

Appendix C. Detailed tables for chapter 3 of volume 2:
Comparisons across disability groups

Table C-1. Percentages of youth who do not have very good or excellent general health, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	29.7	27.5	36.5	34.0	26.7	40.3	43.6	40.2	29.1	26.5	19.4	34.2	32.3
Standard error	0.82	1.66	7.06	1.60	2.23	1.60	2.34	3.08	1.67	1.30	1.56	5.19	3.58
Sample size (number of respondents)	9,540	1,010	120	1,100	520	1,200	900	460	1,180	1,440	1,030	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.194	.330	.008	.207	#	#	.001	.701	#	#	.380	.459
<i>p</i> -values: autism (AUT)	.194	†	.214	.005	.777	#	#	#	.454	.634	#	.210	.218
<i>p</i> -values: deaf-blindness (DB)	.330	.214	†	.729	.190	.606	.346	.623	.303	.153	.018	.799	.579
<i>p</i> -values: emotional disturbance (ED)	.008	.005	.729	†	.009	.003	.001	.074	.030	#	#	.973	.668
<i>p</i> -values: hearing impairment (HI)	.207	.777	.190	.009	†	#	#	#	.367	.933	.006	.187	.184
<i>p</i> -values: intellectual disability (ID)	#	#	.606	.003	#	†	.231	.977	#	#	#	.260	.036
<i>p</i> -values: multiple disabilities (MD)	#	#	.346	.001	#	.231	†	.364	#	#	#	.096	.008
<i>p</i> -values: orthopedic impairment (OI)	.001	#	.623	.074	#	.977	.364	†	.001	#	#	.327	.077
<i>p</i> -values: other health impairment (OHI)	.701	.454	.303	.030	.367	#	#	.001	†	.198	#	.340	.413
<i>p</i> -values: specific learning disability (SLD)	#	.634	.153	#	.933	#	#	#	.198	†	#	.148	.114
<i>p</i> -values: speech or language impairment (SLI)	#	#	.018	#	.006	#	#	#	#	#	†	.005	.001
<i>p</i> -values: traumatic brain injury (TBI)	.380	.210	.799	.973	.187	.260	.096	.327	.340	.148	.005	†	.765
<i>p</i> -values: visual impairment (VI)	.459	.218	.579	.668	.184	.036	.008	.077	.413	.114	.001	.765	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to rate youth's general health as excellent, very good, good, fair, or poor. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-2. Percentages of youth who have a chronic physical or mental health condition, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	28.1	42.5	38.6	45.7	24.4	37.1	53.3	53.1	40.9	16.6	17.2	46.0	37.6
Standard error	0.74	1.77	7.78	1.97	2.16	1.72	2.29	3.91	1.63	1.03	1.46	4.01	3.67
Sample size (number of respondents)	9,510	1,000	120	1,100	510	1,190	900	460	1,180	1,440	1,020	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.181	#	.095	#	#	#	#	#	#	#	.010
<i>p</i> -values: autism (AUT)	#	†	.623	.231	#	.032	#	.011	.493	#	#	.431	.226
<i>p</i> -values: deaf-blindness (DB)	.181	.623	†	.376	.083	.850	.077	.093	.771	.005	.008	.413	.912
<i>p</i> -values: emotional disturbance (ED)	#	.231	.376	†	#	#	.011	.092	.049	#	#	.951	.040
<i>p</i> -values: hearing impairment (HI)	.095	#	.083	#	†	#	#	#	#	.002	.005	#	.002
<i>p</i> -values: intellectual disability (ID)	#	.032	.850	#	#	†	#	#	.079	#	#	.041	.888
<i>p</i> -values: multiple disabilities (MD)	#	#	.077	.011	#	#	†	.963	#	#	#	.122	#
<i>p</i> -values: orthopedic impairment (OI)	#	.011	.093	.092	#	#	.963	†	.004	#	#	.207	.007
<i>p</i> -values: other health impairment (OHI)	#	.493	.771	.049	#	.079	#	.004	†	#	#	.241	.406
<i>p</i> -values: specific learning disability (SLD)	#	#	.005	#	.002	#	#	#	#	†	.723	#	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	.008	#	.005	#	#	#	#	.723	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	#	.431	.413	.951	#	.041	.122	.207	.241	#	#	†	.109
<i>p</i> -values: visual impairment (VI)	.010	.226	.912	.040	.002	.888	#	.007	.406	#	#	.109	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether youth have a chronic physical or mental health condition requiring regular treatment or medical care. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-3. Percentages of youth who use prescription behavioral medicines, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	27.3	43.3	14.7!	49.1	14.4	25.3	33.5	23.7	51.3	16.3	11.6	34.8	13.7
Standard error	0.79	1.85	4.64	2.00	2.42	1.54	1.88	2.70	1.84	1.18	1.15	3.18	2.67
