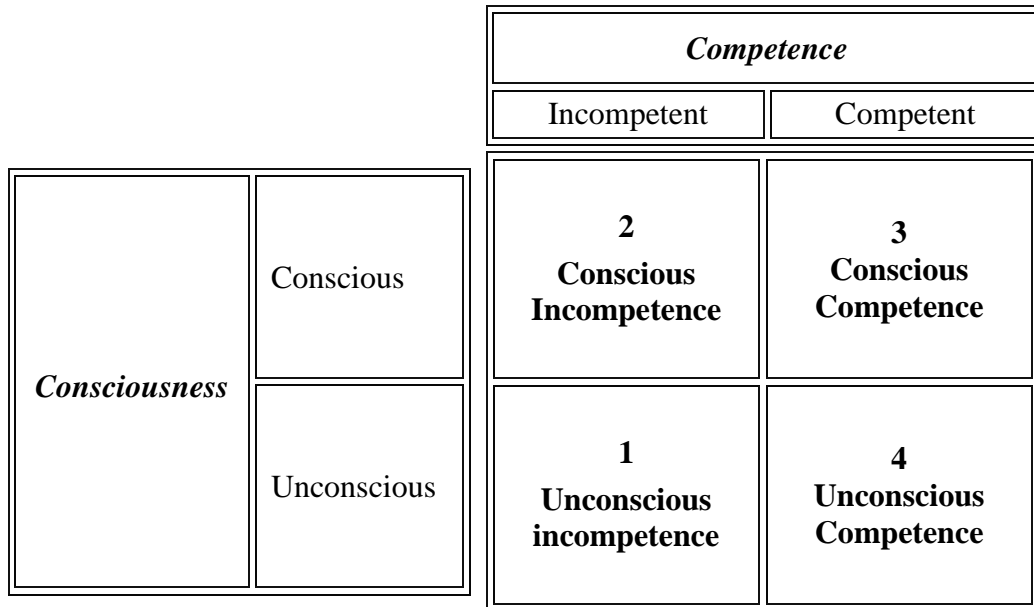
1. **Unconscious Incompetence:** The stage at which a person doesn't know that they don't know something. In this stage the individual neither understands nor knows how to do something, recognize the incompetency, or has a desire to address it.
2. **Conscious Incompetence:** The stage at which a person is aware that they are incompetent at something. In this stage, the individual does not understand or know how to do something, but recognizes the incompetency. However, they choose not to address it.
3. **Conscious Competence:** The stage at which a person develops a skill in a particular area or achieves a task, but has to think about it. In this stage, the individual understands or knows how to do something; however, it requires a great deal of consciousness or concentration.
4. **Unconscious Competence:** This is the final stage and the stage at which a person has mastered a particular skill or task and it now comes naturally.

In this stage the individual has had so much practice with a particular skill that it becomes "second nature" and can be performed easily with minimal concentration. Dependent upon how and when it was learned, the individual may or may not be able to teach it to others (Howell, 1982).

Figure 3 depicts the four stages of the conscious-competence model.

Research has proven that many individuals with a disability in a secondary environment are not equipped to transition to post-secondary programs (NCD, 2003; Ponticelli, 2009). Individuals may be in the state of unconscious incompetence and therefore unaware of what they don't know. Individuals may believe that they are prepared and equipped with the skill base necessary to succeed, but are unaware of the supports that have been provided throughout their high school curriculum and regimen. Conscious-Competence theory provides a framework of how an individual might choose certain critical program elements over others that are necessary for transition and could explain negative correlations that exist. The Conscious-Competence theory illustrates that the stage or state, of where the young adult with an ASD is located on the model, could impact some or many of the outcomes of the choices or expectations that the individual makes.

Figure 3. Conscious-Competence model



Conscious-Competence model. (1982). Retrieved from http://changingminds.org/explanations/learning/consciousness_competence.htm.

Expectancy Theory

In 1964, Vroom developed the Expectancy theory through his study of the motivations behind decision making. The theory is about the mental processes regarding choice or choosing and explains the processes that an individual undergoes to make choices. While theory of motivation explains how individual make decisions regarding various behavioral alternatives, expectancy theory

proposes that individuals will decide to behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior to be. In essence, the motivation of the behavior selection is determined by the desirability of the outcome.

Motivation is the driving force which helps us to achieve goals and comes from two sources: oneself, and other people; intrinsic motivation and extrinsic motivation, respectively. If a reward, tangible or intangible, is the motivation for an outcome, and is presented after the occurrence of an action (i.e. behavior) with the intent to cause the behavior to occur again, the person receiving the reward immediately is more likely to repeat the behavior and less likely as duration of the receipt of the reward. However, repetitive action-reward combination can cause the action to become habit or expected. For an individual with an ASD who tends to learn through repetitive behavior, applying proper motivational techniques can be much harder than it seems. Kerr (1995) notes that when creating a reward system, providing rewards to A can be easy, while hoping for B, and in the process, reap harmful effects that can jeopardize goals.

At the core of the Expectancy theory is the cognitive process of how an individual processes the different motivational elements (Condrey, 2005). Vroom (1964) defines motivation as a process governing choices among alternative forms of voluntary activities, a process controlled by the individual (Condrey, 2005). The motivational force for a behavior is a function of three distinct perceptions: expectancy (E), instrumentality (I) and valance (V). The motivational force is the product of the three factors:

$$MF = E \times I \times V$$

When deciding among behavioral options, individuals select the option with the greatest motivational forces. The expectancy (E) factor is the expectancy that one's effort will lead to the desired performance and is based on past experience, self-confidence, and perceived difficulty of the performance goal (2010). The instrumentality (I) factor is the belief that if one does meet performance expectations, they will receive a greater reward. Valance (V) refers to the value the individual personally places on the rewards and is a function of their own values, needs, and goals. If any one of these values is zero, the whole equation becomes zero.

Vroom's (1964) theory has been relevant to the study of management and can be correlated to the importance in understanding what motivates students with disabilities and why they may behave in a certain way (self-efficacy). Expectancy theory is an approach to understanding a person's expectations of specific outcomes, and the values a person places on those outcomes (Bandura, 1995; Ivey, 2004). Thus, expectancy theory is critical to the discussion in the comparison and contrast of expectations of parent and young adults with an ASD and in understanding those expectations.

Self Efficacy

Bandura, a psychologist, defined self-efficacy as one's belief in one's own ability to succeed in specific situations or as more commonly defined: the belief in one's capabilities to achieve a goal or an outcome (Bandura, 1977). Self-

efficacy represents the personal perception of external social factors, is developed from external experiences, and is influential in determining the outcome of many events. A sense of self-efficacy can be key in how one approaches goals, tasks, and challenges.

Bandura points to four factors affecting self-efficacy:

1. **Experience (Mastery Experience).** Experience is the most important factor deciding a person's self-efficacy. Simply put, student's successful experiences raises self-efficacy, failure lowers it (Bandura, 1977; Margolis & McCabe, 2006).
2. **Modeling (Vicarious Experience).** Modeling is observing a peer succeed at a task which, in turn can strengthen beliefs in one's own abilities. "If they can do it, I can do it as well." This is a process of comparison between oneself and someone else. Although not as influential as experience, modeling is a powerful influence when a person is particularly unsure of him- or herself (Bandura, 1977; Margolis & McCabe, 2006).
3. **Social Persuasions (Verbal Persuasion).** Social persuasions relate to encouragements and discouragements. Teachers can boost self-efficacy with credible communication and feedback to guide the student through the task or motivate them to make their best effort.

Positive persuasions increase self-efficacy; negative persuasions decrease it (Bandura, 1977; Margolis & McCabe, 2006).

4. **Physiological Factors (Emotional state).** Physiological factors can create an energizing feeling that can contribute to strong performances. A positive mood can boost one's beliefs in self-efficacy. In a classroom setting, teachers can help by reducing stressful situations and lowering anxiety surrounding events like exams or presentations (Bandura, 1977; Margolis & McCabe, 2006).

Bandura's theory of self-efficacy has important implications with regard to motivation in that his basic principle is that people are likely to engage in activities to the extent that they perceive themselves to be competent at those activities. With regard to education, this means that learners will be more likely to attempt, to persevere, and to be successful at tasks at which they have a sense of efficacy (1986, 1993, and 1997).

The assumption that an individual with disabilities cannot do something is so easy that people often do not stop to question why they do not do something never considering the possibility that the individual chooses not to perform. Take the example of catching a ball. The individual with a disability is unable to catch a ball. Many people who make up the external social world of this individual will assume not being able to catch a ball is part of the disability and therefore accept not being able to catch and do not expect the individual to be able to catch.

However, throw the individual a bag of chips and the individual catches the bag of chips. Expectancy theory recognizes that an individual's motivation and influence on expectancies are driven by self-efficacy. Self efficacy beliefs can hinder our expectations and influence decision-making. (Betz & Hackett, 1981; Ivey, 2004; Matsui, Ikeda, & Ohnishi, 1989).

Self-Determination

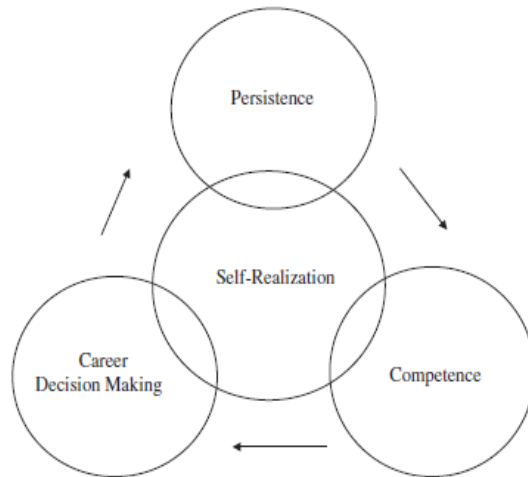
Self-determination is the ability to take primary control of one's own life and to do so in personally meaningful ways. Recognized as an important educational outcome for both youth with and without disabilities, self-determination has drawn attention in recent years especially as it relates to students with disabilities (Field, Martin, Miller, Ward, & Wehmeyer, 1988; Karvonene, Test, Wood, Browder, & Algozzine, 2004; Pierson, Carter, Lane & Glaeser, 2008).

The concept of self-determination is important to embrace and is depicted in Figure 4. The drawing depicts the four necessary elements that comprise self-determination allowing for a better understanding of expectations and outcomes of young adults with an ASD seeking a successful post-secondary transition programs.

One of the studies reviewed as part of this research recognized the contributions of self-determination to improved outcomes for transition-age youth with disabilities. The study found that social skills were also a great predictor of a student's capacity for self-determination and that during the transition from

adolescence through high school and into young adulthood, self-determination is most profound. The extent to which an individual demonstrates this concept of self-determination will certainly have impact on their later life outcomes (Hadre & Reeve, 2003; Pierson et al., 2008; Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997, 1998).

Figure 4. Development through Self-Determination



Retrieved (n.d.) from www.selfdetermination%dlfidfn20.djg.org

Self-determination has clear implications for transition planning, but is far more relevant when the ability of youth to make sound choices, work toward self-selected goals, solve unexpected problems, recognize and communicate their strengths, advocate for needed services and supports and self-assess their progress can directly influence their engagement and success in school, as well as the outcomes they later achieve (Pierson et al., 2008).

This study will contribute to a beginning body of research that examines the concept of self-determined behavior that students with an ASD may need to exercise if a successful post-secondary experience is to be realized.

Summary

Through advances in the development in theory and passage of legislation over the past three decades, education professionals have come to realize that the child with disabilities has become inextricably embedded within families (Wehman, 1998). The influence parents have on their children, particularly those with disabilities, cannot be overlooked. A child's development is critically influenced by judgments that parents make as demonstrated by all of the theories discussed. Parental expectations can not only predict children's self-perceptions but have been shown to predict actual achievement (Eccles, 1983; Entwisle & Baker, 1983; Ivey, 2004; Phillips, 1987; Reynolds & Gill, 1994).

Comprehension of the various theories that give credence to the parents, the individuals, the families and the environments is pivotal to understanding and establishing the emotional well being of the family and give rise to the development of realistic expectations that can effect transition and post-secondary opportunities. All of the theories presented in this review challenge and support the idea that how individuals learn their behaviors, especially in the early stages of mental development, can have a large impact on their mental processes in later stages of development and at future stages in their lives.

Mull (2001) stated earlier that over the past two decades the number of students with disabilities that have been attending post-secondary education has increased and the CDC reports that it is more likely that many more students with an ASD will be attending post-secondary educational setting in the near future (Adreon et al., 2007; CDC, 2005; Mull et al., 2001; Nuebert et al., 2004).

Understanding the disorder, the challenges faced by students with an ASD, the transition process for these individuals and the expectations of both the parents of these young adults and the young adults is imperative if there is to be any impact and implication for practice that will drive post-secondary institutions to meet the unique needs of this population.

This study, when completed, will enlighten policy and practice for educational leaders and add to the body of research in the area of disability and post-secondary education. If students with an ASD are to be successful in their transition to post-secondary programs, a need for additional research, new legislation, awareness education of all educational professionals and leaders, and implementation of new programs exists that will impact policy and practices for what could be a tumultuous future. In higher education, not the disability must be accommodated but rather the individual needs of each student (Ivey, 2004).

Chapter 3

METHODOLOGY

Research Design and Theoretical Framework

In this section, an examination of the methods, procedures and theoretical framework that were used to design the current study is presented. This research project used archival data that was compiled using both qualitative and quantitative research methods and analyzed data gathered from survey based instruments. The use of archival research as a research method is a means in which to use and analyze existing studies that have been conducted by other researchers for the purpose of new primary analyses. Advantages of an archival method of research are that changes in participant behavior or responses cannot be changed and a different view of trends, relationships and outcomes of data that has already been collected is offered (Whitlow, 2001).

Grounded theory was an appropriate methodology to be used in constructing a theoretical framework for this study as the data was already collected and archival. The use of grounded theory as a means in which to conduct research provided an inductive methodology that emphasized the systematic generation of theory from data. Grounded theory operates almost in the reverse fashion of traditional research or that of the scientific method. Instead of developing a hypothesis and collecting data to support it in a theoretical framework, data is collected first, coded, and then concepts are generated which form a basis to create a theory and thus create a theoretical framework which supports the research or allows the researcher to review for contradiction.

In creating a theoretical framework for this study, the problem needed to be identified to determine why the approach chosen was feasible. My initial analysis provided evidence that the expectations of the parents did not necessarily correlate with that of the young adults. Although many areas of agreement existed in identifying critical program elements that would be necessary to include in the development of post-secondary programs by the parents and the young adults, the effects of whether demographics impacted positive or negative correlations of either the critical program elements or expectations was unclear.

The research question that guides this study is, “Do the expectations of either the parents or young adults impact the successful post transition of a young adult with an autism spectrum disorder?” Conceptual frameworks and theories, such as expectancy theory and Bronfenbrenner’s ecological systems theory (1979) have been reviewed and discussed as potential theoretical frameworks to further guide this research. The review of various conceptual frameworks and theories allow the researcher to determine which factors need to be measured, what statistical relationships to look for and ultimately contribute to a body of research in the area of disability and post-secondary education involving individuals with an ASD.

Evaluation Methods

Participants

A total of 16 young adults and 27 parents/caregivers participated in the study. All young adult participants were diagnosed with a specific diagnosis that

fell on the autism spectrum and were between the ages of 18 and 27. Eleven of these participants were male and five were female. Parents/caregivers participating in the survey had to have a child who was diagnosed with an autism spectrum disorder and the child must have been between the ages of 13 to 25 years. Of the parents/caregivers who participated in the study, 22 were female and five were male. Both sets of participants were selected from across the greater Phoenix metropolitan area.

Surveys

For purposes of the study that was implemented by Hanish et al. (2010) and the subsequent archival data that was used for this research, two survey instruments were used; one for parent/caregiver and one for young adults. The surveys were adapted from the survey instrument developed by the Tennessee Task Force for Post-Secondary Education for Students with Intellectual Disabilities for a study conducted through Vanderbilt Kennedy Center (Griffin, McMillan & Godapp, 2009). The surveys were modified to fit individuals with an ASD through minimal word changes (Hanish et al, 2010).

The parent and young adult survey were essentially identical with modifications relating only to the targeted group, e.g., “as a parent of” compared to “as a student who.” The surveys consisted of five sections. On both surveys, section one addressed demographics of the parent/caregiver(s). Second two addressed information regarding characteristics of the young adult with an ASD. Section three measured the secondary experience of individuals with an ASD and section four measured the perceptions of each on post-secondary education and

what characteristics each felt were the most vital to consider when selecting a post-secondary education option. The last section of the survey included open ended questions that were not included or analyzed as part of the original study, but have been reviewed for generalities concerning parent and young adult expectations within the current study.

Procedures

A lead researcher from the transition team was identified for each site selected to administer the surveys to the participants. Surveys were administered one to one. A brief description of the study and explanation of procedures that were being followed to ensure confidentiality and integrity of data collected were given to each participant. Survey participants were given a consent form, the survey and an envelope for submitting the forms. Parent participants were given the option of completing the survey in person or through the mail; young adult participants completed the survey in person. Each survey participant sealed their own envelope and returned it to the lead researcher. A coding system was developed to code each survey to protect survey participant confidentiality.

Theory and Needs Assessment

As previously discussed, an outcome of this study was to perform a needs assessment based on archival research and existing data gathered by Hanish et al., (2010). A fundamental step in developing effective post-secondary programs for the successful transition of students with an ASD is to examine what parents, caregivers and young adults believe are the perceived critical program elements of

such programs for this population. As no standardized means in which to create post-secondary transition programs for this population exists, a needs assessment helps to establish basic criteria to aid in the development of such programs.

A needs assessment is a process for determining and addressing needs, or "gaps" between current conditions and desired conditions. The need can be a desire to improve current performance or to correct a deficiency (Barbazette, 2006).

