

Home-School Collaboration and IEP and Postsecondary Goal Attainment of Students with ASD



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BACKGROUND

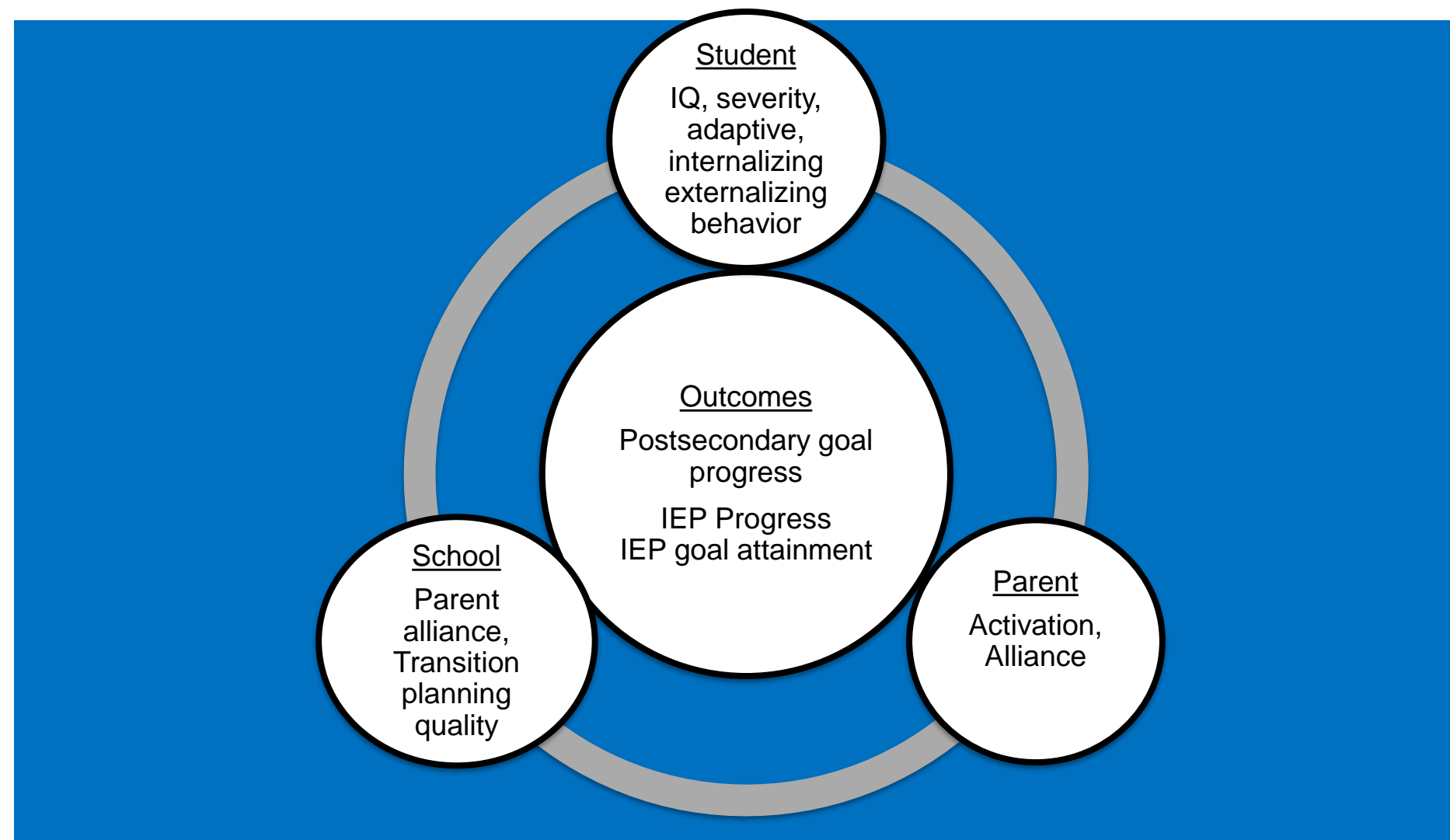
- Federal law mandates schools to provide transition services that are results-oriented for achieving postsecondary goals.
- Despite this mandate, postsecondary outcomes of young adults with ASD are disproportionately worse compared to peers with other disabilities, including intellectual disability.
- 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 EBP 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 the ADOS.
- 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.