Sample size (number of respondents)	9,530	1,010	120	1,100	520	1,190	900	460	1,180	1,440	1,030	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.007	#	#	.216	.002	.204	#	#	#	.021	#
<i>p</i> -values: autism (AUT)	#	†	#	.027	#	#	#	#	.002	#	#	.016	#
<i>p</i> -values: deaf-blindness (DB)	.007	#	†	#	.946	.031	#	.085	#	.735	.507	#	.859
<i>p</i> -values: emotional disturbance (ED)	#	.027	#	†	#	#	#	#	.405	#	#	#	#
<i>p</i> -values: hearing impairment (HI)	#	#	.946	#	†	#	#	.006	#	.469	.288	#	.869
<i>p</i> -values: intellectual disability (ID)	.216	#	.031	#	#	†	.001	.616	#	#	#	.007	#
<i>p</i> -values: multiple disabilities (MD)	.002	#	#	#	#	#	†	.003	#	#	#	.740	#
<i>p</i> -values: orthopedic impairment (OI)	.204	#	.085	#	.006	.616	.003	†	#	.014	#	.012	.013
<i>p</i> -values: other health impairment (OHI)	#	.002	#	.405	#	#	#	#	†	#	#	#	#
<i>p</i> -values: specific learning disability (SLD)	#	#	.735	#	.469	#	#	.014	#	†	.003	#	.383
<i>p</i> -values: speech or language impairment (SLI)	#	#	.507	#	.288	#	#	#	#	.003	†	#	.456
<i>p</i> -values: traumatic brain injury (TBI)	.021	.016	#	#	#	.007	.740	.012	#	#	#	†	#
<i>p</i> -values: visual impairment (VI)	#	#	.859	#	.869	#	#	.013	#	.383	.456	#	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether youth are taking any prescription medicine to control their attention, behavior, activity level, or changes in mood, such as Ritalin or an antidepressant. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-4. Percentages of youth who have trouble communicating by any means, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	28.6	50.3	74.6	17.3	44.3	59.6	61.6	41.2	21.3	20.0	39.2	40.2	13.0
Standard error	0.85	1.87	5.87	1.29	2.92	1.75	2.38	3.80	1.35	1.35	2.27	4.59	2.53
Sample size (number of respondents)	9,540	1,010	120	1,100	510	1,200	900	460	1,180	1,440	1,030	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	#	#	#	#	.001	#	#	#	.012	#
<i>p</i> -values: autism (AUT)	#	†	#	#	.090	#	#	.029	#	#	#	.041	#
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	#	.014	.039	#	#	#	#	#	#
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	#	#	#	#	.026	.132	#	#	.110
<i>p</i> -values: hearing impairment (HI)	#	.090	#	#	†	#	#	.509	#	#	.172	.453	#
<i>p</i> -values: intellectual disability (ID)	#	#	.014	#	#	†	.483	#	#	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.039	#	#	.483	†	#	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	.001	.029	#	#	.509	#	#	†	#	#	.641	.867	#
<i>p</i> -values: other health impairment (OHI)	#	#	#	.026	#	#	#	#	†	.501	#	#	.003
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.132	#	#	#	#	.501	†	#	#	.016
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	#	.172	#	#	.641	#	#	†	.838	#
<i>p</i> -values: traumatic brain injury (TBI)	.012	.041	#	#	.453	#	#	.867	#	#	.838	†	#
<i>p</i> -values: visual impairment (VI)	#	#	#	.110	#	#	#	#	.003	.016	#	#	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked how well youth communicate by any means. Means of communication include sign language, manual communication, lip reading, cued speech, oral speech, and a communication board or book. Trouble refers to parents' responses of a little trouble, a lot of trouble, or no ability, versus a response of no trouble. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-5. Percentages of youth who have trouble understanding what other people say to them, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	43.7	70.0	84.0	40.8	70.0	69.0	60.8	32.6	46.0	34.8	35.1	53.5	19.8
Standard error	0.94	1.64	5.59	1.70	2.55	1.59	1.94	3.10	1.64	1.48	2.19	4.01	3.06
Sample size (number of respondents)	9,510	1,000	120	1,100	510	1,190	900	460	1,180	1,440	1,020	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	.102	#	#	#	#	.154	#	#	.016	#
<i>p</i> -values: autism (AUT)	#	†	.014	#	.976	.657	#	#	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	#	.014	†	#	.022	.012	#	#	#	#	#	#	#
<i>p</i> -values: emotional disturbance (ED)	.102	#	#	†	#	#	#	.016	.031	.006	.037	.005	#