A needs assessment answers five basic questions: who, what, when, how and why and is typically a three phase process that includes: gathering of information, analyzing the information and creating a plan. Based on the analyses, parents/caregivers had identified four areas as critical program elements of post-secondary programs that would be successful in the post transition of young adults with an ASD: environment, opportunities, outcomes and overall experience. In addition, factors that influenced such decisions were identified and measured which included items such as the high school experience prior to post-secondary transition. After analyzing, interpreting and providing conclusions, the information from the needs assessment becomes a basis for the development of a program plan for how best to resolve the deficiency.

Bronfenbrenner's Ecological Systems Theory (1979) supports the concept that the expectations of children influenced by their immediate relationships, such as their parents should have similar expectations as those of their parents. Data is reviewed for high correlations that exist between expectations and elements deemed critical to include in developing successful transition programs.

The ecological systems theory perspective complements a family systems focus by including the community as an integral context in which a family functions. The literature on family systems theory supports the concept that individuals learn and evolve through the various stages of life and identifies expectations that exist due to where at the point in life an individual is. Data is reviewed for correlations between expectations using the Pearson test. Expectations that are found to be associated with other integral family members should have higher correlation variables.

Expectancy theory supports the concept that individuals are motivated to perform based on what is assumed or expected to be a reward, opportunity or outcome. Data is reviewed for high correlation of expectancy and outcome. Elements identified as opportunity, outcome or reward are reviewed for mean, skewness and correlation which should provide listing of critical program elements to be included in programming.

Conscious competence theory is the ability to understand that individuals move through four stages of learning with everything that is encountered. Conscious competence theory is used to support and give reasons for items that do not necessary fit. Data is reviewed for items that have a negative correlation and if future decisions or items result in the movement from one stage of learning to the next stage.

Linking theory to needs assessments provides a more in depth understanding of why participants may have responded the way they did.

Understanding the reason for the responses should have implications for future policy development.

Chapter 4

DATA COLLECTION AND ANALYSIS

Data Collection

Archival data was coded and entered into Excel worksheets by the researcher and then analyzed for trends and relationships. Various analyses including ANOVA, Pearson's, paired t-tests and statistical tests were performed to determine the means and standard deviations of desired elements and the relationship between the variables. The data was entered into SPSS (Statistical Package for Social Sciences). Cross tabulations were performed to compare different variables that could impact the criticality of the four specific elements identified by the participants as necessary for post-secondary programs and aid in the potential to develop such programs. Paired t-tests were used to determine whether variables differ from each other in a significant way under the assumptions that the paired differences are independent and identically normally distributed. Pearson's chi-square tests were used to test a null hypothesis that stated that the frequency distribution of certain events observed was consistent with a particular theoretical distribution. For example, did the fact that the student liked the high school experience increase the likelihood of actually graduating? The 95% confidence interval was calculated for each comparison and determination made if the results were considered statistically significant. The confidence interval was used to indicate the reliability of an estimate with the intention to give the assurance that, if the statistical model was correct, the

procedure for constructing the interval would deliver a confidence interval that included the true value of the parameter the proportion of the time set by the confidence level interval; in this case 95% of the time.

The data was examined for differences as whole constructs and on an item by item level. Based on the analyses, the researcher was able to determine positive and negative correlations that existed between items, whether statistical significance existed between identified variables, if the differences between constructs significantly differed from zero and whether certain elements impacted the outcome of other pertinent data items in answering certain questions. The means and standard deviations for all responses, in addition to other relevant information have been included.

This archival study examined factors perceived significant in preparing individuals who fall on the autism spectrum for post-secondary experiences. One of the major goals of the study was to provide post-secondary institutions with direction for program development linking theory with perceptions of parents and youth with autism spectrum disorders. The study analyzed the relationship between expectations of each group and in what manner such perceptions could impact successful post transition practices.

The research question that guided this study was, “How do the expectations of parents or young adult impact the successful post transition of a young adult with an autism spectrum disorder?” Multiple theories were reviewed and discussed as potential theoretical frameworks allowing the researcher to

determine which factors needed to be measured and what statistical relationships to look for.

Data Analysis and Discussion

Various analyses including ANOVA, Pearson's, paired t-tests and other statistical tests were performed using archival data that was coded and entered into Excel worksheets and SPSS. Throughout the data analysis, a number of variable tests were applied across the different analyses and are displayed in various tables included in the appendix. The various analyses gave the researcher the ability to understand the data in a quantitative manner enabling interpretation, assumptions and generalizations to be made and applied to a larger group from the sample data. Some of the tests employed, give confidence to a certain degree that the data as applied in larger studies will garner the same results thereby validating the significance of the study. Tests described below provide a more detailed explanation.

Standard deviation measures how much variation from the average mean and is a statistic that tells how tightly the data is clustered around the mean in the data set. A low standard deviation indicates that the data points tend to be very close to the mean and the bell-shaped curve is steep while a high standard deviation indicates the data are spread out over a large range of values and the bell curve is relatively flat. Understanding standard deviation accounts for what percentage of the sample population is represented is important. For example, one (1.00) standard deviation away from the mean in either direction accounts for

approximately 68 percent of the people in the group surveyed. A standard deviation of two (2.00) away from the mean accounts for roughly 95 percent of the people sampled and three (3.00) standard deviations away from the mean accounts for approximately 99% of the population sampled. In the current study, the standard deviation ranged from .40 to 1.48 the majority of the time (95%) meaning that the data peaked in many of the cases on the bell curve representing the majority of the entire population surveyed responding in the same manner. Understanding standard deviation and other statistical tests gives the ability to quickly understand the population and data in relation to larger sets of data without having to do a detailed analysis.

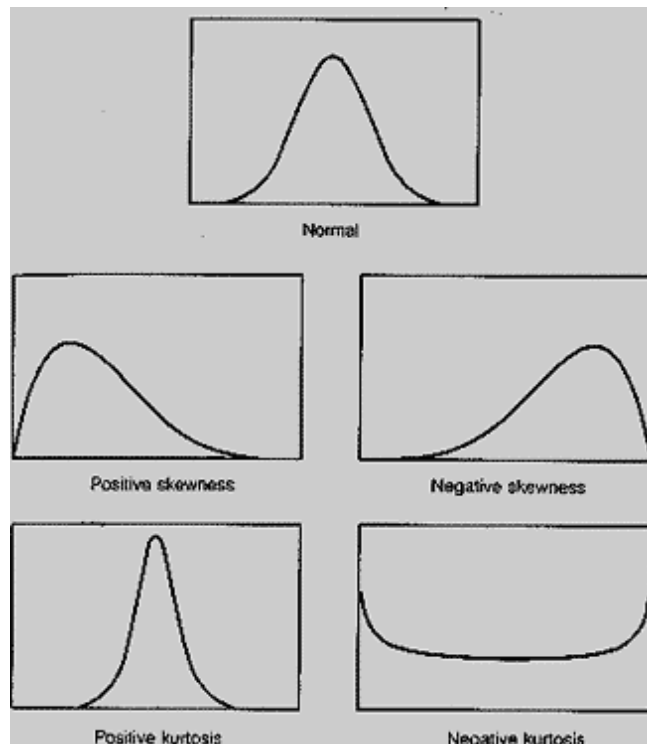
The 95% confidence interval was used to express the variability of the population by margin of error by calculating the expected standard deviation of the results for conducting the sample test multiple times. The confidence interval indicates the reliability of an estimate with the intention to give assurance that, if the statistical model was correct, the procedure for constructing the interval would deliver a confidence interval that included the true value of the parameter the proportion of the time set by the confidence level interval; in this case 95% of the time. In the current study, the 95% confidence interval was applied to the survey response data. The confidence interval (CI) statistic represents the range of the upper and lower limits and gives 95% confidence that the population sampled would respond within the lower and upper limits 95% of the time if the test were replicated to a different population. For example, the CI 95% for the question, “Do you think your child would be interested in attending this type of program

after high school?” is .317. The .317 represents the distance from the mean with the range of the limits (4.3354, 4.9689) and indicates that 95% of the time the population will respond to within the limit. As the level of confidence decreases, the size of the corresponding interval will decrease. An increase in sample size will decrease the length of the confidence interval without reducing the level of confidence. Understanding the use confidence intervals gives a certain level of assurance that the estimated ranges for unknown populations can be achieved. Confidence intervals were used for the response data and can be correlated to larger data sets and other populations that should likely achieve the same ranges based on the percent confidence interval. The data presented in Appendix J shows that the confidence coefficient ranges from .352 to .980 for the young adults, and .163 to .687 for the parents. The ranges limits for the adults are smaller than those of the young adults. This finding suggests that the adults are a relatively homogenous group whereas the perceptions of the youth are heterogeneous. The adults as a group have essentially similar responses to key ideas regarding post-secondary transition practices. In contrast, the youth have a wider range of thoughts. A quick interpretation and assumption can be made of future responses in anticipating the results of replicated studies to new populations or new geographical areas.

Skewness measures symmetry or lack of symmetry as related to the distribution on a bell curve. Kurtosis is a measure of whether the data are peaked or flat relative to a normal distribution. Data sets with high kurtosis have a peak at the middle of the distribution and data sets with a low kurtosis are flat at the

mean of the bell curve. The skewness for a normal distribution is zero unless indicated by the range set points. Negative values indicate skewness to the left and positive values indicate skewness to the right when charted. The ability to understand skewness and kurtosis is better understood with a graphic illustration as portrayed in Figure 5.

Figure 5. Skewness and Kurtosis



http://www.google.com/search?q=skewness&hl=en&rls=com.microsoft:en-us&rlz=117ADFA_en&prmd=ivns&tbm=isch&tbo=u&source=univ&sa=X&ei=lyenTfaNCJL2tgPZu9H6DA&ved=0CDIQsAQ&biw=1003&bih=519

Measuring skewness and kurtosis gives a quick representation of the response and range of the responses from the population. The lower the skewness the higher the positive response on the measurement scale used to represent the

responses. The current study used a Likert scale with responses ranging from one (1) to five (5) with one being, “no/not at all” and five, “yes/very.” The majority of the responses (95%) for the entire population to the survey questions were negatively skewed, which means that the population in this study answered the survey questions more often with a four (4) or five (5) rather than a one (1) or two (2). Determination of the responses to be more positive than negative could be made quickly. Skewness was calculated for demographics and survey responses and can be found in Appendix I and Appendices F and G. Skewness and Kurtosis are two important analytical tests that can be applied to have an understanding rather quickly of the responses without having to perform a detailed analysis. Skewness for the demographic data is determined by how the category descriptors are organized and by the responses on the Likert scale for the survey questions. The category descriptors for the counts for the various demographical data started with “0” or “1,” and are labeled as such on the x-axis when plotted. Skewness correlates to how the categories were numbered on the x-axis. The data when represented graphically can reside near the y-axis because the corresponding answers for many of the categories were “0” or “1” resulting in data that when charted to be positively skewed. The data can also reside away from the y-axis resulting in the data when charted to be positively negatively skewed. If the data is not evenly distributed, the result will be a high kurtosis; if the data is evenly distributed, the result will be a negative kurtosis.

Skewness and kurtosis for demographic data can be found in Appendix F and Appendix G. Skewness correlates to how the categories were numbered on

the x-axis resulting in both positive and negative skewness dependent of the organization of the descriptors for the categories. Kurtosis for the demographic data in this study suggest that young adults were well represented and balanced in gender and age having a negative kurtosis; however, ethnicity, education and employment were homogeneous and had a positive kurtosis. Kurtosis for the demographic data for the parents suggest age count groups, education, employment were well balance having a negative kurtosis; however, gender, age, ethnicity and marital status were homogeneous and had a positive kurtosis.

Interpretation of the skewness for the survey questions is that the majority of the responses to the survey questions for the entire population were negatively skewed meaning, which means that the population in this study answered the survey questions more often with a four (4) or five (5) rather than a one (1) or two (2). The only survey questions that were positively skewed were:

1. Social skills (0.640 - young adults);
2. Inclusion of transition planning in the IEP (0.734 - parents);
3. Passing of the AIMS test (0.631 - parents)

The young adult response for social skill was an anomaly as the mean was 4.375 with 65% responding with a “4” and 35% responding with “5.” For Inclusion of transition planning in the IEP and passing of the AIMS test, the majority of the parents responded “no”. Based on the overall results and comparison of responses, interpretation could be made that responses between the parents and young adults were similar thus supporting Bronfenbrenner’s ecological systems theory (1979) and family systems theory that an alignment of

the expectations are shared between the family members and are a result of the stage in life that the individual may be at. In addition, expectancy theory is supported as a result of the responses for the alignment of expectations of potential outcomes or opportunities in the study and supports the concept that students may be motivated to engage if they believe a reward or outcome will be forthcoming.

A t-test uses two data sets to compute a non-negative t-statistic to determine whether two samples are likely to have come from the same two underlying populations that have the same mean. The t-tests used in the current study uses the two-tailed distribution and because the data sets contain a different number of responses uses a heteroscedastic type test meaning the sample means are assumed unequal. The use of the t-test can quickly allow the research to understand how the means of the population sample are associated. A value near 1.00 indicates the means of the two populations to be equal while a low value indicates the means of the two populations are varied and the statistic gives reference to how great the variance is. An example from the current study is the question, “Do you think your child likes high school?” The t-test variable was .9911 and the means of the youth and parent population were 3.688 and 3.692 respectively. The t-test variable is close to 1.00 and indicates the means are almost equal. The t-test was used in this study and applied to all the responses (see Appendix J). The t-test shows very quickly whether parent and young adults agree in their responses. The following responses had t-test values close to 1.000, meaning the means are almost equal:

1. Do you think your child like high school? (0.991);
2. Does your child seem interested in educational opportunities after high school? (0.980);
3. How likely do you think it is that your child might actually enroll in a post-secondary program after exiting high school? (.949)
4. Do you think your child would be interested in attending a post-secondary program after high school? (.779)
5. Do you think that educational opportunities after high school would help your child transition to adulthood? (.712)

This analysis revealed that parents and young adults with an ASD do agree in their responses and share beliefs that opportunities for post-secondary transition programs are of interest. Bronfenbrenner's ecological systems theory (1979), family systems theory and expectancy theory, supports the findings that the alignment of expectations are shared between the family members and that students may be motivated to engage if they believe a reward or outcome will be forthcoming.

Continued review of the data found the following responses had t-test values that were low, meaning that the means of the two populations are varied and the parents and young adults with an ASD to not agree in their responses. The closer the value is to 0.00, the less agreement there is.

1. How aware do you think you are of the different options that are available to your child after high school? (0.117);

2. Has the high school staff encouraged your child to continue in an educational setting after high school? (0.058).
3. Does your child's IEP include a transition plan? (0.036)
4. Do you think the high school has helped prepare your child for the future? (0.0219)
5. Do you expect to pass AIMS? (0.015)

Further analysis revealed that parents and young adults with an ASD do not agree in their responses in relation to high school experiences. Items one (1), two (2) and three (3) are relative to the relationships that are experienced in the high school and supporting the family systems theory that relationships are varied as are expectations, values and beliefs throughout the different stages of lives. The relationships established within the context of the student and the high school is with the student and not the adult. The expectation is that the responses will vary and not be highly correlated and have a low t-test score, because the individual in the relationship is impacted by the relationship.

A higher percentage of students believed "yes" they would pass the AIMS test as compared to the majority of parents indicating "no". The same was true of a high percentage of students believing "yes" their IEP included a transition plan compared to the majority of parents indicating "no". The ability to understand the conscious competence theory allows for explanation of why the data presents as such. In the conscious competence theory, the

individual may be in the stage of unconscious incompetence and therefore not know what they do not know. As the individual progresses through the “stages of learning” knowledge and understanding is embodied by the individual. The concept of self efficacy acknowledges that a student believes what they perceive is possible even though achievement may not be attainable. Students watch peers and see the need to pass AIMS to graduate and therefore assume that they will pass, while parents may have a more realistic expectation. The result thus being a low t-test score meaning that the parents and young adults with an ASD do not agree. This is the same result that is found when a correlation analysis was performed and is discussed at a later point in the chapter.

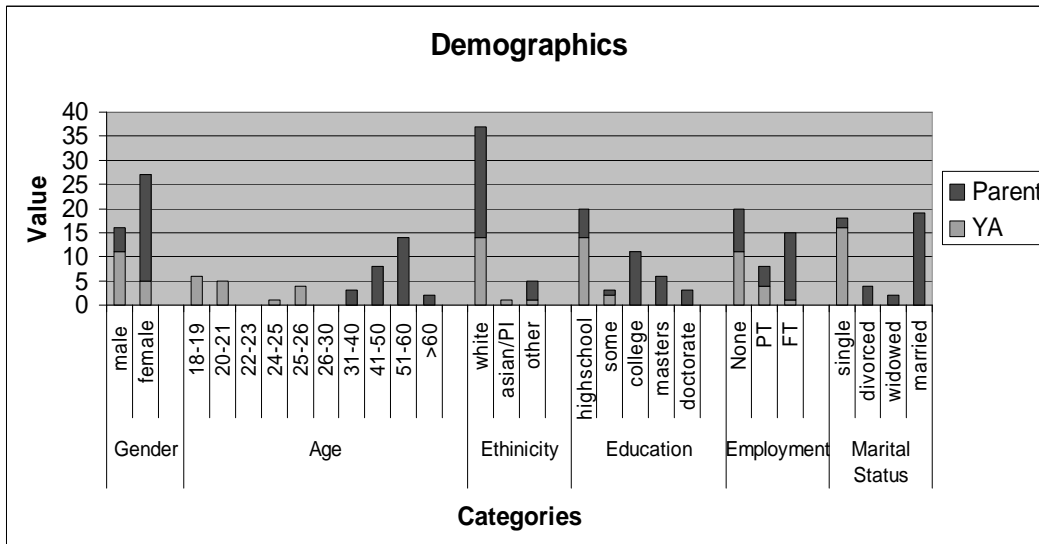
Demographics

The literature provides a framework for how these two populations interact and relate with one another throughout a variety of environmental layers, family stages, learning stages which ultimately gives rise to a new way of interpreting the theories. Development of policy dictates the need to know who policy is being created for and who will be impacted. Any suggested policy development from this study will impact young adults with an ASD, parents of young adults with ASD and all of the individuals and organizations throughout the environmental layers.