Student Demographics		
Variable	M	SD
Child age (years)	18.20	1.11
CARS (ST)	37.83	11.41
CARS (HF)	28.25	3.05
PR Vineland	66.44	14.62
TR Vineland	71.80	14.42
KBIT-2 IQ	75.65	27.08
PR BASC Ext	48.05	6.63
PR BASC Int	52.47	8.43
TR BASC Ext	51.20	6.83
TR BASC Int	52.40	8.62

Note. CARS = childhood Autism rating scale; ST = standard version; HF = high functioning version; Vineland = Vineland Adaptive Behavior Scales; TR = teacher report; PR = parent report; BASC = Behavior Assessment Scale for Children; Ext = externalizing behavior; Int = Internalizing Behavior.

Measures

- Parents and teachers completed reliable measures of transition planning quality (Ruble et al., 2018), parent activation (Hibbard et al., 2005), and parent-teacher alliance (Abidin & Brunner, 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

Partial Correlations Controlling for Group Assignment of Parent and Teacher Report of Progress and Parent Report of Transition Quality, Activation, Alliance, and Child Variables

	PR Postsecondary Progress	PR IEP Progress	TR Postsecondary Progress	TR IEP Progress
PR IEP Progress	.70***			
TR Postsecondary Progress	.23	.13		
TR IEP Progress	.08	.55**	.42*	
PET-GAS	.33^	.31^	.47*	.48*
Transition Planning Quality	.48*	.47*	.25	.02
Parent Activation	.44*	.22	.58**	.12
PR Alliance	.56**	.51*	.45*	.14
TR Alliance	.18	.36^	.13	.34^
IQ	.68***	.41*	.03	-.14
PR Externalizing Behavior	-.33^	-.19	-.19	.11
PR Internalizing Behavior	.42*	.31	.17	0.04
TR Externalizing Behavior	-.07	-.13	-.58**	-.18
TR Internalizing Behavior	.37*	.08	.02	.07
PR Adaptive Behavior	.53*	.29	.43*	.19
TR Adaptive Behavior	.57**	.16	.39*	-.11