<i>p</i> -values: hearing impairment (HI)	#	.976	.022	#	†	.767	.005	#	#	#	#	.001	#
<i>p</i> -values: intellectual disability (ID)	#	.657	.012	#	.767	†	.001	#	#	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	#	#	#	#	.005	.001	†	#	#	#	#	.084	#
<i>p</i> -values: orthopedic impairment (OI)	#	#	#	.016	#	#	#	†	#	.529	.491	#	.003
<i>p</i> -values: other health impairment (OHI)	.154	#	#	.031	#	#	#	#	†	#	#	.086	#
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.006	#	#	#	.529	#	†	.887	#	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	.037	#	#	#	.491	#	.887	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.016	#	#	.005	.001	#	.084	#	.086	#	#	†	#
<i>p</i> -values: visual impairment (VI)	#	#	#	#	#	#	#	.003	#	#	#	#	†

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Note: Parent survey respondents were asked how well youth understand what other people say to them. Trouble refers to parents' responses of a little trouble, a lot of trouble, or no ability, versus a response of no trouble. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-6. Percentages of youth who have trouble speaking clearly, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	29.0	51.0	85.7	16.7	57.4	61.9	63.9	42.5	21.0	20.0	39.7	40.2	13.7
Standard error	0.84	1.89	4.14	1.28	3.28	1.75	2.44	3.77	1.32	1.32	2.32	4.39	2.55
Sample size (number of respondents)	9,530	1,010	120	1,100	510	1,190	900	460	1,180	1,440	1,020	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	#	#	#	#	#	#	#	#	.012	#
<i>p</i> -values: autism (AUT)	#	†	#	#	.087	#	#	.037	#	#	#	.022	#
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	#	#	#	#	#	#	#	#	#
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	#	#	#	#	.018	.071	#	#	.277
<i>p</i> -values: hearing impairment (HI)	#	.087	#	#	†	.216	.116	.003	#	#	#	.002	#
<i>p</i> -values: intellectual disability (ID)	#	#	#	#	.216	†	.512	#	#	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	#	#	#	#	.116	.512	†	#	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	.037	#	#	.003	#	#	†	#	#	.513	.687	#
<i>p</i> -values: other health impairment (OHI)	#	#	#	.018	#	#	#	#	†	.577	#	#	.007
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.071	#	#	#	#	.577	†	#	#	.025
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	#	#	#	#	.513	#	#	†	.919	#
<i>p</i> -values: traumatic brain injury (TBI)	.012	.022	#	#	.002	#	#	.687	#	#	.919	†	#
<i>p</i> -values: visual impairment (VI)	#	#	#	.277	#	#	#	#	.007	.025	#	#	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked how clearly youth can speak. Trouble refers to parents' responses of a little trouble, a lot of trouble, or no ability, versus a response of no trouble. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-7. Percentages of youth who have trouble carrying on an oral conversation, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	34.7	77.0	81.2	30.1	52.7	62.4	67.9	42.1	33.0	23.0	29.4	45.5	15.6
Standard error	0.87	1.46	5.88	1.72	2.69	1.89	2.53	3.27	1.58	1.30	1.97	4.89	2.81
Sample size (number of respondents)	9,520	1,000	120	1,100	510	1,190	900	460	1,180	1,440	1,020	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	.009	#	#	#	.022	.275	#	.009	.029	#
<i>p</i> -values: autism (AUT)	#	†	.476	#	#	#	.002	#	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	#	.476	†	#	#	.002	.038	#	#	#	#	#	#
<i>p</i> -values: emotional disturbance (ED)	.009	#	#	†	#	#	#	.001	.189	.001	.802	.003	#
<i>p</i> -values: hearing impairment (HI)	#	#	#	#	†	.004	#	.011	#	#	#	.194	#
<i>p</i> -values: intellectual disability (ID)	#	#	.002	#	.004	†	.079	#	#	#	#	.001	#
<i>p</i> -values: multiple disabilities (MD)	#	.002	.038	#	#	.079	†	#	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	.022	#	#	.001	.011	#	#	†	.011	#	.001	.549	#
<i>p</i> -values: other health impairment (OHI)	.275	#	#	.189	#	#	#	.011	†	#	.138	.016	#
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.001	#	#	#	#	#	†	.006	#	.019