Tables found in Appendix B through Appendix G represent detailed demographic information of the young adults with an ASD, detailed demographic

information of parents with young adults with an ASD and summaries and groupings of each demographic category by count and percentage along with a statistical summary of pertinent information for review. Performing simple statistical tests on the demographic data allowed the researcher to have a better understanding of the populations used in the archival study. The statistical information was used to identify limitations in the study and provide a confidence interval for future sampling and generalizations. The tables below give a simple graphic representation of the demographics of the two populations.

Table 1. Demographics of Survey Participants



The stacked bar chart presented above in Table 1 gives a quick categorical summation of what the entire population is comprised of. The following can be quickly determined from the chart:

1. The ethnicity of the majority of the responders is white;
2. The number of female responders was greater than male responders;
3. The highest level of education for the group as a whole was high school;
4. The majority of parent responders were married and all of the young adult responders were single.

Development of policy dictates the need to know who policy is being created for and who will be impacted. Looking at the demographics as a whole in one chart helps to determine who the audience is for policy and program development.

The table in Appendix F is a summary of descriptive statistics for the young adults and the table in Appendix G is a summary of descriptive statistics for the parents. In Appendix F gender, age and age groups for young adults:

1. Are positively skewed (0.895, 0.705, 0.732);
2. Have a low kurtosis (-1.391, -1.260, -1.269), and
3. When graphed, have flat bell curve meaning that the ages were evenly distributed resulting in a negative kurtosis.

The category descriptors for the counts for the various demographical data started with “0” or “1,” and are labeled as such on the x-axis when plotted.

Skewness correlates to how the categories were numbered on the x-axis. The data

when represented graphically resides near the y-axis giving the data when charted to be positively skewed. The skewness for the demographic data is determined by how the category descriptors are organized. The data for the above categories was evenly distributed, thus resulting in a negative kurtosis. The need to understand the demographic makeup of the populations that policy and program development will impact is imperative to the success of the implementation of the programs and policy.

In Appendix F, education, ethnicity and employment for young adults:

1. Are positively skewed (2.509, 3.030, 1.505);
2. Have a high kurtosis (4.898, 9.093, 1.580); and
3. When graphed, peak at the middle of the bell curve meaning that the responses were not evenly distributed resulting in a high kurtosis.

The category descriptors for the counts for the various demographical data started with “0” or “1,” and are labeled as such on the x-axis when plotted. Skewness correlates to how the categories were numbered on the x-axis. The data when represented graphically resides near the y-axis because the corresponding answers for many of the categories were “0” or “1” giving the data when charted to be positively skewed. The skewness for the demographic data is determined by how the category descriptors are organized. The data for the above categories has a high kurtosis and was not evenly distributed. The need to understand the demographic makeup of the populations that policy and program development

will impact is imperative to the success of the implementation of the programs and policy.

The results suggest a review of the populations that is to be served by future program development to ensure that program and policy implementation are designed for benefit of all and not select categorical groups.

Age is the only descriptive element that has a high standard deviation for the young adults meaning that the distribution of the data is spread across the range (see Appendix C). In this case, the standard deviation for age is 3.425. Implications for this age spread suggest that the individuals may be at different stages in their lives. Although the actual range of age is relatively small (18 – 26), when the theoretical framework of family systems theory is reviewed, the age group of 18-26 can be applied in multiple stages of the framework.

In Appendix G, age count and employment for parents:

1. Have a negative skewness (-0.438, -0.395);
2. Have a low kurtosis (-0.127, -1.771); and
3. When graphed, have a flat bell curve meaning the category responses were equally distributed.

The category descriptors for the counts for the various demographical data started with “0” or “1,” and are labeled as such on the x-axis when plotted. Skewness correlates to how the categories were numbered on the x-axis. The data when represented graphically does not reside near the y-axis giving the data when charted to be negatively skewed. The skewness for the demographic data is

determined by how the category descriptors are organized. The data for the above categories was evenly distributed, thus resulting in a negative kurtosis. In the case of employment, 1= Part Time and 2= Full Time. 14 of the 27 respondents were employed full time representing 52% of the population (see Appendix E).

The need to understand the demographic makeup of the populations that policy and program development will impact is imperative to the success of the implementation of the programs and policy.

In Appendix G, age and number of children:

1. Are positively skewed (0.399, 2.442);
2. Have a high kurtosis (0.368, 8.606); and
3. When graphed, peak at the middle of the bell curve meaning that the responses were not evenly distributed resulting in a high kurtosis.

In Appendix G, education and divorce status;

1. Are positively skewed (0.046, 0.079);
2. Have a low kurtosis (-0.755, -2.160); and
3. When graphed, have a flat bell curve meaning the category responses were equally distributed.

In Appendix G, gender, ethnicity and marital status:

1. Are negatively skewed (-1.718, -2.099, -1.421);
2. Have a high kurtosis (1.021, 2.594, and 0.592); and

3. When graphed, peak at the middle of the bell curve meaning that the responses were not evenly distributed resulting in a high kurtosis.

In all of the above, the category descriptors for the counts for the various demographical data started with “0” or “1,” and are labeled as such on the x-axis when plotted. Skewness correlates to how the categories were numbered on the x-axis. The data when represented graphically can reside near the y-axis because the corresponding answers for many of the categories were “0” or “1” resulting in data that when charted to be positively skewed. The data can also reside away from the y-axis resulting in the data when charted to be positively negatively skewed. The skewness for the demographic data is determined by how the category descriptors are organized. If the data is not evenly distributed, the result will be a high kurtosis; if the data is evenly distributed, the result will be a negative kurtosis.

Age and education have high standard deviations (8.924, 2.231) meaning that the distribution of the data is spread across the range of the data. The range for age is 31 to >60 and education ranges from high school diploma to doctorate. Implications for this age spread suggest that the individuals may be at different stages in their lives. The actual range of age is quite large (36-75) and when the theoretical framework of family systems theory is used, the level where individuals are at can be applied on multiple stages in the framework.

Values, beliefs and expectations as related to the family systems theory will be different at each level potentially having impact on how program development and policy implications are received and perceived. The need to understand the demographic makeup of the populations, the potential limitations of populations of data and the populations that policy and program development will impact is imperative to the success of the implementation of the programs and policy.

The literature provided a framework for how these two populations interact and relate with one another throughout a variety of environmental layers, family stages, learning stages which ultimately gives rise to a new way of interpreting the theories. The demographic data presented gives rise to potential limitations of current study due to analysis of the sample populations and offers recommendations for future study.

The two categories that stand out are gender and ethnicity. The parent responses are not balanced in gender with 81% of the responders being female. Ethnicity in both the young adults and parents are homogeneous with 85% of the parent responders being white and 88% of the young adults being white. The question presented is whether gender or ethnicity impacts the responses. Balanced representation in gender and ethnicity should be an identified outcome for future studies.

Survey Responses

A review of the archival data in Appendix H addresses the expectations of parents and young adults in each of the answers presented. In reviewing the correlation analysis results of the young adult and parent responses, the items with the highest correlation and alignment of expectations were:

1. Considering post-secondary programs after high school (.985);
2. Interest in educational opportunities after high school (.973);
3. Would child be interested in attending post-secondary program after high school (.945); and
4. Educational opportunities after high school would help transition to adult hood (.923).

Data from this study support the shared beliefs of parents and youth with ASD that post-secondary transition programs are important to future success. Based on Bronfenbrenner's ecological systems theory (1979), family systems theory and expectancy theory, the alignment of expectations of potential outcomes or opportunities in the study supports the data that expectations are shared between the family members and that students may be motivated to engage if they believe a reward or outcome will be forthcoming.

A continued review of the correlation analysis of the young adult and parent responses, the following results were found to have neither a high correlation nor negative correlation:

1. Do you think the high school has helped prepare your child for the future? (0.673);

2. How aware do you think you are of the different options that are available to your child after high school? (0.640);
3. Do you think your child like high school? (0.486); and
4. Has the high school staff encouraged your child to continue in an educational setting after high school? (0.439).

Data from this study presented in Appendix H suggest that the perceptions of parents and youth with an ASD related to high school experiences have no relationship. However, a review of the mean scores in Appendix I suggest a more positive reflection from the students on the high school experience as compared to the response of the parents.

1. Do you think the high school has helped prepare your child for the future? (4.200-YA, 3.308-P);
2. How aware do you think you are of the different options that are available to your child after high school? (3.563–YA, 2.920-P);
3. Do you think your child like high school? (3.688-YA, 3.692-P); and
4. Has the high school staff encouraged your child to continue in an educational setting after high school? (4.188-YA, 3.385-P).

The theoretical implications suggested by family systems theory allows for the development of relationships at different stages that impact values, beliefs and expectations as a result of interactions and experiences. In this case, the individual student is the one that is actually interacting and forging relationships

with the school teachers and administrators as compared to either minimal or no interaction with the teachers and administrators from the parent. Given that the parent may not have a relationship with school officials provides an understanding of the responses to high school experiences. Regardless of either review, the implications for policy are the same.

- The process for transition planning for post graduation needs to be reviewed to ensure that transition planning is included in the IEP;
- The expectation of high school teachers and administrators and the responsibility for dissemination of information as it relates to post-secondary programs needs to be addressed;
- Training for the transition of students should be incorporated into teacher prep programs and professional development opportunities;
and
- Educational awareness programs for the parents of the young adults with an ASD should be offered.

Transition from secondary to post-secondary settings are key milestones for any student, but is a more significant process and achievement for students with an ASD. The development of successful post-secondary transition programs is critical, not only for growth and development of the individual, but for ultimate integration of the individual into society as a productive and capable citizen.

The two items that had a negative correlation were:

1. Do you expect to pass the AIMS test? (-.311); and
2. Does the IEP include a transition plan? (-.898).

A higher percentage of students believed “yes” they would pass the AIMS test as compared to the majority of parents indicating “no”. The same was true of a high percentage of students believing “yes” their IEP included a transition plan compared to the majority of parents indicating “no”. The ability to understand the conscious competence theory allows for explanation of why the data presents as such. In the conscious competence theory, the individual may be in the stage of unconscious incompetence and therefore not know what they do not know. As the individual progresses through the “stages of learning” knowledge and understanding is embodied by the individual. The concept of self efficacy acknowledges that a student believes what they perceive is possible even though achievement may not be attainable. Students watch peers and see the need to pass AIMS to graduate and therefore assume that they will pass, while parents may have a more realistic expectation. Having high expectations of students with an ASD can result in higher expectations being achieved than originally perceived.

Programmatic Needs Assessment

An outcome of this study was to perform a programmatic needs assessment based on data gathered by Hanish et al., (2010). Based on the

analyses, four areas were identified as functional categories to sort the perceived critical program elements of post-secondary transitions programs. The categories identified were: environment, opportunities, outcomes, and overall experience. In addition, factors that influenced such decisions were identified and measured. Appendix P displays the young adult and parent responses along with a correlation analysis on critical program elements to include. Table 4 provides a summary of the data describing the correlation between the perceived needs of parents and young adults with an ASD relative to programmatic elements or program components for future success in post-secondary settings.

Table 2 identifies perceived critical program elements that had a correlation of .8000 or higher and lists the top nine elements in descending order to include in developing post-secondary transition programs. The data is a result of correlation analysis to identify items deemed critical program elements to include in the development of post-secondary transition programs.

Literature presents theory that children's expectations, beliefs and values are heavily influenced by their parents, thus expecting that children should want for them what their parents want. The items deemed critical are suggested to be included in development of post-secondary transition programs and will be subject to policy implication and practices. Policy implications include how the post-secondary transition programs are developed, funded and where the programs are offered. The option to fund post-secondary transition programs and offer the programs on a college campus utilizing IDEA should be explored.

Table 2. Program Needs Assessment – Critical Program Elements

| Program Element | Category/Area | Correlation |
|---|---------------------|-------------|
| Further academic enrichment | Opportunity | 1.0000 |
| Structured social activities are included | Environment | .9912 |
| Focus on employment after completion of program is addressed in program | Outcome/Opportunity | .9850 |
| Individual choice in curriculum is included in program | Environment | .9844 |
| Residential options are included in program | Environment | .9815 |
| Focus on employment after completion of program is included in program | Outcome/Opportunity | .9675 |
| Opportunity for certification in vocational area is included in program | Outcome/Opportunity | .9519 |
| Independent skills | Opportunity | .9345 |
| Certificate, diploma, or other recognition of completion | Outcome/Opportunity | .9280 |
| Inclusive learning environments | Environment | .9027 |
| Work skills | Opportunity | .8084 |

The data presented in Appendix P identifies other items that were not perceived to be critical program elements to include in the development of post-

secondary transition programs. The remaining three items had neither a high correlation nor negative correlation and were:

1. Experience similar to a typical college environment (.6904);
2. Access to a college campus (.5446); and
3. Social skills (.5181).

Understanding the conscious competence theory, allows for explanation of the correlation data for items one (1) and two (2). Data suggests that the individual may be in the stage of unconscious incompetence and therefore not know what they do not know. The assumption can be made that the individual, either the young adult or the parent, has not experienced any aspect of college and does not know what they do not know. Review of Appendix I for the mean scores and skewness of the items discussed above are presented in Table 3 below:

Table 3. Mean Scores and Skewness of Program Elements Perceived Not Critical

| Element | Mean | | Skewness | |
|--|-------|-------|----------|---------|
| | YA | P | YA | P |
| 1. Experience similar to a typical college environment | 3.769 | 4.037 | (0.990) | (0.074) |
| 2. Access to a college campus | 4.143 | 3.778 | (1.550) | (0.106) |
| 3. Social skills | 4.375 | 4.767 | 0.640 | (2.153) |

The mean scores are high enough to suggest that the elements should be considered for inclusion. The skewness is negative for items one (1) and two (2) and supports the same conclusion to consider for inclusion of program development. Further analysis of the skewness for social skills indicates that the parents are highly skewed to the highest response and the majority of young adult responses were a score of 4 (63%) rather than 5 (37%). Further analysis of Appendix P indicates that 46% of the young adults indicated that “Experience similar to a typical college environment” was very important as compared to only 37% of the parents responding to the same question. 57% of the young adults indicated that “Access to a college campus” was very important as compared to only 37% of the parents responding to the same question. 80% of the parents indicated that social skills were very important as compared to only 38% of the young adults. Although further analysis may deem the inclusion of the remaining elements that had lower correlations scores in program development, the theory of conscious competence is still applicable.

Table 4 (below) identifies program components used for determining whether a post-secondary program would suit the needs of the child and family. The program components used to determine suitability are listed in descending order by the correlation score of the responses for parents and young adults. Given the low correlations on the majority of items, post-secondary program development needs to consider ramifications for employment, safety, and cost of program.

Further analysis of the program components in Appendix I result in the conclusion that the responses were evenly distributed across both groups of respondents. The skewness for both parents and young adults although negative, was small indicating even distribution of responses.

Table 4. Program Components that Determine Suitability for Post-Secondary Programs

| Program Components | Category/Area | Correlation |
|---|---------------|-------------|
| Focus on employment after completion of program is addressed in program | Component | .9578 |
| Child's safety | Component | .8715 |
| Cost of program | Component | .7674 |
| Child's ability to function without parent | Component | .6570 |
| Experience similar to a typical college environment | Component | .5885 |
| Child's physical health | Component | .5595 |
| Distance of campus from home | Component | .5430 |

The mean scores, with the exception of the program components that had the highest correlation, "Focus on employment after completion of program" and the parent's response to child's physical health, ranged from 3.154 to 3.923 for young adults again suggesting that responses for both groups were evenly distributed. The literature and theory that support this analysis is that of

expectancy theory and conscious competence theory. Expectancy theory supports motivations for outcomes and opportunities noting the high correlation for employment opportunity after the program. The other components are not motivators and therefore would be expected to have lower correlations. The components with lower correlations are supported by the conscious competence theory in that an individual is not aware of what they do not know. Policy implications include how the post-secondary transition programs are developed and whether the inclusion of components perceived critical in the development of programs takes priority over the program components perceived important in determining whether the program would suit the needs of the child and family. Funding of post-secondary transition programs and delivery of method and location also will impact policy decisions and educational practices.

The data contained within the above tables and associated analysis can become a basis for the development of a program plan of what to include and address in the development of post-secondary transition programs.

Expectations

The Pearson analysis (see Appendix M) was used to compare the responses of expectations by correlating the responses of selected expectations deemed pertinent to elements to be included in the development of post-secondary transition programs and program components used for determining whether a post-secondary program would suit the needs of the child and family. The

responses of selected expectations that were deemed pertinent to review does impact the outcome of the perceived critical program elements to be included in post-secondary transition programs and the program components used for determining whether a post-secondary program would suit the needs of the child and family. The results of the data show a high correlation between liking high school and whether high school has helped prepare the child for the future with those elements that are perceived to be attainable outcomes and opportunities that relate to expectancy theory.

