BACKGROUND

- Federal law mandates schools to provide transition services that are results-oriented for achieving postsecondary goals.
- Despite this mandate, postsecondary outcomes of young adults with ASD are disproportionately worse compared to peers with other disabilities, including intellectual disability.
- School, student, and family factors underlying poor postsecondary outcomes are not well understood.
- Data from an RCT of COMPASS for Transition (COMPASS - T, Ruble, et al., 2018) of school, student, factors family factors and their interactions and impact on student outcomes were explored.

OBJECTIVES

- To understand the contribution of student, parent, and school variables on postsecondary goal attainment outcomes.

COMPASS-T

- COMPASS is a student-centered program planning and implementation intervention that incorporates the principles of evidence-based practice in psychology (EBPP; McGrew, Ruble, & Smith, 2015).
- EBPP integrates the EBPP with student and teacher characteristics, preferences, strengths and resources that inform personalized intervention plans.
- COMPASS has been tested in three RCTs with large effect sizes (1.1-1.4). A recent test of COMPASS for transition revealed a very large effect size (2.0) for IEP goal attainment.
- However, the same improvement in postsecondary goal attainment was not observed.
- This study examines student, parent, and school variables that helped account for postsecondary outcomes (See figure below).

METHODS

Participants

- Twenty students, their parent, and special education teacher participated.
- All students were receiving special education services under the eligibility category of autism and confirmed with theADOS.
- All were in their final year of school.
- Forty percent of the students were in general education full time; 20% in general and special education; and 40% in special education full time.
- Ninety percent of the students were male, 70% were White, 15% Black, 5% Asian, and 10% multi-racial.

Measures

- Parents and teachers completed reliable measures of transition planning quality (Ruble et al., 1995). IEP goal attainment was evaluated at the end of the year by a rater unaware of group assignment. Postsecondary and IEP progress was reported by teachers and parents.

RESULTS


<table>
<thead>
<tr>
<th>Variable</th>
<th>TR Parent Progress</th>
<th>TR IEP Progress</th>
<th>TR Postsecondary Progress</th>
<th>TR IEP Progress</th>
<th>TR Postsecondary Progress</th>
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<tbody>
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<td>Child age (years)</td>
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<td>IQ</td>
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<td>Severity of intellectual disability</td>
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<tr>
<td>IQ</td>
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<td>Transition Planning Quality</td>
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<td>Lucid, 2018</td>
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<td>Parent Report of Postsecondary Outcomes</td>
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DISCUSSION

- Parent report of postsecondary progress was predicted by student (IQ, intext and adaptive behavior skills); and modifiable parent (activation), and school (transition quality; alliance) factors.
- Progress in specific postsecondary goals revealed student factors of IQ as the strongest predictor overall (3 areas) followed by externalizing behavior.
- Parent factor of report of alliance predicted progress for three areas.
- School factors of transition planning quality predicted four areas.
- Modifiable factors for the parent (activation for employment) and school (alliance for classes, budgeting, recreation, friends; transition planning quality for classes, living, budgeting, and friends) were identified as predictors.
- Students and parents were the primary persons responsible for the implementation of plans to achieve postsecondary goals.
- Therefore, supporting students and parents may help the achievement of postsecondary goals.