<i>p</i> -values: speech or language impairment (SLI)	.009	#	#	.802	#	#	#	.001	.138	.006	†	.002	#
<i>p</i> -values: traumatic brain injury (TBI)	.029	#	#	.003	.194	.001	#	.549	.016	#	.002	†	#
<i>p</i> -values: visual impairment (VI)	#	#	#	#	#	#	#	#	#	.019	#	#	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked how well youth can carry on an oral conversation. Trouble refers to parents' responses of a little trouble, a lot of trouble, or no ability, versus a response of no trouble. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-8. Percentages of youth who have trouble seeing (with glasses or contacts), by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	22.5	20.0	49.0	23.1	22.3	27.9	36.8	30.9	20.8	20.6	17.2	35.0	92.6
Standard error	0.75	1.44	8.60	1.49	2.21	1.44	1.90	2.69	1.38	1.21	1.37	4.00	2.18
Sample size (number of respondents)	9,510	1,000	120	1,100	510	1,200	890	460	1,180	1,440	1,030	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.104	.002	.678	.926	#	#	.002	.182	.007	#	.002	#
<i>p</i> -values: autism (AUT)	.104	†	.001	.141	.395	#	#	#	.694	.759	.176	#	#
<i>p</i> -values: deaf-blindness (DB)	.002	.001	†	.003	.002	.016	.169	.040	.001	.001	#	.150	#
<i>p</i> -values: emotional disturbance (ED)	.678	.141	.003	†	.767	.025	#	.013	.239	.171	.003	.005	#
<i>p</i> -values: hearing impairment (HI)	.926	.395	.002	.767	†	.033	#	.010	.577	.506	.056	.005	#
<i>p</i> -values: intellectual disability (ID)	#	#	.016	.025	.033	†	#	.281	#	#	#	.093	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.169	#	#	#	†	.075	#	#	#	.667	#
<i>p</i> -values: orthopedic impairment (OI)	.002	#	.040	.013	.010	.281	.075	†	.001	.001	#	.381	#
<i>p</i> -values: other health impairment (OHI)	.182	.694	.001	.239	.577	#	#	.001	†	.907	.061	.001	#
<i>p</i> -values: specific learning disability (SLD)	.007	.759	.001	.171	.506	#	#	.001	.907	†	.062	.001	#
<i>p</i> -values: speech or language impairment (SLI)	#	.176	#	.003	.056	#	#	#	.061	.062	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.002	#	.150	.005	.005	.093	.667	.381	.001	.001	#	†	#
<i>p</i> -values: visual impairment (VI)	#	#	#	#	#	#	#	#	#	#	#	#	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked how well youth see. Trouble seeing refers to parents' responses of a little trouble, a lot of trouble, or no ability to see, versus a response of no trouble. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-9. Percentages of youth who have trouble hearing (with a hearing aid), by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	5.4	3.6	70.1	2.5	60.6	9.5	9.9	6.3	5.0	3.7	3.2	6.8	3.6!
Standard error	0.36	0.64	6.66	0.48	3.16	1.00	1.16	1.33	0.68	0.59	0.60	1.80	1.50
Sample size (number of respondents)	9,510	1,000	120	1,100	510	1,190	900	460	1,180	1,440	1,020	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.011	#	#	#	#	#	.511	.599	#	.001	.449	.252
<i>p</i> -values: autism (AUT)	.011	†	#	.181	#	#	#	.069	.112	.877	.691	.088	.991
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	.194	#	#	#	#	#	#	#	#
<i>p</i> -values: emotional disturbance (ED)	#	.181	#	†	#	#	#	.008	.002	.122	.363	.021	.510
<i>p</i> -values: hearing impairment (HI)	#	#	.194	#	†	#	#	#	#	#	#	#	#
<i>p</i> -values: intellectual disability (ID)	#	#	#	#	#	†	.812	.049	#	#	#	.186	.001
<i>p</i> -values: multiple disabilities (MD)	#	#	#	#	#	.812	†	.041	#	#	#	.142	.001
<i>p</i> -values: orthopedic impairment (OI)	.511	.069	#	.008	#	.049	.041	†	.415	.083	.031	.826	.180
<i>p</i> -values: other health impairment (OHI)	.599	.112	#	.002	#	#	#	.415	†	.130	.042	.366	.374
<i>p</i> -values: specific learning disability (SLD)	#	.877	#	.122	#	#	#	.083	.130	†	.535	.112	.925
<i>p</i> -values: speech or language impairment (SLI)	.001	.691	#	.363	#	#	#	.031	.042	.535	†	.062	.819
<i>p</i> -values: traumatic brain injury (TBI)	.449	.088	#	.021	#	.186	.142	.826	.366	.112	.062	†	.178