Discussion

Research shows that when the influential people in a child's life do not believe that he or she has potential to achieve an outcome, the outcome is unlikely to be realized (Donahue, 2000; Ivey, 2004). The inverse is demonstrated to also be true, thus if a belief that educational opportunities after high school would help the transition of young adults with an ASD, the ability to develop programs that include the expectations of critical program elements that were identified by the parents and the young adults is necessary. Although more than half of the parents (64%) surveyed indicated that they did not believe or were uncertain that their child would graduate from high school, the vast majority (77%) believed that post-secondary programs would help their young adult transition into their adult life (see Appendix H)

According to the literature, the "Four Stages of Learning" or the conscious competence theory can be used to explain this result. Expectations change as we

move through the various stages of the conscious competence theory and gain further understanding and knowledge of the situation at hand. The parents may not believe that their children are capable of graduating high school or accomplishing other tasks due to the stage they are in at the present time. As the parents are given an option to review what could be necessary for their child to transition into adulthood, they gain further knowledge and understanding of what it will take thereby seeking out opportunities that will be necessary and move to a new stage of awareness and consciousness of what they did not know. The state of movement through the various “Stages of Learning” happens multiple times throughout lives. Every environmental layer that exists and all the stages of relationships that individuals engage in continually change beliefs, values and expectations as individuals move and grow.

What makes the theoretical frameworks in the literature exciting is that each one supports the data in a similar fashion. The theoretical frameworks guided the research allowing the researcher to determine what needed to be measured, what statistical relationships to look for and ultimately contribute to the body of research in the area of disability and post-secondary.

Bronfenbrenner’s Ecological Systems Theory model (1979) outlines the four layers of influences that impact a child’s development, their beliefs, and behaviors. Interactions and influences are bi-directional and are strongest at the micro-system layer which includes immediate relationships with family members, school and caregivers. The literature supports that the expectations of children influenced by their immediate relationships, such as their parents should have

similar expectations as those of their parents. High correlations on the survey responses existed among the expectations of opportunities after high school. As individuals continue to grow, develop and expand the layers of environmental surroundings, values, beliefs and expectations change.

The ecological systems theory perspective complements a family systems focus by including the community as an integral context in which a family functions and can be used in part as a conceptual framework for the research questions identified in this study (Weissbourd & Patrick, 1988; Wehman, 1998). Community as an integral context includes the relationships of school. The literature on family systems theory that supports the concept that we learn and evolve through the various stages of life can defend the data found in the original study. The Pearson test was used to look at expectations in relation to “How likely do you think it is that your child might actually enroll in a post-secondary program?” The outcome of the highest Pearson variable resulted in similar expectations for the top five expectations that had to do with family and high school support systems (see Table 5).

Table 5. Pearson's Test

| Pearson's Test | | |
|---|-------------|--------|
| Question/Expectations | Young Adult | Parent |
| Do you think your child likes high school? | 0.932 | 0.906 |
| Do you think high school has prepared child for future? | 0.983 | 0.903 |
| Educational opportunities after high school help transition to adulthood? | 0.939 | 0.922 |
| Interest in educational opportunities after high school? | 0.973 | 0.909 |
| Has HS staff encourage child to continue in education settings after HS? | .0882 | 0.921 |

The result of the Pearson test is that responses for the questions and expectations have to do with expectations that were associated with the environment of the school and the family. Maller had stated earlier, "The application of systems theory to families with an autistic child reminds us that we can broaden the meaning of family to include friends and neighbors and other support systems (2009).

Expectancy theory was another of multiple theories reviewed and discussed as a theoretical framework and has to do with motivation. Individuals are motivated to perform based on what is assumed or expected to be a reward, opportunity or outcome. This theory supports the responses of the young adult as critical program elements to include in post-secondary transition programs are reviewed (see Appendix M) and the correlation of the expectations of both parent and young adult for critical program elements to include in the development of post-secondary transition programs. Table 2 identifies the correlation of

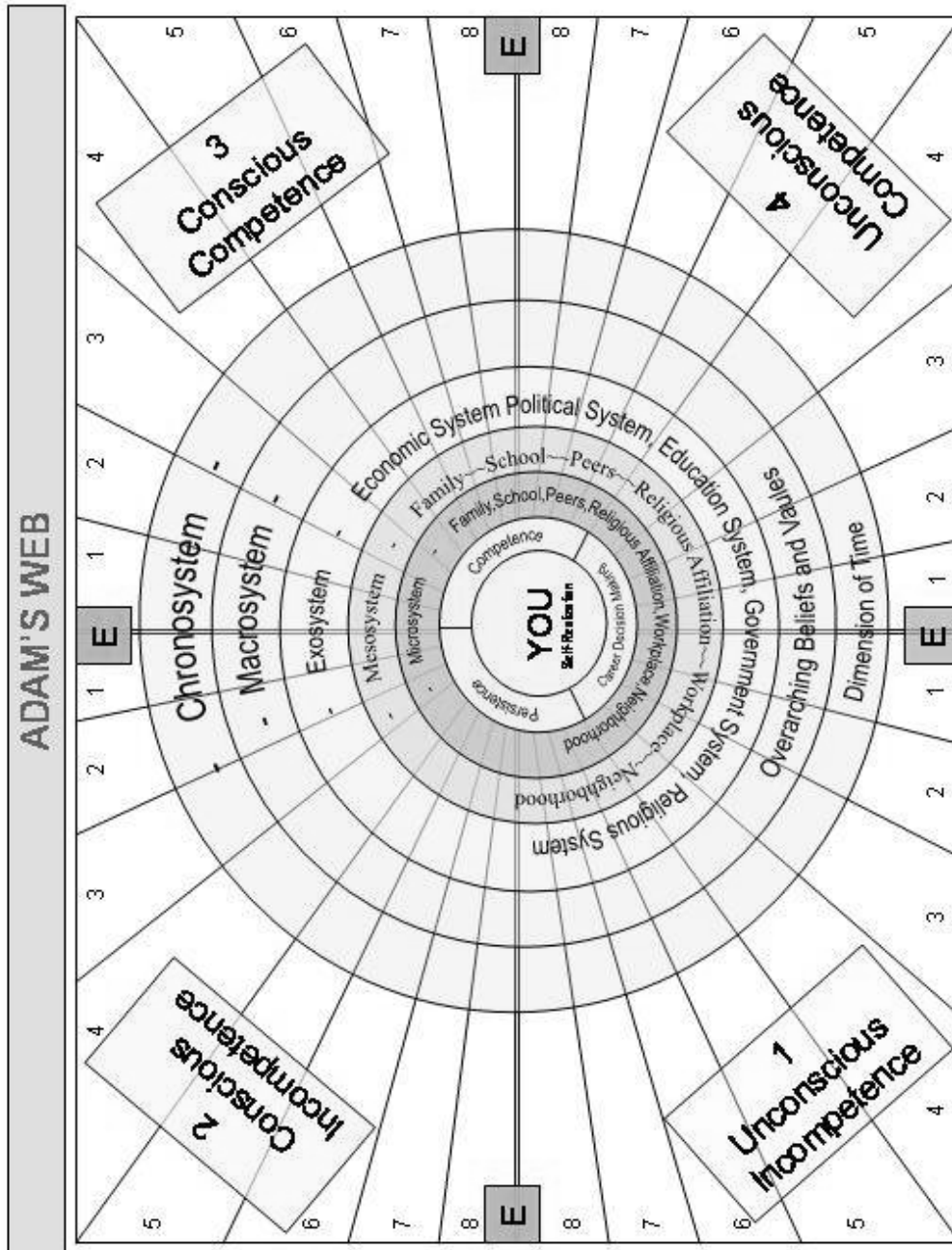
expectations. The elements perceived to have some kind of tangible item as an outcome or opportunity, in this case, certification, employment, choices, etc. were identified as being critical for both groups thus supporting expectancy theory that when there is something attainable, the more motivated the individual will become.

New Theory – Adam’s Web

The evolution of how we develop as an individual represents an overlapping of the four theoretical frameworks that were used for this study (Bronfenbrenner’s Ecological Systems Theory (1979), Family Systems Theory, Expectancy Theory and Conscious Competence Theory) in addition to the concepts self efficacy and self determination. Every environmental layer that exists and all the stages of relationships that we engage in continually change our beliefs, values and expectations as we move and grow through what I would refer to as a web. The family is considered one emotional and functional unit whereby individuals cannot be understood in isolation from one another, are interconnected and interdependent of the whole. A family with an autistic child grows through various life cycle stages. The life cycles stages represent the relationships in which we engage, the environmental systems of layers that we live in that are bi-directional, the stage of learning that are fluid, the existence of self determination and self-efficacy as it relates to motivation and expectancy all are part of a growing evolution of self with what can be called Adam’s web. Adam’s web is a pictorial reference of how individuals develop, noting that the process is fluid and

continually changing and allows for a better understanding of expectations and outcomes (see Figure 6).

Figure 6. Adam's Web



Educational Implications

The marked increase in the number of children diagnosed with ASD has had a profound effect on families, schools, and communities (Simpson, 2008). The ability to provide educational services and positive experiences for what is a growing population at a post-secondary level is a challenge and an opportunity. The results of this archival study can impact the education practices for post-secondary transition for individuals on the ASD by providing suggestions for policy and practice for educational leaders and adds to the body of research in the area of disability and post-secondary education.

Educational Implications for Practice/Training

Low average means values and low skewness variables support the need for training of educators in preparing students for post-secondary outcomes. This has educational impact on teacher education programs and professional development at both the secondary and post-secondary levels.

The ability of young adults with ASD's to advocate for themselves with the disability resource center and with professors to ensure they receive appropriate accommodations is an important transition related issue opportunity to provide development for young adults and college students with ASD with the integrative self-determination themes of persistence, competence, career decision making and self-realization. IDEA guarantees special education services for all eligible students in high school, but no longer applies once a student leaves the public school system. Although services are available at the post-secondary level,

disclosure is necessary to receive accommodations based on the ADA. In most college settings, and often an overlooked fact, students are responsible for advocating for themselves, meaning that they must initiate contact with the school's disabilities office to disclose their disability and must approach professors to indicate the accommodations that they will need to be successful (Williams & Palmer, 2004).

Promoting self-determination has emerged relatively recently as a recommended practice for equipping young adults with disabilities for life after high school (Pierson, Carter, Lane & Glaeser, 2008). Efforts to enhance self-determination should be woven throughout multiple transition domains, promoted in diverse settings, and addressed in conjunction with other related skill deficits combining instruction into a more comprehensive intervention approach (Pierson et al., 2008).

Although secondary education teachers must incorporate self-knowledge opportunities and competencies into transition planning, monitor social support development, and teach and evaluate students' self advocacy skills, awareness training, understanding of the disorder and challenges faced by students with an ASD for all faculty, administrators and staff who interact with and serve these young adults in a post-secondary environment are critically needed at the post-secondary level.

Awareness and training for faculty of how to teach and deal with behavioral issues for students with an ASD is vital. Faculty and educators need a better understanding of strength-based approaches that accentuate the positive and

more time to compare observations, develop common understandings and mutual expectations (Anderson, Meyer & Somers, 2006). Opportunities exist for post-secondary institutions to be a driver in meeting the unique needs of this population by creating and implementing training programs and professional development opportunities at the post-secondary level that require the participation of all faculty, staff and administrators thus constructing the ability to have impact and implication on existing practices.

Another impact on education would be for the state department of education to require teachers working with students with an ASD to hold a certificate of teaching specifically in the area of autism spectrum disorders. The requirement would provide opportunity for colleges and universities to offer programs and courses for credit or professional development for students in the area of autism spectrum disorders. The requirement by the department of education and program of study at the college level would provide more specified training for teachers working with this population of students.

Educational Implication for Legislation

The data suggests that students are interested in post-secondary education as indicated by high correlation values. The data also provides a listing of elements supported by theory that are perceived critical to include in the development of post-secondary transition programs for students with an ASD.

At the post-secondary level, the American with Disabilities Act (ADA, 1990) and Section 504 of the Rehabilitation Act of 1973 (504, 1973) are the

primary mandates for the provision of assistance, usually in the form of accommodations and services (Graetz & Spaminato, 2008). The American Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are intended to prevent any form of discrimination against individuals with disabilities and ensure that persons cannot be discriminated against in obtaining higher education simply based on their disability. Any university or college receiving federal support is required to provide services for individuals with disabilities. Most personnel in college or university offices of disability support may not understand the complexities of the ASD diagnosis and although the academic supports may provide some assistance, the greater issues of social and emotional well-being and coping with feelings of fear, anxiety and excessive stress may go unaddressed, especially for those with an ASD (Graetz et al, 2008). However, there is great opportunity to impact education by exploring the opportunity for collaboration between high schools and post-secondary institutions to offer college level courses to those students ages 18-21 who are still covered under IDEA. As discussed earlier, IDEA mandates the provision of assistance for students with disabilities at the secondary level and applies to the public school system, but no longer protects students once they graduate, leave the school system or become ineligible at age 22. The ability to offer college level courses to students with an ASD while still covered under IDEA provides opportunity to minimize costs usually borne by the college, maximize post-secondary educational opportunities for a student with an ASD and aid in transitional issues. As Zager (2006) indicates:

Legislation does not specify a particular setting for the provision of secondary services for students with disabilities, but does direct educators to offer services in the least restrictive environment possible.....and in proximity to non-disabled peers.....College-based inclusion programs offer opportunities for the continuation of academic and communication instruction in the presence of chronologically age-appropriate peers.....It is possible to provide a full array of education services on college campuses, to students with an ASD, aged 18-21, using funds available through students' public schools (p.432).

Through collaborative planning among public school personnel and university personnel, students with ASD can participate in the selection of college classes, engage in vocational training experiences, receive speech-language and counseling services, and participate in college-sponsored social activities (Alpern, Salisch, Klainberg, & Zager, 2006).

Educational Implications for Strategic Leadership

Low average means values and low skewness variables support the need for training of educators in preparing students for post-secondary outcomes. This has educational impact on teacher education programs and professional

development providing education leaders the ability to meet the needs of what is a growing population.

As more students with an ASD are attending post-secondary institutions, the potential to open the door to higher education and raise the often low expectations that are placed on students with as ASD is great (Grigal, et al., 2004). The potential to raise the bar for the professionals serving these students and eliminating real or perceived inflexibility in structures that persist can be achieved. Post-secondary institutions have the ability to challenge and create educational opportunities that not only include the critical program elements perceived necessary to include in the development of successful post-secondary transition programs for young adults with an ASD, but quash a common misunderstanding among secondary teachers that have difficulty seeing the wide array of possibilities for students in post-secondary education and therefore focus on those activities with which they are most comfortable, such as employment (Neubert et al., 2004).

Post-secondary institutions should be challenged to create programs and awareness that aid in the ability to understand students' lack of participation in college courses, campus activities including social and recreational opportunities, and other factors that may influence enrollment, including student goals, family values, teacher priorities, and, of course, the attitudes and level of acceptance of college personnel. Other areas to review in the creation of successful transition programs would be scheduling, transportation and residential options. In addition, understanding that an increased reliance on structures, systems, and

people that remain with the student after high school is the heart of transition planning and the need to know more about how to monitor and evaluate the practices that are occurring in post-secondary settings for young adults with an ASD is imperative.

Post-secondary institutions have the opportunity to respond to the unique needs of this growing population by reviewing the services and supports provided through the disability resource offices. Post-secondary institutions can offer additional services and supports that will aid in the success, retention and graduation of this group of students and ultimately impact overall retention and graduation rates of the institution. As Adreon and Durocher (2007) indicate:

Many individuals with an ASD need the type of supports commonly provided to students with learning disabilities which include: preferential seating, note takers, tape-recorded lectures, ability to take exams in quiet and less distracting environments, and extra time for exam taking. Other accommodations that could be helpful beyond the scope of what universities typically provide include: additional assistance with course selection; course exemptions or substitutions; permission to avoid group projects, group discussions, laboratory assignments and group seating arrangements; oral exams rather than written exams; flexibility in assignment due dates; flexibility in scheduling of classes and “permission to attend other sections of the same course” if “you suffer anxiety attacks or bouts with depression that interfere with

your ability to function;” Assistance in developing study skills and organizational skills as well as assistance with long term projects might be necessary. (p.276)

Educational Impact for Resources and Cost

The cost to implement successful post-secondary programs for young adults with an ASD and professional development opportunities for faculty and staff will face higher education leaders for the foreseeable future. Inconsistencies among the varied post-secondary institutions in the ability to meet the needs of students with ASD’s continue (Agnello, 2010) and while how important decisions are made from institution to institution, resources tend to be political and ultimately in need of support from the policy makers to develop change. The initiative for post-secondary institutions is to begin to recognize and address how to accommodate the needs of this growing population and make the needs a priority.

Other Educational Impacts

Other educational impacts include the opportunities to partner with community agencies and organizations to develop stronger links with community personnel affording students and their families the opportunity to become better prepared for transition from high school to post-secondary education experiences.

Limitations

One of the limitations of this study is that the researcher had no control over how data was collected as archival data was used. Evidence of reliability and evidence of validity are assumed as written. Although safeguards for the collection and integrity of the data appeared to be in place, some data elements were missing from some of the records, but these were fields not used in the present study. The type of demographic information collected and other questions asked, limited the ability to determine if the archival data could support and give credence in identifying whether various levels of the ecological systems in theory actually existed.

Another limitation was that the population sample was small so that generalizations to larger populations may prove to be limited. The geographical span of the survey was limited to the greater Phoenix metropolitan area and the populations of both groups were homogeneous in ethnicity. The ethnicity of the populations sampled was 88% white for the young adults sampled and 85% white for parents. 81% of the parent responders were female. The high percentage of homogeneous representation in both gender and ethnicity questions whether the responses can be applied to larger non-homogenous populations.

Additional research can replicate the original study to verify these results, determine whether similar findings can be obtained in different geographical settings and whether balanced ethnic representation can be found. The majority of the parent responders were married (.70), but only one parent of the young adult with an ASD responded. The response of the other spouse is unknown and

questions whether the spouse of the married respondent would respond in the same manner. Future studies should include both parents as responders, if they are married. Although not a limitation, the original study surveyed students who had already graduated from high school. Future studies could include a survey of high school seniors and the expectations of post-secondary transition programs. The ability to understand whether pre-high school graduates and high school graduates share the same expectations relating to post-secondary education and opportunities may prove to be irrelevant.