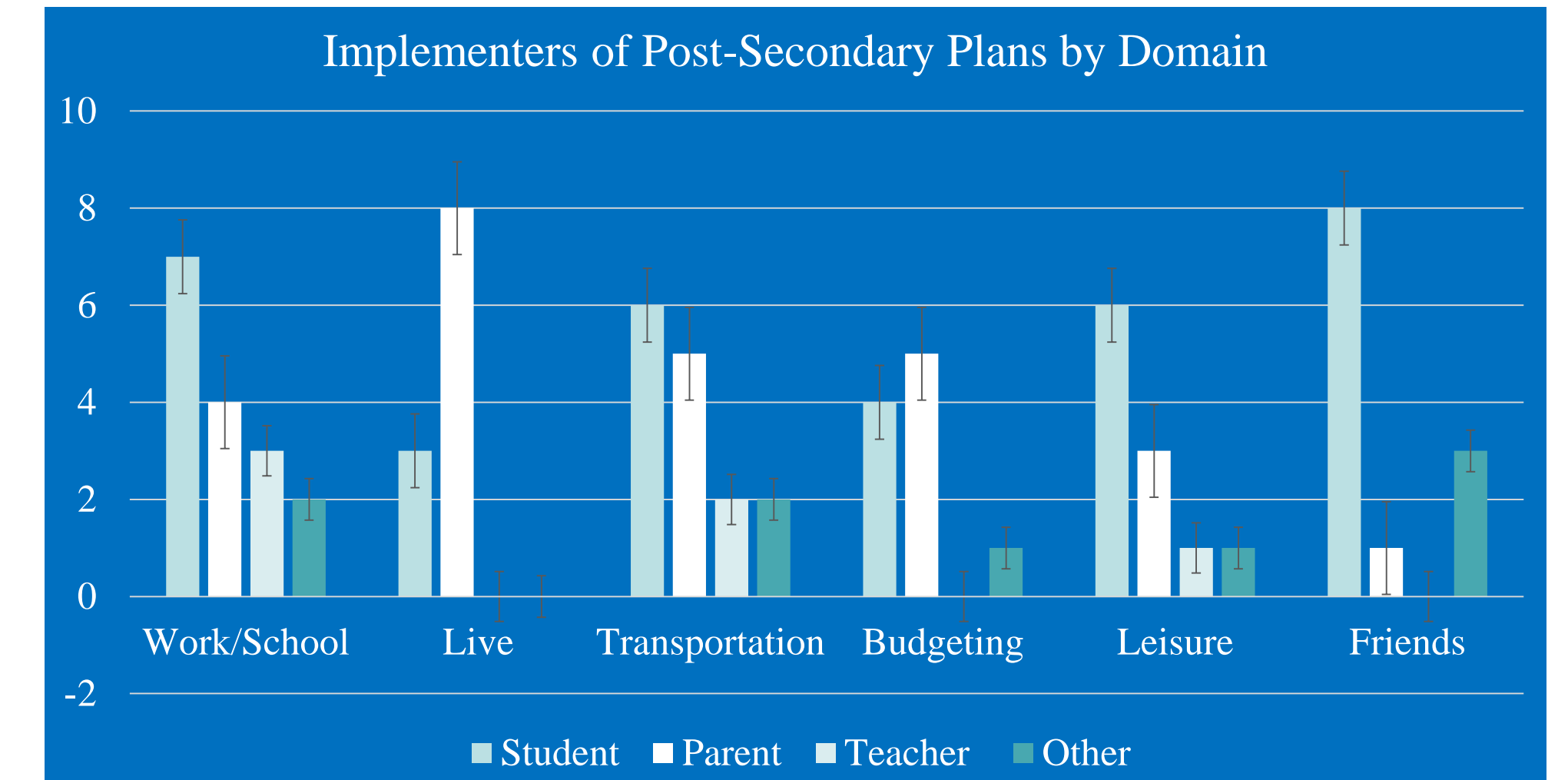
Note. Based on one-tailed test; PR = parent report; TR = teacher report
^p < .1 .p ≤ .05; *p ≤ .01; **p ≤ .001.

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Partial Correlations of Parent Variables and Parent Report of Postsecondary Outcomes by Domain

	Classes / training	Employed	Living	Transportation / license	Budgeting	Recreation / leisure	Friends
Transition Planning Quality	.48*	.26	.49*	.37	.46^	.23	.47*
Parent Activation	.44^	.47*	.30	.17	.39	.36	.28
PR Alliance	.56*	.30	.44^	.39	.49*	.37	.37
TR Alliance	.18	.00	.21	.16	.34	.43^	.41^
IQ	.71***	.33	.33	.35	.67**	.27	.58**
PR Ext Behavior	-.34	-.56*	-.29	-.52*	-.51*	-.40^	-.21
PR Int Behavior	.44^	.24	.44^	.18	.21	.18	.31
TR Ext Behavior	-.07	-.37^	-.16	-.20	-.39^	-.32	-.13
TR Int Behavior	.37	.21	.17	.04	-.12	.22	.10
PR Adapt Beh	.53*	.25	.05	.26	.59*	.27	.44^
TR Adapt Beh	.57*	.14	.21	.30	.61**	.14	.28



DISCUSSION

- Parent report of postsecondary progress was predicted by student (IQ, int/ext 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.