<i>p</i> -values: visual impairment (VI)	.252	.991	#	.510	#	.001	.001	.180	.374	.925	.819	.178	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked how well youth hear with a hearing aid. Trouble hearing refers to parents' responses of a little trouble or mild hearing loss, a lot of trouble or moderate hearing loss, or no ability to hear, versus a response of hears normally. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-10. Percentages of youth who have trouble using arms and hands, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	10.1	10.3	22.1!	7.5	10.0	14.8	32.9	53.6	9.0	7.7	6.8	24.0	13.8
Standard error	0.63	1.21	7.18	1.04	1.46	1.22	2.88	4.13	1.01	0.94	1.04	4.11	2.51
Sample size (number of respondents)	9,550	1,010	120	1,100	520	1,200	900	460	1,180	1,440	1,030	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.852	.096	.002	.949	#	#	#	.268	#	.001	.001	.133
<i>p</i> -values: autism (AUT)	.852	†	.104	.060	.864	.008	#	#	.418	.068	.019	.001	.199
<i>p</i> -values: deaf-blindness (DB)	.096	.104	†	.046	.095	.317	.157	#	.070	.048	.037	.816	.278
<i>p</i> -values: emotional disturbance (ED)	.002	.060	.046	†	.134	#	#	#	.260	.845	.542	#	.017
<i>p</i> -values: hearing impairment (HI)	.949	.864	.095	.134	†	.008	#	#	.576	.154	.074	.002	.180
<i>p</i> -values: intellectual disability (ID)	#	.008	.317	#	.008	†	#	#	#	#	#	.032	.713
<i>p</i> -values: multiple disabilities (MD)	#	#	.157	#	#	#	†	#	#	#	#	.069	#
<i>p</i> -values: orthopedic impairment (OI)	#	#	#	#	#	#	#	†	#	#	#	#	#
<i>p</i> -values: other health impairment (OHI)	.268	.418	.070	.260	.576	#	#	#	†	.299	.095	#	.069
<i>p</i> -values: specific learning disability (SLD)	#	.068	.048	.845	.154	#	#	#	.299	†	.443	#	.019
<i>p</i> -values: speech or language impairment (SLI)	.001	.019	.037	.542	.074	#	#	#	.095	.443	†	#	.010
<i>p</i> -values: traumatic brain injury (TBI)	.001	.001	.816	#	.002	.032	.069	#	#	#	#	†	.040
<i>p</i> -values: visual impairment (VI)	.133	.199	.278	.017	.180	.713	#	#	.069	.019	.010	.040	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked how well youth use their arms and hands. Trouble using arms and hands refers to parents' responses that youth do not have normal use or have no use at all of these appendages, versus a response of normal use. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-11. Percentages of youth who have trouble using legs and feet, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	8.6	8.8	25.7	5.8	6.2	12.1	35.1	68.4	8.1	5.7	5.0	19.7	10.5
Standard error	0.61	1.07	7.20	0.94	1.15	1.12	2.83	4.69	0.88	0.90	0.94	3.18	2.26
Sample size (number of respondents)	9,540	1,010	120	1,100	520	1,200	900	460	1,180	1,440	1,030	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.865	.019	#	.039	.001	#	#	.567	#	#	.001	.393
<i>p</i> -values: autism (AUT)	.865	†	.020	.027	.093	.030	#	#	.644	.025	.006	.001	.479
<i>p</i> -values: deaf-blindness (DB)	.019	.020	†	.006	.007	.063	.218	#	.016	.007	.004	.439	.038
<i>p</i> -values: emotional disturbance (ED)	#	.027	.006	†	.787	#	#	#	.049	.937	.482	#	.045
<i>p</i> -values: hearing impairment (HI)	.039	.093	.007	.787	†	#	#	#	.139	.743	.451	#	.074
<i>p</i> -values: intellectual disability (ID)	.001	.030	.063	#	#	†	#	#	.004	#	#	.021	.537
<i>p</i> -values: multiple disabilities (MD)	#	#	.218	#	#	#	†	#	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	#	#	#	#	#	#	†	#	#	#	#	#
<i>p</i> -values: other health impairment (OHI)	.567	.644	.016	.049	.139	.004	#	#	†	.029	.013	.001	.305
<i>p</i> -values: specific learning disability (SLD)	#	.025	.007	.937	.743	#	#	#	.029	†	.538	#	.045
<i>p</i> -values: speech or language impairment (SLI)	#	.006	.004	.482	.451	#	#	#	.013	.538	†	#	.024
<i>p</i> -values: traumatic brain injury (TBI)	.001	.001	.439	#	#	.021	#	#	.001	#	#	†	.019
<i>p</i> -values: visual impairment (VI)	.393	.479	.038	.045	.074	.537	#	#	.305	.045	.024	.019	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked how well youth use their legs and feet. Trouble using legs and feet refers to parents' responses that youth do not have normal use or have no use at all of these appendages, versus a response of normal use. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-12. Average youth functional abilities index score (0 is low, 3 is high), by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	2.70	2.47	1.91	2.78	2.38	2.44	2.22	2.30	2.74	2.79	2.74	2.53	2.64