Future Research

If students with an ASD are to be successful in their transition to post-secondary programs, a need for additional research, new legislation, awareness education of all educational professionals and leaders, and implementation of new programs exists which in turn will impact current policies and practices for post-secondary institutions.

Part of the conclusions and recommendations of this study is to recommend additional research, new legislation, and future education of all educational professionals and leaders giving rise to new ways in which to impact policy and practices in the area of disability and post-secondary education.

For future studies, controls for evidence of reliability and validity need to be reviewed. The type of demographic information to be collected in future studies should be reviewed in relation to theoretical frameworks to give credence to understanding various levels of the theory. For example in the mesosystem of

the ecological theory, understanding expectations that the parent and school interactions are important warrants inclusion of the expectations of educators and education professionals.

Longitudinal studies could be conducted to follow up on the original survey responders and the outcome of the post-secondary experience. A study could be conducted that followed the young adults and parents several years to see what impact the original expectations had, if any on the post-secondary experience and whether the critical program elements perceived to be necessary were actually relevant.

Further study needs to be performed so that research can be summarized for those looking to develop and implement successful transition programs at the post-secondary level for young adults with an ASD and include the critical program elements that are identified as part of the larger study. Once programs are implemented, future research needs to be conducted to evaluate program components and the extent to which the programs are successful and effective in the post transition of students. If correlations exist among the consensus of parents/caregivers and the young adults, creating such programs that support the successful transition of young adults should accommodate the individual and not the disability (Ivey, 2004).

The world of autism and ASD's already consists of an overwhelming myriad of decisions about treatment, interventions, programs and resources leaving very little information about transition to post-secondary environments. Further research on the topic of transition planning for young adults with an ASD

is critically needed to better assist in a very arduous process. The current study evoked other topics in need of further exploration to understand the transition process of the young adult in general.

Further research should explore the opportunity for collaboration between high schools and post-secondary institutions for offering college level courses to those students ages 18-21 who are still covered under IDEA. The ability to offer college level courses to students with an ASD while still covered under IDEA provides opportunity to minimize costs usually borne by the college and aid in transitional issues.

Future research should include initiatives to review, create or change legislation addressing the needs of young adults with an ASD and how it relates to post-secondary education. If students ages 18-21 are able to attend a college class with support from the local school system under IDEA, why can't support last until they are 25 years old?

The need for educators and professionals to understand the concept of self advocacy will be imperative for students with an ASD to encounter positive experiences at the post-secondary level. Further research addressing perceptions of both faculty at post-secondary institutions inclusive of years of experience and experience in teaching students with an ASD and staff of post-secondary disability resource offices would provide additional indications for professional development for both faculty and staff, inclusion of critical program elements perceived to be necessary in development of post-secondary transition programs

and ability to review services currently offered through the disability resources offices at post-secondary institutions.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

Mull stated earlier that over the past two decades the number of students with disabilities that have been attending post-secondary education has increased and the CDC reports that more likely that many more students with ASD will be attending post-secondary educational setting in the near future (Adreon et al., 2007; CDC, 2005; Mull et al., 2001; Nuebert et al., 2004). Understanding the disorder, the challenges faced by students with an ASD, the transition process for these individuals and the expectations of both the parents of these young adults and the young adults is imperative if any impact and implication for practice that will drive post-secondary institutions to meet the unique needs of this population can be made.

The following is a summary of findings from this study in addition to the previous chapter's discussion:

- The expectations of parents with young adults with an ASD and young adults with an ASD on post-secondary transition of students with an ASD do not align with each other in all cases. High correlation scores (.0900 and above) resulted between the parent and young adult when expectations were aligned with outcomes and opportunities.
- Negative correlations of expectations, I believe are a result of the young adult already having graduated from high school and the parents of young adults with their child still in high school (AIMS and IEP).

- Parents with young adults with an ASD and young adults with an ASD do not agree on all program elements perceived to be necessary to develop successful post-secondary transition programs. There was a low correlation on program components to be included in influencing the participation of the young adult. These were cost, distance from home, physical health, etc.

The following is a list of conclusions based on the findings of this study:

- The expectations of parents with young adults with an ASD and young adults with an ASD can impact the post-secondary transition of students with an ASD.
- The theoretical frameworks discussed in the study support the conclusion that expectations of parents with young adults with an ASD and young adults with an ASD on post-secondary transition of students with an ASD impact the post-secondary transition of students with an ASD.
- The theoretical frameworks discussed in this study can be integrated to create a new a theory that incorporates the subsystems of each.
- Additional research is needed to develop successful post-secondary programs for the post-secondary transition of students with an ASD.
- Awareness education of all educational professionals and leaders is needed at post-secondary institutions on successful post-secondary programs for the post-secondary transition of students with an ASD, expectations of parents with young adults with an ASD and young adults

with an ASD on post-secondary transition and on students with an ASD in general.

- Development and implementation of new programs that will impact policy and practices is needed to develop successful post-secondary programs for the post-secondary transition of students with an ASD.
- New legislation is needed to support students with an ASD and the development, implementation and integration of successful post-secondary programs at the post-secondary institutions for students with an ASD.

Summary

This study identified critical program elements perceived necessary to include in developing successful post-secondary transition programs. The study impacts the education practices for post-secondary transition programs for students with an ASD by providing suggestions for policy and practice for educational leaders and adds to the body of research in the area of disability and post-secondary education.

If students with an ASD are to be successful in their transition to post-secondary programs, additional research, new legislation, awareness education of all educational professionals and leaders, and implementation of new programs that will impact policy and practices is needed. In higher education, the individual needs of each student must be accommodated, not the disability (Ivey, 2004).

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APPENDIX A
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14 March 2011

Cathie M. Fox
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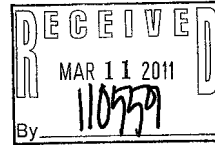
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1. ↑ U. Bronfenbrenner, *The Ecology of Human Development: Experiments by Nature and Design* (Cambridge, MA: Harvard University Press, 1979). ISBN 0674224574
2. ↑ J. T. Addison, "Urie Bronfenbrenner" in *Human Ecology*, 20(2): 16-20.

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APPENDIX B

DEMOGRAPHICS – YOUNG ADULT DETAIL

Appendix B. Demographics - Young Adult Detail

| ID | 1 Gender | | 2 Age | | 4/5 Ethnicity | | 6 Highest completed level of education | | 7 Currently employed | | 8 Current occupation | | 9 Current marital status | | 10 Been divorced | | 11 Number of children | |
|----|-------------|---|-------------------------------|--------------------------------------|--------------------------------------|--------------------|---|---------------|-------------------------|---|-------------------------|--|-----------------------------|--|---------------------|--|--------------------------|--|
| | 1=M 2=F | Age 0=<18 1=18-19 2=20-21 3=22-23 4=24-25 5=>25 | 1=White 2=Asian/PI 3=NA | 0=Other 1=Highschool 2=College | 0=None 1=Part Time 2=Full Time | Current occupation | 1=Single* 2=Divorced 3=Widowed 4=Married | 1=No 2=Yes | Number of children | | | | | | | | | |
| 1 | Female | F | 26 | White (non-Hispanic) | College | No | unemployed | Never Married | No | 0 | | | | | | | | |
| 2 | Male | M | 21 | White (non-Hispanic) | High School | No | unemployed | Never Married | No | 0 | | | | | | | | |
| 3 | Male | M | 20 | White | High School | No | Getting job as a Martial Arts | Never Married | No | 0 | | | | | | | | |
| 4 | Male | M | 18 | White | High School | No | unemployed | Never Married | No | 0 | | | | | | | | |
| 5 | Male | M | 18 | White | High School | Yes, full time | artist | Never Married | No | 0 | | | | | | | | |
| 6 | Male | M | 21 | White (non-Hispanic) | College | No | unemployed | Never Married | No | 0 | | | | | | | | |
| 7 | Male | M | 19 | White (non-Hispanic) | High School | No | unemployed | Never Married | No | 0 | | | | | | | | |
| 8 | Male | M | 19 | White (non-Hispanic) | High School | No | unemployed | Never Married | No | 0 | | | | | | | | |
| 9 | Male | M | 20 | Asian or Pacific Islander | High School | No | unemployed | Never Married | No | 0 | | | | | | | | |
| 10 | Male | M | 19 | White (non-Hispanic) | High School | Yes, part time | Staples Computer Technician | Never Married | No | 0 | | | | | | | | |
| 11 | Female | F | 18 | White | High School | No | unemployed | Never Married | No | 0 | | | | | | | | |
| 12 | Male | M | 26 | White (non-Hispanic) | High School | Yes, part time | CVS store clerk | Never Married | No | 0 | | | | | | | | |
| 13 | Female | F | 20 | Native American | High School | Yes, part time | CVS Pharmacy | Never Married | No | 0 | | | | | | | | |
| 14 | Female | F | 27 | White (non-Hispanic) | High School | No | unemployed | Never Married | No | 0 | | | | | | | | |
| 15 | Male | M | 27 | White (non-Hispanic) | High School | Yes, part time | bagging | Never Married | No | 0 | | | | | | | | |
| 16 | Female | F | 25 | White (non-Hispanic) | High School | No | unemployed | Never Married | No | 0 | | | | | | | | |

Notes:

#8: number of children (11) and occupation (8) were responded with n/a; 1 changed to "0", "unemployed"

APPENDIX C

DEMOGRAPHICS – YOUNG ADULT DETAIL SUMMARY

Appendix C. Demographics - Young Adult Detail Summary

| ID | 1 Gender | | 2 Age | | 4/5 Ethnicity | | 6 Highest completed level of education | | 7 Currently employed | | 8 Current occupation | | 9 Current marital status | | 10 Been divorced | | 11 Number of children | |
|----|--------------------|---------|---|--------|-------------------------------|--------|---|--------|------------------------------------|--------|---|--------|-----------------------------|--------|---------------------|--------|--------------------------|--------|
| | 1=M 2=F | % | Age 0= <18 1= 18-19 2= 20-21 3= 22-23 4= 24-25 5= >25 | % | 1=White 2=Asian/PI 3=NA | % | 0=Other 1=Highschool 2=College | % | 0=None 1=Part 2=Full Time | % | 1=Single* 2=Divorced 3=Widowed 4=Married | % | 1=No 2=Yes | % | | % | | |
| | Count if= 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Count if= 1 | 11.00 | 6.00 | 0.69 | 14.00 | 0.88 | 14.00 | 0.88 | 4.00 | 0.25 | 16.00 | 1.00 | 16.00 | 1.00 | 16.00 | 1.00 | 16.00 | 1.00 |
| | Count if= 2 | 5.00 | 5.00 | 0.31 | 1.00 | 0.06 | 2.00 | 0.13 | 1.00 | 0.06 | - | - | - | - | - | - | - | - |
| | Count if= 3 | - | - | - | 1.00 | 0.06 | - | - | - | - | - | - | - | - | - | - | - | - |
| | Count if= 4 | - | 1.00 | 0.06 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Count if= 5 | - | 4.00 | 0.25 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Count if= 6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Count if> 6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Summary | 16.00 | 16.00 | 1.00 | 16.00 | 1.00 | 16.00 | 1.00 | 16.00 | 1.00 | 16.00 | 1.00 | 16.00 | 1.00 | 16.00 | 1.00 | 16.00 | 1.00 |
| | Mean | 1.313 | 21.500 | 1.188 | 1.125 | 0.375 | 1.125 | 0.375 | 0.375 | 0.375 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 |
| | Standard Error | 0.120 | 0.856 | 0.136 | 0.085 | 0.155 | 0.085 | 0.155 | 0.155 | 0.155 | - | - | - | - | - | - | - | - |
| | Median | 1.000 | 20.000 | 1.000 | 1.000 | - | 1.000 | - | - | - | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 |
| | Mode | 1.000 | 20.000 | 1.000 | 1.000 | - | 1.000 | - | - | - | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 |
| | Standard Deviation | 0.479 | 3.425 | 0.544 | 0.342 | 0.619 | 0.342 | 0.619 | 0.619 | 0.619 | - | - | - | - | - | - | - | - |
| | Sample Variance | 0.229 | 11.733 | 0.296 | 0.117 | 0.383 | 0.117 | 0.383 | 0.383 | 0.383 | - | - | - | - | - | - | - | - |
| | Kurtosis | (1.391) | (1.260) | 9.093 | 4.898 | 1.580 | 4.898 | 1.580 | 1.580 | 1.580 | - | - | - | - | - | - | - | - |
| | Skewness | 0.895 | 0.705 | 3.030 | 2.509 | 1.505 | 2.509 | 1.505 | 1.505 | 1.505 | - | - | - | - | - | - | - | - |
| | Range | 1.000 | 9.000 | 2.000 | 1.000 | 2.000 | 1.000 | 2.000 | 2.000 | 2.000 | - | - | - | - | - | - | - | - |
| | Minimum | 1.000 | 18.000 | 1.000 | 1.000 | - | 1.000 | - | - | - | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 |
| | Maximum | 2.000 | 27.000 | 3.000 | 2.000 | 2.000 | 2.000 | 2.000 | 2.000 | 2.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 |
| | Count | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 | 16.000 |

APPENDIX D

DEMOGRAPHICS – PARENT DETAIL

Appendix D. Demographics - Parent Detail

| ID | 1 Relationship to Student | 2 Gender 1=M 2=F | 3 Age 1=<31 2=31-40 3=41-50 4=51-60 5=>60 | 5/6 Ethnicity 0=Other 1=White | 7 Education 0=Other 1=Highschool 2=Some College 4=College 6=Masters 8=Doctoral | 8 Currently Employed 0=None 1=Part Time 2=Full Time** | 9 Current Occupation | 10 Current Marital Status 1=Single* 2=Divorced 3=Widowed 4=Married | 11 Been Divorced 0=No 1=Yes | 12 Number of Children |
|----|------------------------------|---------------------------|---|--|---|---|------------------------------|---|--------------------------------------|--------------------------|
| 1 | Parent | F | 59 | White (non-hispanic) | College | 2 | owner swim school | Married | 0 | 8 |
| 2 | Parent | M | 59 | White (non-hispanic) | Masters Level | 2 | criminal justice | Married | 0 | 2 |
| 3 | Parent | F | 54 | White (non-hispanic) | High School | 0 | unemployed | Married | 1 | 2 |
| 4 | Parent | F | 49 | White (non-hispanic) | College | 0 | unemployed | Married | 0 | 2 |
| 5 | Parent | F | 40 | White (non-hispanic) | Masters Level | 2 | R.N. healthcare | Married | 0 | 2 |
| 6 | Parent | F | 55 | White (non-hispanic) | College | 1 | CPA | Married | 1 | 2 |
| 7 | Adopted/Grandparent | F | 75 | White (non-hispanic) | Highschool | 0 | retired | Widowed | 1 | 3 |
| 8 | Parent | F | 44 | White (non-hispanic) | Highschool | 2 | teacher's assistant | Married | 1 | 2 |
| 9 | Parent | F | 58 | White (non-hispanic) | Highschool | 0 | retired- electronic engineer | Never Married | 0 | 1 |
| 10 | Parent | F | 41 | Other | College | 2 | acct's payable | Married | 0 | 2 |
| 11 | Parent | F | 56 | White (non-hispanic) | College | 0 | homenmaker, retired RN | Married | 0 | 1 |
| 12 | Parent | M | 64 | White (non-hispanic) | Doctoral Level | 2 | attorney | Married | 1 | 3 |
| 13 | Parent | F | 36 | Other | Highschool | 2 | retail | Married | 0 | 3 |
| 14 | Parent | F | 45 | Other | Highschool | 2 | paralegal | Divorced | 1 | 3 |
| 15 | Parent | M | 57 | White (non-hispanic) | Doctoral Level | 1 | psychiatrist | Married | 0 | 3 |
| 16 | Parent | M | 58 | White (non-hispanic) | College | 2 | consultant | Married | 1 | 2 |
| 17 | Parent | F | 39 | Other | Masters Level | 1 | parent advocate | Divorced | 1 | 5 |
| 18 | Parent | F | 45 | White (non-hispanic) | College | 1 | office manager | Married | 0 | 2 |
| 19 | Parent | F | 51 | White | College | 2 | full-time student | Married | 0 | 3 |
| 20 | Parent | F | 51 | White | Some College | 0 | education | Divorced | 1 | 3 |
| 21 | Parent | F | 57 | White | Masters Level | 2 | education | Married | 1 | 3 |
| 22 | Parent | F | 54 | White | Masters Level | 0 | retired | Divorced | 1 | 2 |
| 23 | Parent | F | 54 | White | College | 0 | retired | Married | 1 | 3 |
| 24 | Parent | F | 41 | White | Masters Level | 2 | first grade teacher | Engaged | 1 | 3 |
| 25 | Parent | M | 42 | White | College | 2 | airplane pilot | Married | 0 | 1 |
| 26 | Parent | F | 44 | White | College | 0 | homenaker | Married | 0 | 1 |
| 27 | Parent | F | 55 | White | Doctoral | 2 | medical field | Widowed | 0 | 2 |

Notes:

* Single includes Engaged

** yes seasonally/temporarily = full time employment "2"

APPENDIX E

DEMOGRAPHICS – PARENT DETAIL SUMMARY

Appendix E. Demographics - Parent Detail Summary

| ID | 1 Relationship to Student | 2 Gender 1=M 2=F | 3 Age Age 1=<31 2=31-40 3=41-50 4=51-60 5=>60 | 5/6 Ethnicity 0=Other 1=White | 7 Education 0=Other 1=Highschool 2=Some College 4=College 6=Masters 8=Doctoral | 8 Currently Employed 0=None 1=Part Time 2=Full Time** | 9 Current Occupation | 10 Current Marital Status 1=Single* 2=Divorced 3=Widowed 4=Married | 11 Been Divorced 0=No 1=Yes | 12 Number of Children |
|----|------------------------------|---------------------------|--|--|---|---|-------------------------|---|--------------------------------------|--------------------------|
| | | | | | | | | | | |
| | Count if = 0 | - | - | 4.00 | - | 9.00 | - | - | 14.00 | - |
| | Count if = 1 | 5.00 | 0.19 | 23.00 | 6.00 | 4.00 | 0.15 | 2.00 | 13.00 | 4.00 |
| | Count if = 2 | 22.00 | 0.81 | - | 1.00 | 14.00 | 0.52 | 4.00 | - | 11.00 |
| | Count if = 3 | - | - | 0.11 | - | - | - | 2.00 | 0.15 | 10.00 |
| | Count if = 4 | - | - | 0.30 | - | - | - | 2.00 | 0.07 | 0.37 |
| | Count if = 5 | - | - | 0.52 | 11.00 | - | - | 19.00 | 0.70 | - |
| | Count if = 6 | - | - | 0.07 | - | - | - | - | - | 1.00 |
| | Count if > 6 | - | - | - | 6.00 | - | - | - | - | - |
| | Count if > 6 | - | - | - | 3.00 | - | - | - | - | 1.00 |
| | Count if > 6 | - | - | - | 0.11 | - | - | - | - | 0.04 |
| | Summary | 27.00 | 1.00 | 27.00 | 27.00 | 27.00 | 1.00 | 27.00 | 1.00 | 27.00 |
| | Mean | 51.222 | 0.852 | 4.148 | 1.185 | 3.407 | 0.481 | 2.556 | 0.481 | 2.556 |
| | Standard Error | 1.717 | 0.070 | 0.429 | 0.177 | 0.194 | 0.098 | 0.269 | 0.098 | 0.269 |
| | Median | 54.000 | 1.000 | 4.000 | 2.000 | 4.000 | - | 2.000 | - | 2.000 |
| | Mode | 54.000 | 1.000 | 4.000 | 2.000 | 4.000 | - | 2.000 | - | 2.000 |
| | Standard Deviation | 8.924 | 0.362 | 2.231 | 0.921 | 1.010 | 0.509 | 1.396 | 0.509 | 1.396 |
| | Sample Variance | 79.641 | 0.131 | 4.977 | 0.849 | 1.020 | 0.259 | 1.949 | 0.259 | 1.949 |
| | Kurtosis | 0.368 | 2.594 | (0.755) | (1.771) | 0.592 | (2.160) | 8.606 | (2.160) | 8.606 |
| | Skewness | 0.399 | (2.099) | 0.046 | (0.395) | (1.421) | 0.079 | 2.442 | 0.079 | 2.442 |
| | Range | 39.000 | 1.000 | 7.000 | 2.000 | 3.000 | 1.000 | 7.000 | 1.000 | 7.000 |
| | Minimum | 36.000 | - | 1.000 | - | 1.000 | - | 1.000 | - | 1.000 |
| | Maximum | 75.000 | 1.000 | 8.000 | 2.000 | 4.000 | 1.000 | 8.000 | 1.000 | 8.000 |
| | Count | 27.000 | 27.000 | 27.000 | 27.000 | 27.000 | 27.000 | 27.000 | 27.000 | 27.000 |

APPENDIX F

YOUNG ADULT DEMOGRAPHICS – DESCRIPTIVE STATISTICS – SUMMARY

Appendix F. Young Adult Demographics – Descriptive Statistics – Summary

| Young Adult Descriptive Statistics - Summary | | | | | | | | | | | |
|---|----|-------|---------|---------|-----------|------------|-----------------------|----------|----------|----------|-----------|
| Description | N | Range | Minimum | Maximum | Mean | | Standard Deviation | Variance | Skewness | Kurtosis | |
| | | | | | Statistic | Std. Error | | | | | Statistic |
| Gender | 16 | 1.00 | 1.00 | 2.00 | 1.313 | 0.120 | 0.479 | 0.229 | 0.895 | (1.391) | |
| Age | 16 | 9.00 | 18.00 | 27.00 | 21.500 | 0.856 | 3.425 | 11.733 | 0.705 | (1.260) | |
| Age_Group | 16 | 4.00 | 1.00 | 5.00 | 2.500 | 0.418 | 1.673 | 2.800 | 0.732 | (1.269) | |
| Ethnicity | 16 | 1.00 | 1.00 | 2.00 | 1.188 | 0.136 | 0.544 | 0.296 | 3.030 | 9.093 | |
| Education | 16 | 1.00 | 1.00 | 2.00 | 1.125 | 0.085 | 0.342 | 0.117 | 2.509 | 4.898 | |
| Employment | 16 | 2.00 | 0.00 | 2.00 | 0.375 | 0.155 | 0.619 | 0.383 | 1.505 | 1.580 | |
| Marital_Status | 16 | 0.00 | 1.00 | 1.00 | 1.000 | - | - | - | - | - | |
| Divorce_Status | 16 | 0.00 | 1.00 | 1.00 | 1.000 | - | - | - | - | - | |

APPENDIX G

PARENT DEMOGRAPHICS – DESCRIPTIVE STATISTICS – SUMMARY

Appendix G. Parent Demographics – Descriptive Statistics – Summary

| Parent Demographics | | | | | | | | | | | | | |
|----------------------------------|----|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|----------------|----------|----------|----------|
| Descriptive Statistics - Summary | | | | | | | | | | | | | |
| Descriptive Statistics | N | Range | | Minimum | | Maximum | | Mean | | Std. Deviation | Variance | Skewness | Kurtosis |
| | | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | | | | |
| Gender | 27 | 1.00 | 1.00 | 1.00 | 2.00 | 1.815 | 0.076 | 0.396 | 0.157 | (1.718) | 1.021 | | |
| Age | 27 | 39.00 | 36.00 | 75.00 | 51.222 | 1.717 | 8.924 | 0.399 | 79.641 | (0.438) | 0.368 | | |
| Age Count | 27 | 3.00 | 2.00 | 5.00 | 3.556 | 0.154 | 0.801 | 0.641 | 0.641 | (2.099) | 2.594 | | |
| Ethnicity | 27 | 1.00 | 0.00 | 1.00 | 0.852 | 0.070 | 0.362 | 0.131 | 4.977 | (0.755) | 0.046 | | |
| Education | 27 | 7.00 | 1.00 | 8.00 | 4.148 | 0.429 | 2.231 | 0.921 | 0.849 | (1.771) | 0.592 | | |
| Employment | 27 | 2.00 | 0.00 | 2.00 | 1.185 | 0.177 | 1.010 | 1.020 | 0.259 | (1.421) | 0.079 | | |
| Marital Status | 27 | 3.00 | 1.00 | 4.00 | 3.407 | 0.194 | 0.509 | 1.949 | 0.269 | | 8.606 | | |
| Divorce Status | 27 | 1.00 | 0.00 | 1.00 | 0.482 | 0.098 | 1.396 | | | | | | |
| Number of Children | 27 | 7.00 | 1.00 | 8.00 | 2.556 | 0.269 | | | | | | | |

APPENDIX H

SURVEY QUESTIONS – RESPONSES/CORRELATION

Appendix H. Survey Questions – Responses/Correlation (page 1 of 3)

| Survey Question | Question | Young Adult Response | | | | | | Parent Response | | | | | | Correlation | | | | |
|-----------------|--|----------------------|---|---|---|-------|-------|-----------------|----|---|----|-------|----|-------------|---------------|----------------|----------|---------|
| | | 1 | 2 | 3 | 4 | 5 | SQ | 1 | 2 | 3 | 4 | 5 | SQ | | No/Not at All | Somewhat/Maybe | Yes/Very | Total |
| NO. | | | | | | | | | | | | | | | | | | |
| 2 | Do you think your child likes high school? | 1 | 3 | 3 | 2 | 7 | 16.00 | 25 | 2 | 3 | 4 | 9 | 8 | 26.00 | | | | 0.486 |
| 3 | Do you expect that your child will pass the AIMS high school exit exam? | | | | | | | | | | | | | | | | | |
| 4 | Do you think your child will graduate with a general education diploma? | 3 | 0 | 1 | 2 | 6 | 12.00 | 26 | 10 | 4 | 7 | 2 | 1 | 24.00 | | | | (0.311) |
| 5 | Do you think that high school has helped prepare your child for the future? | na | | | | | | | 27 | 7 | 2 | 7 | 1 | 9 | 26.00 | | | |
| 6 | Do you think that educational opportunities after high school would help your child transition to adulthood? | 0 | 1 | 3 | 3 | 8 | 15.00 | 28 | 3 | 4 | 8 | 4 | 7 | 26.00 | | | | 0.673 |
| 7 | Does your child seem interested in educational opportunities after high school? | 0 | 2 | 2 | 3 | 9 | 16.00 | 29 | 0 | 0 | 6 | 6 | 14 | 26.00 | | | | 0.923 |
| 8 | Has the high school staff encouraged your child to continue in an educational setting after high school? | 1 | 0 | 3 | 4 | 8 | 16.00 | 30 | 2 | 1 | 3 | 6 | 14 | 26.00 | | | | 0.973 |
| 9 | Does your child's IEP include a plan for the time immediately after high school? | 1 | 1 | 0 | 6 | 8 | 16.00 | 31 | 5 | 1 | 7 | 5 | 8 | 26.00 | | | | 0.439 |
| 10 | How aware do you think you are of the different options that are available to your child after high school? | 3 | 0 | 7 | 6 | 16.00 | 32 | | 14 | 7 | 5 | 26.00 | | | | | | (0.898) |
| 13 | Would you consider this type of program as an option for your after HS | 2 | 0 | 6 | 3 | 5 | 16.00 | 33 | 4 | 2 | 13 | 4 | 2 | 25.00 | | | | 0.640 |
| 14 | Do you think your child would be interested in attending this type of program after HS | 1 | 1 | 0 | 7 | 8.00 | 36 | | 0 | 1 | 23 | 24.00 | | | | | | 0.985 |
| | | 1 | 1 | 0 | 7 | 8.00 | 37 | | 0 | 4 | 19 | 23.00 | | | | | | 0.945 |

Appendix H. Survey Questions – Responses/Correlation (page 2 of 3)

| Survey Question | Question | Young Adult Response | | | | | Parent Response | | | | | Correlation | | | | | |
|-----------------|--|----------------------|---|---|---|---|-----------------|----------|---------------|----------------|---|-------------|---|----|-------|---|----------|
| | | SQ | 1 | 2 | 3 | 4 | 5 | Yes/Very | No/Not at All | Somewhat/Maybe | 1 | | 2 | 3 | 4 | 5 | Yes/Very |
| NO. | | | | | | | | | | | | | | | | | |
| 15 | How likely do you think it is that your child might actually enroll in a post-secondary program after exiting HS? | 38 | 1 | 0 | 3 | 3 | 5 | 12.00 | 38 | 1 | 3 | 7 | 3 | 13 | 27.00 | | 0.838 |
| 16 | For each item, please indicate how important it is to you that it is included in the development of a post-secondary program in Arizona | 39 | | | | | | | | | | | | | | | |
| 16a | Residential options | 39a | 2 | 0 | 5 | 2 | 7 | 16.00 | 39a | 3 | 1 | 9 | 2 | 13 | 28.00 | | 0.982 |
| 16b | Inclusive learning environments | 39b | 2 | 0 | 5 | 1 | 8 | 16.00 | 39b | 2 | 0 | 8 | 6 | 12 | 28.00 | | 0.903 |
| 16c | Individual choice in curriculum | 39c | 1 | 0 | 2 | 1 | 12 | 16.00 | 39c | 0 | 2 | 2 | 2 | 20 | 26.00 | | 0.984 |
| 16d | Structured social activities | 39d | 0 | 0 | 2 | 2 | 12 | 16.00 | 39d | 0 | 0 | 1 | 2 | 24 | 27.00 | | 0.991 |
| 16e | Access to a college campus | 39e | 1 | 1 | 1 | 3 | 8 | 14.00 | 39e | 0 | 3 | 10 | 4 | 10 | 27.00 | | 0.545 |
| 16f | Opportunity for certification in a vocational area | 39f | 0 | 1 | 3 | 2 | 8 | 14.00 | 39f | 1 | 2 | 3 | 6 | 15 | 27.00 | | 0.952 |
| 16g | Focus on employment after completion of program | 39g | 1 | 1 | 3 | 1 | 10 | 16.00 | 39g | 0 | 0 | 1 | 3 | 23 | 27.00 | | 0.968 |
| 17 | For each item, please indicate how important it is to you that it is addressed in the development of a post-secondary program in Arizona | 40 | | | | | | | | | | | | | | | |
| 17a | Independent skills | 40a | 0 | 0 | 3 | 0 | 9 | 12.00 | 40a | 0 | 0 | 1 | 3 | 21 | 25.00 | | 0.935 |
| 17b | Work skills | 40b | 0 | 0 | 1 | 3 | 4 | 8.00 | 40b | 0 | 0 | 5 | 3 | 22 | 30.00 | | 0.808 |
| 17c | Social skills | 40c | 0 | 0 | 0 | 5 | 3 | 8.00 | 40c | 0 | 0 | 1 | 5 | 24 | 30.00 | | 0.518 |
| 17d | Further academic enrichment | 40d | 0 | 1 | 1 | 4 | 2 | 8.00 | 40d | 0 | 1 | 1 | 4 | 2 | 8.00 | | 1.000 |
| 17e | Certificate, diploma, or other recognition of completion | 40e | 1 | 0 | 3 | 0 | 9 | 13.00 | 40e | 0 | 3 | 5 | 4 | 15 | 27.00 | | 0.928 |
| 17f | Experience similar to a typical college environment | 40f | 2 | 0 | 3 | 2 | 6 | 13.00 | 40f | 0 | 4 | 9 | 4 | 10 | 27.00 | | 0.690 |
| 17g | Focus on employment after completion of program | 40g | 0 | 0 | 2 | 2 | 8 | 12.00 | 40g | 0 | 0 | 2 | 3 | 21 | 26.00 | | 0.985 |

Appendix H. Survey Questions – Responses/Correlation (page 3 of 3)

| Survey Question | Question | Young Adult Response | | | | | Parent Response | | | | | Correlation | | | | |
|-----------------|--|----------------------|---------------|-----------------|-----------|-------|-----------------|---------------|-----------------|-----------|-------|-------------|---|----|-------|-------|
| | | SQ | 1 | 2 | 3 | 4 | 5 | SQ | 1 | 2 | 3 | | 4 | 5 | | |
| NO. | | | No/Not at All | Somewhat/ Maybe | Yes/ Very | Total | | No/Not at All | Somewhat/ Maybe | Yes/ Very | Total | | | | | |
| | Below are factors that parents consider when determining whether a post-secondary program would suit the needs of their child and family | Y.A. | | | | | P | | | | | | | | | |
| 18a | Distance of campus from home | 41a | 2 | 0 | 3 | 0 | 8 | 13.00 | 41a | 2 | 2 | 9 | 5 | 7 | 25.00 | 0.543 |
| 18b | Cost of program | 41b | 3 | 1 | 1 | 2 | 6 | 13.00 | 41b | 2 | 2 | 6 | 4 | 12 | 26.00 | 0.767 |
| 18c | Your child's physical health | 41c | 4 | 1 | 1 | 3 | 4 | 13.00 | 41c | 5 | 4 | 3 | 2 | 11 | 25.00 | 0.560 |
| 18d | Your child's safety | 41d | 3 | 1 | 1 | 2 | 6 | 13.00 | 41d | 1 | 0 | 4 | 4 | 17 | 26.00 | 0.872 |
| 18e | Your child's ability to function without you | 41e | 2 | 1 | 1 | 2 | 6 | 12.00 | 41e | 1 | 3 | 8 | 3 | 11 | 26.00 | 0.657 |
| 18f | Experience similar to a typical college environment | 41f | 2 | 1 | 1 | 4 | 5 | 13.00 | 41f | 2 | 5 | 5 | 6 | 7 | 25.00 | 0.588 |
| 18g | Focus on employment after completion of program | 41g | 2 | 1 | 1 | 2 | 9 | 15.00 | 41g | 0 | 0 | 4 | 1 | 20 | 25.00 | 0.958 |