Standard error	0.01	0.01	0.12	0.01	0.03	0.02	0.04	0.05	0.01	0.01	0.01	0.05	0.02
Sample size (number of respondents)	9,400	980	120	1,090	510	1,170	880	450	1,170	1,430	1,020	260	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	#	#	#	#	#	#	#	.002	.001	.005
<i>p</i> -values: autism (AUT)	#	†	#	#	.010	.169	#	.002	#	#	#	.269	#
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	#	#	.011	.002	#	#	#	#	#
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	#	#	#	#	.009	.095	.009	#	#
<i>p</i> -values: hearing impairment (HI)	#	.010	#	#	†	.115	.001	.174	#	#	#	.017	#
<i>p</i> -values: intellectual disability (ID)	#	.169	#	#	.115	†	#	.010	#	#	#	.096	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.011	#	.001	#	†	.208	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	.002	.002	#	.174	.010	.208	†	#	#	#	.001	#
<i>p</i> -values: other health impairment (OHI)	#	#	#	.009	#	#	#	#	†	#	.808	#	#
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.095	#	#	#	#	#	†	#	#	#
<i>p</i> -values: speech or language impairment (SLI)	.002	#	#	.009	#	#	#	#	.808	#	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.001	.269	#	#	.017	.096	#	.001	#	#	#	†	.058
<i>p</i> -values: visual impairment (VI)	.005	#	#	#	#	#	#	#	#	#	#	.058	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: The functional abilities index combines information on the prevalence and degree of functional limitations across eight parent-reported measures: communicating through any means, speaking clearly, carrying on an oral conversation, understanding what others say, seeing with glasses or contacts, hearing with a hearing aid, using arms and hands, and using legs and feet. The low value of the index is zero and the high value is 3. Appendix A provides more detail on how the index is constructed. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-13. Percentages of youth who use an ATM or cash machine, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	37.1	15.5	28.6	39.8	41.9	15.7	17.2	23.6	36.8	44.8	39.5	30.0	29.2
Standard error	0.93	1.30	5.86	1.60	2.48	1.29	1.97	3.05	1.68	1.53	1.88	4.15	3.49
Sample size (number of respondents)	9,300	970	120	1,070	500	1,170	900	450	1,150	1,400	1,000	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.154	.096	.070	#	#	#	.856	#	.239	.097	.032
<i>p</i> -values: autism (AUT)	#	†	.032	#	#	.932	.464	.016	#	#	#	.001	#
<i>p</i> -values: deaf-blindness (DB)	.154	.032	†	.060	.039	.032	.064	.453	.170	.008	.078	.854	.927
<i>p</i> -values: emotional disturbance (ED)	.096	#	.060	†	.487	#	#	#	.182	.022	.894	.029	.006
<i>p</i> -values: hearing impairment (HI)	.070	#	.039	.487	†	#	#	#	.103	.306	.457	.012	.005
<i>p</i> -values: intellectual disability (ID)	#	.932	.032	#	#	†	.512	.015	#	#	#	.001	#
<i>p</i> -values: multiple disabilities (MD)	#	.464	.064	#	#	.512	†	.074	#	#	#	.004	.003
<i>p</i> -values: orthopedic impairment (OI)	#	.016	.453	#	#	.015	.074	†	#	#	#	.218	.226
<i>p</i> -values: other health impairment (OHI)	.856	#	.170	.182	.103	#	#	#	†	#	.310	.133	.051
<i>p</i> -values: specific learning disability (SLD)	#	#	.008	.022	.306	#	#	#	#	†	.034	.001	#
<i>p</i> -values: speech or language impairment (SLI)	.239	#	.078	.894	.457	#	#	#	.310	.034	†	.032	.012
<i>p</i> -values: traumatic brain injury (TBI)	.097	.001	.854	.029	.012	.001	.004	.218	.133	.001	.032	†	.891
<i>p</i> -values: visual impairment (VI)	.032	#	.927	.006	.005	#	.003	.226	.051	#	.012	.891	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth's ability to use an ATM or cash machine. The table focuses on ratings of very well or pretty well, versus not very well, not at all well, or not allowed. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-14. Percentages of youth who make appointments, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	30.4	10.2	14.9!	28.2	29.3	12.3	12.0	19.5	26.7	38.9	32.3	20.3	32.0
Standard error	0.89	1.03	4.87	1.50	2.44	1.13	1.35	2.42	1.49	1.50	1.82	2.76	3.48
Sample size (number of respondents)	9,320	980	120	1,080	500	1,170	900	450	1,150	1,410	1,000	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.002	.184	.665	#	#	#	.011	#	.325	.001	.669
<i>p</i> -values: autism (AUT)	#	†	.336	#	#	.152	.256	#	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	.002	.336	†	.009	.010	.597	.566	.407	.015	#	.001	.344	.005
<i>p</i> -values: emotional disturbance (ED)	.184	#	.009	†	.688	#	#	.002	.480	#	.078	.013	.313
<i>p</i> -values: hearing impairment (HI)	.665	#	.010	.688	†	#	#	.004	.376	.001	.320	.015	.538
<i>p</i> -values: intellectual disability (ID)	#	.152	.597	#	#	†	.887	.007	#	#	#	.004	#
<i>p</i> -values: multiple disabilities (MD)	#	.256	.566	#	#	.887	†	.007	#	#	#	.004	#
<i>p</i> -values: orthopedic impairment (OI)	#	#	.407	.002	.004	.007	.007	†	.010	#	#	.819	.003
<i>p</i> -values: other health impairment (OHI)	.011	#	.015	.480	.376	#	#	.010	†	#	.018	.041	.168
<i>p</i> -values: specific learning disability (SLD)	#	#	#	#	.001	#	#	#	#	†	.005	#	.071
<i>p</i> -values: speech or language impairment (SLI)	.325	#	.001	.078	.320	#	#	#	.018	.005	†	.001	.922
<i>p</i> -values: traumatic brain injury (TBI)	.001	#	.344	.013	.015	.004	.004	.819	.041	#	.001	†	.007
<i>p</i> -values: visual impairment (VI)	.669	#	.005	.313	.538	#	#	.003	.168	.071	.922	.007	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth’s ability to make appointments, such as with a doctor, dentist, or potential employer. The table focuses on ratings of very well or pretty well, versus not very well, not at all well, or not allowed. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-15. Percentages of youth who get to places outside the home, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	84.8	54.6	50.6	90.2	86.4	60.5	42.8	53.0	88.6	94.2	90.7	78.1	64.0
Standard error	0.57	2.05	7.81	1.01	1.74	1.90	2.98	4.45	0.96	0.69	1.13	4.05	3.72
Sample size (number of respondents)	9,510	1,000	120	1,100	510	1,190	900	450	1,180	1,440	1,020	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	#	.365	#	#	#	#	#	#	.101	#
<i>p</i> -values: autism (AUT)	#	†	.614	#	#	.026	.001	.729	#	#	#	#	.028
<i>p</i> -values: deaf-blindness (DB)	#	.614	†	#	#	.220	.352	.795	#	#	#	.002	.120
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	.051	#	#	#	.239	.001	.745	.004	#
<i>p</i> -values: hearing impairment (HI)	.365	#	#	.051	†	#	#	#	.272	#	.042	.061	#
<i>p</i> -values: intellectual disability (ID)	#	.026	.220	#	#	†	#	.097	#	#	#	#	.382
<i>p</i> -values: multiple disabilities (MD)	#	.001	.352	#	#	#	†	.060	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	.729	.795	#	#	.097	.060	†	#	#	#	#	.062
<i>p</i> -values: other health impairment (OHI)	#	#	#	.239	.272	#	#	#	†	#	.140	.012	#
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.001	#	#	#	#	#	†	.003	#	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	.745	.042	#	#	#	.140	.003	†	.003	#
<i>p</i> -values: traumatic brain injury (TBI)	.101	#	.002	.004	.061	#	#	#	.012	#	.003	†	.014
<i>p</i> -values: visual impairment (VI)	#	.028	.120	#	#	.382	#	.062	#	#	#	.014	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth’s ability to get to places outside the home, like to a school, store, park, or neighbor’s house. The table focuses on ratings of very well or pretty well, versus not very well, not at all well, or not allowed. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-16. Percentages of youth who fix their own breakfast or lunch, by disability group

Average, standard error, sample size, and p -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	52.2	40.8	31.7	52.5	57.5	38.6	29.7	25.7	53.0	57.7	59.3	46.3	45.4
Standard error	0.92	1.83	6.28	1.85	2.67	1.88	2.28	3.91	1.74	1.54	1.81	3.56	3.98