APPENDIX I

SURVEY QUESTIONS – RESPONSES/STATISTICAL SUMMARY

Appendix I. Survey Questions – Responses/Statistics Summary (page 1 of 3)

| Survey Question* | Question | Young Adult | | | | | | | | Parent | | | | | | | |
|------------------|---|-------------|-------|---------------|--------|---------|----------|-------|----|--------|---------------|--------|---------|----------|--------|--|--|
| | | SQ | Mean | Wght Avg Mean | Median | Std Dev | Skewness | Ztest | SQ | Mean | Wght Avg Mean | Median | Std Dev | Skewness | Ztest | | |
| 2 | Do you think your child likes high school? | 20 | 3.688 | 3.688 | 4.000 | 1.401 | (0.52) | 0.007 | 25 | 3.692 | 3.692 | 4.000 | 1.258 | (0.801) | 0.0004 | | |
| 3 | Do you expect that your child will pass the AIMS high school exit exam? | 21 | 3.667 | 3.667 | 4.500 | 1.723 | (0.91) | 0.033 | 26 | 2.167 | 2.167 | 2.000 | 1.204 | 0.631 | 0.0147 | | |
| 4 | Do you think your child will graduate with a general education diploma? | na | | | | | | | 27 | 3.115 | 3.115 | 3.000 | 1.633 | (0.081) | 0.0076 | | |
| 5 | Do you think that high school has helped prepare your child for the future? | 22 | 4.200 | 4.200 | 5.000 | 1.014 | (0.93) | 0.002 | 28 | 3.308 | 3.308 | 3.000 | 1.350 | (0.190) | 0.0013 | | |
| 6 | Do you think that educational opportunities after high school would help your child transition to adulthood? | 23 | 4.188 | 4.188 | 5.000 | 1.109 | (1.09) | 0.002 | 29 | 4.308 | 4.308 | 5.000 | 0.838 | (0.660) | 0.0000 | | |
| 7 | Does your child seem interested in educational opportunities after high school? | 24 | 4.125 | 4.125 | 4.500 | 1.147 | (1.48) | 0.002 | 30 | 4.115 | 4.115 | 5.000 | 1.243 | (1.452) | 0.0002 | | |
| 8 | Has the high school staff encouraged your child to continue in an educational setting after high school? | 25 | 4.188 | 4.188 | 4.500 | 1.167 | (1.85) | 0.002 | 31 | 3.385 | 3.385 | 3.500 | 1.472 | (0.489) | 0.0020 | | |
| 9 | Does your child's IEP include a plan for the time immediately after high school? | 26 | 3.375 | 3.375 | 3.000 | 1.500 | (0.33) | 0.013 | 32 | 2.308 | 2.308 | 1.000 | 1.594 | 0.734 | 0.0575 | | |
| 10 | How aware do you think you are of the different options that are available to your child after high school? | 27 | 3.563 | 3.563 | 3.500 | 1.315 | (0.66) | 0.006 | 33 | 2.920 | 2.920 | 3.000 | 1.115 | (0.223) | 0.0010 | | |
| 13 | Would you consider this type of program as an option for your after HS | 36 | 4.500 | 4.500 | 5.000 | 1.414 | (2.83) | 0.026 | 36 | 4.917 | 4.917 | 5.000 | 0.408 | (4.899) | 0.0000 | | |
| 14 | Do you think your child would be interested in attending this type of program after HS | 37 | 4.500 | 4.500 | 5.000 | 1.414 | (2.83) | 0.026 | 37 | 4.652 | 4.652 | 5.000 | 0.775 | (1.843) | 0.0000 | | |
| 15 | How likely do you think it is that your child might actually enroll in a post-secondary program after exiting HS? | 38 | 3.917 | 3.917 | 4.000 | 1.240 | (1.19) | 0.009 | 38 | 3.889 | 3.889 | 4.000 | 1.251 | (0.667) | 0.0002 | | |

Appendix I. Survey Questions – Responses/Statistics Summary (page 2 of 3)

| Survey Question* | Question | Young Adult | | | | | | | | | | Parent | | | | | |
|------------------|--|-------------|-------|---------------|--------|---------|----------|-------|-----|-------|---------------|--------|---------|----------|--------|--|--|
| | | SQ | Mean | Wght Avg Mean | Median | Std Dev | Skewness | Ztest | SQ | Mean | Wght Avg Mean | Median | Std Dev | Skewness | Ztest | | |
| 16 | For each item, please indicate how important it is to you that it is included in the development of a post-secondary program in Arizona | 39 | | | | | | | | | | | | | | | |
| 16a | Residential options | 39a | 3.750 | 3.750 | 4.000 | 1.390 | (0.85) | 0.006 | 39a | 3.750 | 3.750 | 4.000 | 1.378 | (0.703) | 0.0004 | | |
| 16b | Inclusive learning environments | 39b | 3.813 | 3.813 | 4.500 | 1.424 | (0.89) | 0.006 | 39b | 3.929 | 3.929 | 4.000 | 1.184 | (1.006) | 0.0001 | | |
| 16c | Individual choice in curriculum | 39c | 4.438 | 4.438 | 5.000 | 1.153 | (2.21) | 0.002 | 39c | 4.538 | 4.538 | 5.000 | 0.948 | (1.951) | 0.0000 | | |
| 16d | Structured social activities | 39d | 4.625 | 4.625 | 5.000 | 0.719 | (1.73) | 0.000 | 39d | 4.852 | 4.852 | 5.000 | 0.456 | (3.289) | 0.0000 | | |
| 16e | Access to a college campus | 39e | 4.143 | 4.143 | 5.000 | 1.292 | (1.55) | 0.005 | 39e | 3.778 | 3.778 | 4.000 | 1.086 | (0.106) | 0.0001 | | |
| 16f | Opportunity for certification in a vocational area | 39f | 4.214 | 4.214 | 5.000 | 1.051 | (0.96) | 0.002 | 39f | 4.185 | 4.185 | 5.000 | 1.145 | (1.387) | 0.0001 | | |
| 16g | Focus on employment after completion of program | 39g | 4.125 | 4.125 | 5.000 | 1.310 | (1.28) | 0.003 | 39g | 4.815 | 4.815 | 5.000 | 0.483 | (2.742) | 0.0000 | | |
| 17 | For each item, please indicate how important it is to you that it is addressed in the development of a post-secondary program in Arizona | 40 | | | | | | | | | | | | | | | |
| 17a | Independent skills | 40a | 4.500 | 4.500 | 5.000 | 0.905 | (1.33) | 0.003 | 40a | 4.800 | 4.800 | 5.000 | 0.500 | (2.609) | 0.0000 | | |
| 17b | Work skills | 40b | 4.375 | 4.375 | 4.500 | 0.744 | (0.82) | 0.009 | 40b | 4.567 | 4.567 | 5.000 | 0.774 | (1.434) | 0.0000 | | |
| 17c | Social skills | 40c | 4.375 | 4.375 | 4.000 | 0.518 | 0.64 | 0.006 | 40c | 4.767 | 4.767 | 5.000 | 0.504 | (2.153) | 0.0000 | | |
| 17d | Further academic enrichment | 40d | 3.875 | 3.875 | 4.000 | 0.991 | (0.86) | 0.018 | 40d | 3.875 | 3.875 | 4.000 | 0.991 | (0.862) | 0.0176 | | |
| 17e | Certificate, diploma, or other recognition of completion | 40e | 4.231 | 4.231 | 5.000 | 1.301 | (1.58) | 0.006 | 40e | 4.148 | 4.148 | 5.000 | 1.099 | (0.877) | 0.0001 | | |
| 17f | Experience similar to a typical college environment | 40f | 3.769 | 3.769 | 4.000 | 1.481 | (0.99) | 0.014 | 40f | 4.037 | 4.037 | 4.000 | 0.854 | (0.074) | 0.0000 | | |
| 17g | Focus on employment after completion of program | 40g | 4.500 | 4.500 | 5.000 | 0.798 | (1.29) | 0.002 | 40g | 4.692 | 4.692 | 5.000 | 0.618 | (1.919) | 0.0000 | | |

Appendix I. Survey Questions – Responses/Statistics Summary (page 3 of 3)

| Survey Question* | Question | Young Adult | | | | | | | Parent | | | | | | |
|------------------|--|-------------|-------|---------------|--------|---------|----------|-------|--------|-------|---------------|--------|---------|----------|--------|
| | | SQ | Mean | Wght Avg Mean | Median | Std Dev | Skewness | Ztest | SQ | Mean | Wght Avg Mean | Median | Std Dev | Skewness | Ztest |
| NO. | Below are factors that parents consider when determining whether a post-secondary program would suit the needs of their child and family | | | | | | | | | | | | | | |
| 18a | Distance of campus from home | 41a | 3.923 | 3.923 | 5.000 | 1.553 | (1.11) | 0.015 | 41a | 3.520 | 3.520 | 3.000 | 1.229 | (0.416) | 0.0006 |
| 18b | Cost of program | 41b | 3.538 | 3.538 | 4.000 | 1.713 | (0.66) | 0.031 | 41b | 3.846 | 3.846 | 4.000 | 1.317 | (0.832) | 0.0004 |
| 18c | Your child's physical health | 41c | 3.154 | 3.154 | 4.000 | 1.725 | (0.28) | 0.051 | 41c | 3.400 | 3.400 | 4.000 | 1.658 | (0.346) | 0.0052 |
| 18d | Your child's safety | 41d | 3.538 | 3.538 | 4.000 | 1.713 | (0.66) | 0.031 | 41d | 4.385 | 4.385 | 5.000 | 1.023 | (1.849) | 0.0000 |
| 18e | Your child's ability to function without you | 41e | 3.750 | 3.750 | 4.500 | 1.603 | (0.94) | 0.024 | 41e | 3.769 | 3.769 | 4.000 | 1.243 | (0.473) | 0.0003 |
| 18f | Experience similar to a typical college environment | 41f | 3.692 | 3.692 | 4.000 | 1.494 | (0.97) | 0.016 | 41f | 3.440 | 3.440 | 4.000 | 1.325 | (0.326) | 0.0011 |
| 18g | Focus on employment after completion of program | 41g | 4.000 | 4.000 | 5.000 | 1.512 | (1.29) | 0.008 | 41g | 4.640 | 4.640 | 5.000 | 0.757 | (1.771) | 0.0000 |

APPENDIX J

SURVEY QUESTIONS – RESPONSES/CONFIDENCE INTERVAL

Appendix J. Survey Questions – Responses/Confidence Interval (page 1 of 3)

| Survey Question* | Question | | | | Young Adult | | | | Parent | | | | Young Adult - | | Parent- | | |
|------------------|----------|--------|--------|-------------|-------------|--------|--------|-------------|--------|--------|---------|-------------|---------------|-------------|---------|---------|--|
| | Alpha | Sample | CI 95% | Upper Limit | Alpha | Sample | CI 95% | Upper Limit | Alpha | Sample | CI 95% | Lower Limit | Upper Limit | Ttest (2.3) | Pearson | Pearson | |
| NO. | | | | | | | | | | | | | | | | | |
| 2 | 0.05 | 16 | 0.686 | 3.0011 | 4.3739 | 0.05 | 26 | 0.483 | 3.2089 | 4.1757 | 0.99112 | 0.932 | 0.906 | | | | |
| 3 | 0.05 | 12 | 0.975 | 2.6916 | 4.6417 | 0.05 | 24 | 0.482 | 1.6850 | 2.6483 | | | | | | | |
| 4 | | | | | | 0.05 | 26 | 0.628 | 2.4878 | 3.7430 | | | | | | | |
| 5 | 0.05 | 15 | 0.513 | 3.6868 | 4.7132 | 0.05 | 26 | 0.519 | 2.7889 | 3.8265 | | | | | | | |
| 6 | 0.05 | 16 | 0.543 | 3.6443 | 4.7307 | 0.05 | 26 | 0.322 | 3.9857 | 4.6296 | | | | | | | |
| 7 | 0.05 | 16 | 0.562 | 3.5628 | 4.6872 | 0.05 | 26 | 0.478 | 3.6374 | 4.5933 | 0.71219 | 0.939 | 0.922 | | | | |
| 8 | 0.05 | 16 | 0.572 | 3.6156 | 4.7594 | 0.05 | 26 | 0.566 | 2.8189 | 3.9503 | | | | | | | |
| 9 | 0.05 | 16 | 0.735 | 2.6400 | 4.1100 | 0.05 | 26 | 0.613 | 1.6949 | 2.9205 | | | | | | | |
| 10 | 0.05 | 16 | 0.644 | 2.9182 | 4.2068 | 0.05 | 25 | 0.437 | 2.4829 | 3.3571 | | | | | | | |
| 13 | 0.05 | 8 | 0.980 | 3.5200 | 5.4800 | 0.05 | 24 | 0.163 | 4.7533 | 5.0800 | 0.11691 | 0.824 | 0.820 | | | | |
| 14 | 0.05 | 8 | 0.980 | 3.5200 | 5.4800 | 0.05 | 23 | 0.317 | 4.3354 | 4.9689 | | | | | | | |
| 15 | 0.05 | 12 | 0.702 | 3.2150 | 4.6183 | 0.05 | 27 | 0.472 | 3.4172 | 4.3606 | 0.77906 | 0.808 | 0.725 | | | | |
| | | | | | | | | | | | 0.94926 | 1.000 | 1.000 | | | | |

Appendix J. Survey Questions – Responses/Confidence Interval (page 2 of 3)

| Survey Question* | Question | Young Adult | | | | | Parent | | | | | Young Adult - Pearson | Parent - Pearson | |
|------------------|--|-------------|--------|--------|-------------|-------------|--------|--------|--------|-------------|-------------|-----------------------|------------------|-------------|
| | | Alpha | Sample | CI 95% | Lower Limit | Upper Limit | Alpha | Sample | CI 95% | Lower Limit | Upper Limit | | | Ttest (2,3) |
| 16 | For each item, please indicate how important it is to you that it is included in the development of a post-secondary program in Arizona | | | | | | | | | | | | | |
| 16a | Residential options | 0.05 | 16 | 0.681 | 3.0687 | 4.4313 | 0.05 | 28 | 0.510 | 3.2397 | 4.2603 | 1.00000 | 0.874 | 0.960 |
| 16b | Inclusive learning environments | 0.05 | 16 | 0.698 | 3.1145 | 4.5105 | 0.05 | 28 | 0.439 | 3.4900 | 4.3672 | 0.78468 | 0.885 | 0.924 |
| 16c | Individual choice in curriculum | 0.05 | 16 | 0.565 | 3.8726 | 5.0024 | 0.05 | 26 | 0.364 | 4.1741 | 4.9028 | 0.77070 | 0.925 | 0.778 |
| 16d | Structured social activities | 0.05 | 16 | 0.352 | 4.2728 | 4.9772 | 0.05 | 27 | 0.172 | 4.6798 | 5.0239 | 0.26871 | 0.873 | 0.644 |
| 16e | Access to a college campus | 0.05 | 14 | 0.677 | 3.4659 | 4.8199 | 0.05 | 27 | 0.410 | 3.3681 | 4.1874 | 0.37533 | 0.924 | 0.916 |
| 16f | Opportunity for certification in a vocational area | 0.05 | 14 | 0.550 | 3.6638 | 4.7648 | 0.05 | 27 | 0.432 | 3.7534 | 4.6170 | 0.93560 | 0.953 | 0.928 |
| 16g | Focus on employment after completion of program | 0.05 | 16 | 0.642 | 3.4830 | 4.7670 | 0.05 | 27 | 0.182 | 4.6325 | 4.9971 | 0.05835 | 0.931 | 0.728 |
| 17 | For each item, please indicate how important it is to you that it is addressed in the development of a post-secondary program in Arizona | | | | | | | | | | | | | |
| 17a | Independent skills | 0.05 | 12 | 0.512 | 3.9882 | 5.0118 | 0.05 | 25 | 0.196 | 4.6040 | 4.9960 | 0.30105 | 0.770 | 0.728 |
| 17b | Work skills | 0.05 | 8 | 0.516 | 3.8594 | 4.8906 | 0.05 | 30 | 0.277 | 4.2898 | 4.8436 | 0.53364 | 0.950 | 0.826 |
| 17c | Social skills | 0.05 | 8 | 0.359 | 4.0164 | 4.7336 | 0.05 | 30 | 0.180 | 4.5863 | 4.9470 | 0.08266 | 0.668 | 0.774 |
| 17d | Further academic enrichment | 0.05 | 8 | 0.687 | 3.1883 | 4.5617 | 0.05 | 8 | 0.687 | 3.1883 | 4.5617 | 1.00000 | 0.895 | 0.848 |
| 17e | Certificate, diploma, or other recognition of completion | 0.05 | 13 | 0.707 | 3.5236 | 4.9379 | 0.05 | 27 | 0.415 | 3.7336 | 4.5627 | 0.84534 | 0.941 | 0.936 |
| 17f | Experience similar to a typical college environment | 0.05 | 13 | 0.805 | 2.9644 | 4.5741 | 0.05 | 27 | 0.322 | 3.7149 | 4.3592 | 0.55339 | 0.914 | 0.616 |
| 17g | Focus on employment after completion of program | 0.05 | 12 | 0.451 | 4.0487 | 4.9513 | 0.05 | 26 | 0.237 | 4.4549 | 4.9297 | 0.46975 | 0.873 | 0.762 |

Appendix J. Survey Questions – Responses/Confidence Interval (page 3 of 3)

| Survey Question # | Question | Young Adult | | | | | Parent | | | | | Ttest (2,3) | Young Adult - | | Parent - | | |
|-------------------|--|-------------|--------|--------|-------------|-------------|--------|--------|--------|-------------|-------------|-------------|---------------|---------|----------|--|--|
| | | Alpha | Sample | CI 95% | Lower Limit | Upper Limit | Alpha | Sample | CI 95% | Lower Limit | Upper Limit | | Pearson | Pearson | | | |
| NO. | Below are factors that parents consider when determining whether a post-secondary program would suit the needs of their child and family | | | | | | | | | | | | | | | | |
| 18a | Distance of campus from home | 0.05 | 13 | 0.844 | 3.0791 | 4.7670 | 0.05 | 25 | 0.482 | 3.0383 | 4.0017 | 0.42577 | 0.871 | 0.932 | | | |
| 18b | Cost of program | 0.05 | 13 | 0.931 | 2.6070 | 4.4699 | 0.05 | 26 | 0.506 | 3.3398 | 4.3525 | 0.57601 | 0.908 | 0.977 | | | |
| 18c | Your child's physical health | 0.05 | 13 | 0.938 | 2.2163 | 4.0913 | 0.05 | 25 | 0.650 | 2.7500 | 4.0500 | 0.67620 | 0.860 | 0.958 | | | |
| 18d | Your child's safety | 0.05 | 13 | 0.931 | 2.6070 | 4.4699 | 0.05 | 26 | 0.393 | 3.9915 | 4.7778 | 0.11995 | 0.908 | 0.858 | | | |
| 18e | Your child's ability to function without you | 0.05 | 12 | 0.907 | 2.8433 | 4.6567 | 0.05 | 26 | 0.478 | 3.2915 | 4.2469 | 0.97108 | 0.903 | 0.976 | | | |
| 18f | Experience similar to a typical college environment | 0.05 | 13 | 0.812 | 2.8804 | 4.5042 | 0.05 | 25 | 0.520 | 2.9205 | 3.9595 | 0.61304 | 0.905 | 0.929 | | | |
| 18g | Focus on employment after completion of program | 0.05 | 15 | 0.765 | 3.2349 | 4.7651 | 0.05 | 25 | 0.297 | 4.3432 | 4.9368 | 0.14349 | 0.903 | 0.752 | | | |

APPENDIX K
SURVEY QUESTIONS

Appendix K. Survey Questions (page 1 of 3).

| Survey Question | | | Question |
|-----------------|-------------|--------|--|
| Current Study | Young Adult | Parent | |
| 1 | 19 | 24 | Which one of the following best describes your child's most recent school setting? |
| 2 | 20 | 25 | Do you think your child likes high school? |
| 3 | 21 | 26 | Do you expect that your child will pass the AIMS high school exit exam? |
| 4 | n/a | 27 | Do you think your child will graduate with a general education diploma? |
| 5 | 22 | 28 | Do you think that high school has helped prepare your child for the future? |
| 6 | 23 | 29 | Do you think that educational opportunities after high school would help your child transition to adulthood? |
| 7 | 24 | 30 | Does your child seem interested in educational opportunities after high school? |
| 8 | 25 | 31 | Has the high school staff encouraged your child to continue in an educational setting after high school? |
| 9 | 26 | 32 | Does your child's IEP include a plan for the time immediately after high school? |
| 10 | 27 | 33 | How aware do you think you are of the different options that are available to your child after high school? |
| 11 | 28 | 34 | How do you learn about the available options? Choose all that apply. |
| 12 | 35 | 35 | What barriers, if any, have you encountered in trying to understand all of the options available to your child? Choose all that apply. |
| 13 | 36 | 36 | Would you consider this type of program as an option for your after HS |
| 14 | 37 | 37 | Do you think your child would be interested in attending this type of program after HS? |

Appendix K. Survey Questions (page 2 of 3).

| Survey Question | | | Question |
|-----------------|-------------|--------|--|
| Current Study | Young Adult | Parent | |
| 15 | 38 | 38 | How likely do you think it is that your child might actually enroll in a post-secondary program after exiting HS? |
| 16 | 39 | 39 | For each item, please indicate how important it is to you that it is included in the development of a post-secondary program in Arizona |
| 16a | 39a | 39a | Residential options |
| 16b | 39b | 39b | Inclusive learning environments |
| 16c | 39c | 39c | Individual choice in curriculum |
| 16d | 39d | 39d | Structured social activities |
| 16e | 39e | 39e | Access to a college campus |
| 16f | 39f | 39f | Opportunity for certification in a vocational area |
| 16g | 39g | 39g | Focus on employment after completion of program |
| 17 | 40 | 40 | For each item, please indicate how important it is to you that it is addressed in the development of a post-secondary program in Arizona |
| 17a | 40a | 40a | Independent skills |
| 17b | 40b | 40b | Work skills |
| 17c | 40c | 40c | Social skills |
| 17d | 40d | 40d | Further academic enrichment |
| 17e | 40e | 40e | Certificate, diploma, or other recognition of completion |
| 17f | 40f | 40f | Experience similar to a typical college environment |
| 17g | 40g | 40g | Focus on employment after completion of program |

Appendix K. Survey Questions (page 3 of 3).

| Survey Question | | | Question |
|-----------------|-------------|--------|---|
| Current Study | Young Adult | Parent | |
| 18 | 41 | 41 | Below are program components that parents consider when determining whether a post-secondary program would suit the needs of their child and family |
| 18a | 41a | 41a | Distance of campus from home |
| 18b | 41b | 41b | Cost of program |
| 18c | 41c | 41c | Your child's physical health |
| 18d | 41d | 41d | Your child's safety |
| 18e | 41e | 41e | Your child's ability to function without you |
| 18f | 41f | 41f | Experience similar to a typical college environment |
| 18g | 41g | 41g | Focus on employment after completion of program |
| 19 | 42 | 42 | Which of the following options do you think your child will most likely be involved in after HS? |

APPENDIX L

PROGRAMMATIC NEEDS ASSESSMENT – CORRELATION STATISTICS

Appendix L. Programmatic Needs Assessment – Correlation Statistics (page 1 of 2)

| Survey Question | YAP AREA | Question | STUDENT RESPONSE | | | | | PARENT RESPONSE | | | | | Correlation | | | | |
|-----------------|----------|--|--------------------|------|------|------|---|--------------------|-------|------|------|------|-------------|---|----|-------|--------|
| | | | Somewhat/ Maybe | | | | | Somewhat/ Maybe | | | | | | | | | |
| | | | 1 No/Not at All | 2 | 3 | 4 | 5 | 1 No/Not at All | 2 | 3 | 4 | 5 | | | | | |
| 16. | | | | | | | | | | | | | | | | | |
| 16a. | E | For each item, please indicate how important it is to you that it is included in the development of a post-secondary program in Arizona Residential options | 0.13 | 0 | 0.31 | 0.13 | 2 | 7 | 16.00 | 0.11 | 0.04 | 0.32 | 0.07 | 2 | 13 | 28.00 | 0.9815 |
| 16b. | E | Inclusive learning environments | 0.13 | 0 | 0.31 | 0.06 | 1 | 8 | 16.00 | 0.07 | 0 | 0.29 | 0.21 | 6 | 12 | 28.00 | 0.9027 |
| 16c. | E | Individual choice in curriculum | 0.06 | 0 | 0.13 | 0.06 | 1 | 12 | 16.00 | 0 | 0.08 | 0.08 | 0.08 | 2 | 20 | 26.00 | 0.9844 |
| 16d. | E | Structured social activities | 0 | 0 | 0.13 | 0.13 | 2 | 12 | 16.00 | 0 | 0 | 0.04 | 0.07 | 2 | 24 | 27.00 | 0.9912 |
| 16e. | E | Access to a college campus | 0.07 | 0.07 | 0.07 | 0.21 | 3 | 8 | 14.00 | 0 | 0.11 | 0.37 | 0.15 | 4 | 10 | 27.00 | 0.5446 |
| 16f. | OC/OP | Opportunity for certification in a vocational area | 0 | 0.07 | 0.21 | 0.14 | 2 | 8 | 14.00 | 0.04 | 0.07 | 0.11 | 0.22 | 6 | 15 | 27.00 | 0.9519 |
| 16g. | OC/OP | Focus on employment after completion of program | 0.06 | 0.06 | 0.19 | 0.06 | 1 | 10 | 16.00 | 0 | 0 | 0.04 | 0.11 | 3 | 23 | 27.00 | 0.9675 |
| 17. | | | | | | | | | | | | | | | | | |
| 17a. | OP | For each item, please indicate how important it is to you that it is addressed in the development of a post-secondary program in Arizona Independent skills | 0 | 0 | 0.25 | - | 0 | 9 | 12.00 | 0 | 0 | 0.04 | 0.12 | 3 | 21 | 25.00 | 0.9345 |
| 17b. | OP | Work skills | 0 | 0 | 0.13 | 0.38 | 3 | 4 | 8.00 | 0 | 0 | 0.17 | 0.10 | 3 | 22 | 30.00 | 0.8084 |
| 17c. | OP | Social skills | 0 | 0 | - | 0.63 | 5 | 3 | 8.00 | 0 | 0 | 0.03 | 0.17 | 5 | 24 | 30.00 | 0.5181 |
| 17d. | OP | Further academic enrichment | 0 | 0.13 | 0.13 | 0.50 | 4 | 2 | 8.00 | 0 | 0.13 | 0.13 | 0.50 | 4 | 2 | 8.00 | 1.0000 |
| 17e. | OC/OP | Certificate, diploma, or other recognition of completion | 0.08 | 0 | 0.23 | - | 0 | 9 | 13.00 | 0 | 0.11 | 0.19 | 0.15 | 4 | 15 | 27.00 | 0.9283 |

Appendix L. Programmatic Needs Assessment – Correlation Statistics (page 2 of 2)

| Survey Question | YAP AREA | Question | STUDENT RESPONSE | | | | | PARENT RESPONSE | | | | | Correlation | | | | | |
|-----------------|----------|--|------------------|-----------------|----------|-------|---------------|-----------------|----------|-------|---------------|------|-------------|----|-------|--------|------|------|
| | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | | | No/Not at All | Somewhat/ Maybe | Yes/Very | Total | No/Not at All | Somewhat/ Maybe | Yes/Very | Total | Stud v Parent | | | | | | | |
| 17f. | OP | Experience similar to a typical college environment | 0.15 | 0 | 0.23 | 0.15 | 0.46 | 13.00 | 1.00 | 0 | 0.15 | 0.33 | 0.15 | 10 | 27.00 | 0.6904 | | |
| 17g. | OC/OP | Focus on employment after completion of program | 0 | 0 | 0.17 | 0.17 | 0.67 | 12.00 | 1.00 | 0 | 0 | 0.08 | 0.12 | 21 | 26.00 | 0.9850 | | |
| 18. | 41 | Below are factors that parents consider when determining whether a post-secondary program would suit the needs of their child and family Distance of campus from home | | | | | | | | | | | | | | | | |
| 18a. | F | Distance of campus from home | 0.15 | 0 | 0.23 | - | 0.62 | 13.00 | 1.00 | 0.08 | 0.08 | 0.36 | 0.20 | 7 | 25.00 | 0.5430 | | |
| 18b. | F | Cost of program | 0.23 | 0.08 | 0.08 | 0.15 | 0.46 | 13.00 | 1.00 | 0.08 | 0.08 | 0.23 | 0.15 | 12 | 26.00 | 0.7674 | | |
| 18c. | F | Your child's physical health | 0.31 | 0.08 | 0.08 | 0.23 | 0.31 | 13.00 | 1.00 | 0.20 | 0.16 | 0.12 | 0.08 | 11 | 25.00 | 0.5595 | | |
| 18d. | F | Your child's safety | 0.23 | 0.08 | 0.08 | 0.15 | 0.46 | 13.00 | 1.00 | 0.04 | 0 | 0.15 | 0.15 | 17 | 26.00 | 0.8715 | | |
| 18e. | F | Your child's ability to function without you | 0.17 | 0.08 | 0.08 | 0.17 | 0.50 | 12.00 | 1.00 | 0.04 | 0.12 | 0.31 | 0.12 | 11 | 26.00 | 0.6570 | | |
| 18f. | OC/OP | Experience similar to a typical college environment | 0.15 | 0.08 | 0.08 | 0.31 | 0.38 | 13.00 | 1.00 | 0.08 | 0.20 | 0.20 | 0.24 | 7 | 25.00 | 0.5885 | | |
| 18g. | OC/OP | Focus on employment after completion of program | 0.13 | 0.07 | 0.07 | 0.13 | 0.60 | 15.00 | 1.00 | 0 | 0 | 0.16 | 0.04 | 20 | 25.00 | 0.9578 | | |
| 19. | | Which of the following options do you think your child will most likely be involved in after HS? | CC | TV | FT/PT | CBE | SW | CC | TV | FT/PT | CBE | SW | CC | TV | FT/PT | CBE | SW | |
| | | | 0.37 | 0.11 | 0.42 | 0.05 | 0.05 | 19.00 | 1.00 | 0.29 | 0.29 | 0.26 | 0.14 | 1 | 42.00 | 0.6571 | 0.02 | 1.00 |

APPENDIX M

PROGRAMMATIC NEEDS ASSESSMENT – PEARSON'S ANALYSIS

Appendix M. Programmatic Needs Assessment – Pearson’s Analysis (page 1 of 2)

| Survey Question | YA/P | AREA | Question | PearsonT | | | | | |
|-----------------|------|-------|--|------------------|------------------|------------------|------------------|------------------|------------------|
| | | | | YOUNG ADULT | | | | | |
| | | | | YA20 | YA21 | YA22 | YA23 | YA24 | YA38 |
| 16. | 39 | | For each item, please indicate how important it is to you that it is included in the development of a post-secondary program in Arizona | | | | | | |
| 16a. | | E | Residential options | 0.8136 | 0.7279 | 0.7933 | 0.7322 | 0.7714 | 0.9059 |
| 16b. | | E | Inclusive learning environments | 0.8599 0.8599 | 0.7503 0.7503 | 0.8094 0.8094 | 0.7552 0.7552 | 0.7317 0.7317 | 0.8469 0.8469 |
| 16c. | | E | Individual choice in curriculum | 0.9197 0.9197 | 0.8871 0.8871 | 0.9368 0.9368 | 0.9383 0.9383 | 0.8546 0.8546 | 0.8154 0.8154 |
| 16d. | | E | Structured social activities | 0.9290 0.9290 | 0.8566 0.8566 | 0.9719 0.9719 | 0.9726 0.9726 | 0.9133 0.9133 | 0.8584 0.8584 |
| 16e. | | E | Access to a college campus | 0.8420 0.8420 | 0.8736 0.8736 | 0.9415 0.9415 | 0.9687 0.9687 | 0.9336 0.9336 | 0.8203 0.8203 |
| 16f. | | OC/OP | Opportunity for certification in a vocational area | 0.9685 0.9685 | 0.7462 0.7462 | 0.9886 0.9886 | 0.9668 0.9668 | 0.9092 0.9092 | 0.8812 0.8812 |
| 16g. | | OC/OP | Focus on employment after completion of program | 0.9588 0.9588 | 0.8245 0.8245 | 0.9462 0.9462 | 0.9336 0.9336 | 0.8301 0.8301 | 0.8092 0.8092 |
| 17. | 40 | | For each item, please indicate how important it is to you that it is addressed in the development of a post-secondary program in Arizona | | | | | | |
| 17a. | | OP | Independent skills | 0.9651 0.9651 | 0.7829 0.7829 | 0.9354 0.9354 | 0.9081 0.9081 | 0.8144 0.8144 | 0.8262 0.8262 |
| 17b. | | OP | Work skills | 0.6724 0.6724 | 0.7054 0.7054 | 0.8515 0.8515 | 0.8610 0.8610 | 0.9835 0.9835 | 0.9037 0.9037 |
| 17c. | | OP | Social skills | 0.2090 0.2090 | 0.4151 0.4151 | 0.4781 0.4781 | 0.5207 0.5207 | 0.7395 0.7395 | 0.6016 0.6016 |
| 17d. | | OP | Further academic enrichment | 0.1342 0.1342 | 0.1289 0.1289 | 0.3825 0.3825 | 0.4048 0.4048 | 0.6224 0.6224 | 0.4905 0.4905 |
| 17e. | | OC/OP | Certificate, diploma, or other recognition of completion | 0.9347 0.9347 | 0.8270 0.8270 | 0.9007 0.9007 | 0.8775 0.8775 | 0.7845 0.7845 | 0.8072 0.8072 |

Appendix M. Programmatic Needs Assessment – Pearson’s Analysis (page 2 of 2)

| Survey Question | YA/P | AREA | Question | PearsonT | | | | | |
|-----------------|------|-------|--|-------------|----------|----------|----------|----------|----------|
| | | | | YOUNG ADULT | | | | | |
| | | | | YA20 | YA21 | YA22 | YA23 | YA24 | YA38 |
| 17f. | | OP | Experience similar to a typical college environment | 0.8109 | 0.8823 | 0.8418 | 0.8140 | 0.8539 | 0.9249 |
| | | | | 0.8109 | 0.8823 | 0.8418 | 0.8140 | 0.8539 | 0.9249 |
| 17g. | | OC/OP | Focus on employment after completion of program | 0.9235 | 0.8327 | 0.9776 | 0.9697 | 0.9437 | 0.9054 |
| | | | | 0.9235 | 0.8327 | 0.9776 | 0.9697 | 0.9437 | 0.9054 |
| 18. | 41 | | Below are factors that parents consider when determining whether a post-secondary program would suit the needs of their child and family | | | | | | |
| 18a. | | F | Distance of campus from home | 0.8785 | 0.8525 | 0.8328 | 0.8095 | 0.7232 | 0.7727 |
| | | | | 0.8785 | 0.8525 | 0.8328 | 0.8095 | 0.7232 | 0.7727 |
| 18b. | | F | Cost of program | 0.6782 | 0.9845 | 0.7460 | 0.7895 | 0.7397 | 0.6679 |
| | | | | 0.6782 | 0.9845 | 0.7460 | 0.7895 | 0.7397 | 0.6679 |
| 18c. | | F | Your child's physical health | 0.1342 | 0.8449 | 0.2844 | 0.3566 | 0.4557 | 0.4059 |
| | | | | 0.1342 | 0.8449 | 0.2844 | 0.3566 | 0.4557 | 0.4059 |
| 18d. | | F | Your child's safety | 0.6782 | 0.9845 | 0.7460 | 0.7895 | 0.7397 | 0.6679 |
| | | | | 0.6782 | 0.9845 | 0.7460 | 0.7895 | 0.7397 | 0.6679 |
| 18e. | | F | Your child's ability to function without you | 0.7943 | 0.9531 | 0.8679 | 0.9023 | 0.8453 | 0.7545 |
| | | | | 0.7943 | 0.9531 | 0.8679 | 0.9023 | 0.8453 | 0.7545 |
| 18f. | | OC/OP | Experience similar to a typical college environment | 0.5195 | 0.8249 | 0.7287 | 0.7805 | 0.8907 | 0.7625 |
| | | | | 0.5195 | 0.8249 | 0.7287 | 0.7805 | 0.8907 | 0.7625 |
| 18g. | | OC/OP | Focus on employment after completion of program | 0.8458 | 0.9286 | 0.8992 | 0.9268 | 0.8449 | 0.7564 |
| | | | | 0.8458 | 0.9286 | 0.8992 | 0.9268 | 0.8449 | 0.7564 |
| 19. | | | Which of the following options do you think your child will most likely be involved in after HS? | (0.3625) | (0.2730) | (0.5349) | (0.6154) | (0.5519) | (0.2475) |
| | | | | (0.3625) | (0.2730) | (0.5349) | (0.6154) | (0.5519) | (0.2475) |