Sample size (number of respondents)	9,510	1,000	120	1,100	510	1,190	900	450	1,180	1,440	1,020	260	250
p -values: youth with an IEP overall (IEP)	†	#	.001	.867	.049	#	#	#	.603	#	#	.111	.095
p -values: autism (AUT)	#	†	.161	#	#	.396	#	.001	#	#	#	.152	.283
p -values: deaf-blindness (DB)	.001	.161	†	.001	#	.295	.769	.432	.001	#	#	.050	.067
p -values: emotional disturbance (ED)	.867	#	.001	†	.109	#	#	#	.816	.017	.009	.100	.100
p -values: hearing impairment (HI)	.049	#	#	.109	†	#	#	#	.129	.953	.573	.012	.010
p -values: intellectual disability (ID)	#	.396	.295	#	#	†	.003	.003	#	#	#	.051	.123
p -values: multiple disabilities (MD)	#	#	.769	#	#	.003	†	.369	#	#	#	#	#
p -values: orthopedic impairment (OI)	#	.001	.432	#	#	.003	.369	†	#	#	#	#	.001
p -values: other health impairment (OHI)	.603	#	.001	.816	.129	#	#	#	†	.044	.007	.096	.066
p -values: specific learning disability (SLD)	#	#	#	.017	.953	#	#	#	.044	†	.487	.004	.004
p -values: speech or language impairment (SLI)	#	#	#	.009	.573	#	#	#	.007	.487	†	.001	.001
p -values: traumatic brain injury (TBI)	.111	.152	.050	.100	.012	.051	#	#	.096	.004	.001	†	.865
p -values: visual impairment (VI)	.095	.283	.067	.100	.010	.123	#	.001	.066	.004	.001	.865	†

A p -value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. p -values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth's ability to fix breakfast or lunch. The table focuses on ratings of always or usually, versus sometimes or never. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-17. Percentages of youth who do laundry, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	29.6	14.1	26.7	29.6	35.4	20.0	14.1	10.7	27.6	35.0	30.1	15.6	24.8
Standard error	0.80	1.23	5.27	1.77	2.35	1.41	1.78	2.55	1.45	1.40	1.59	2.97	3.06
Sample size (number of respondents)	9,450	1,000	120	1,090	510	1,180	890	450	1,170	1,430	1,010	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.587	.987	.014	#	#	#	.171	#	.746	#	.125
<i>p</i> -values: autism (AUT)	#	†	.019	#	#	.002	.989	.224	#	#	#	.630	.001
<i>p</i> -values: deaf-blindness (DB)	.587	.019	†	.603	.123	.223	.024	.007	.858	.133	.530	.064	.756
<i>p</i> -values: emotional disturbance (ED)	.987	#	.603	†	.039	#	#	#	.388	.013	.804	#	.155
<i>p</i> -values: hearing impairment (HI)	.014	#	.123	.039	†	#	#	#	.004	.877	.049	#	.006
<i>p</i> -values: intellectual disability (ID)	#	.002	.223	#	#	†	.008	.001	#	#	#	.182	.143
<i>p</i> -values: multiple disabilities (MD)	#	.989	.024	#	#	.008	†	.279	#	#	#	.672	.002
<i>p</i> -values: orthopedic impairment (OI)	#	.224	.007	#	#	.001	.279	†	#	#	#	.213	.001
<i>p</i> -values: other health impairment (OHI)	.171	#	.858	.388	.004	#	#	#	†	#	.257	#	.401
<i>p</i> -values: specific learning disability (SLD)	#	#	.133	.013	.877	#	#	#	#	†	.018	#	.002
<i>p</i> -values: speech or language impairment (SLI)	.746	#	.530	.804	.049	#	#	#	.257	.018	†	#	.117
<i>p</i> -values: traumatic brain injury (TBI)	#	.630	.064	#	#	.182	.672	.213	#	#	#	†	.030
<i>p</i> -values: visual impairment (VI)	.125	.001	.756	.155	.006	.143	.002	.001	.401	.002	.117	.030	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth’s ability to do laundry. The table focuses on ratings of always or usually, versus sometimes or never. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-18. Percentages of youth who straighten up their own room or living area, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	48.2	34.9	47.9	38.4	60.8	43.4	30.3	27.6	43.8	54.5	56.4	39.2	54.3
Standard error	0.95	1.73	8.34	1.77	2.35	1.72	2.16	2.77	1.74	1.61	1.75	3.51	3.67
Sample size (number of respondents)	9,520	1,000	120	1,100	510	1,190	900	450	1,180	1,440	1,020	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.972	#	#	.009	#	#	.008	#	#	.013	.104
<i>p</i> -values: autism (AUT)	#	†	.126	.150	#	.001	.092	.022	#	#	#	.266	#
<i>p</i> -values: deaf-blindness (DB)	.972	.126	†	.258	.135	.600	.043	.024	.625	.439	.321	.332	.466
<i>p</i> -values: emotional disturbance (ED)	#	.150	.258	†	#	.052	.004	.001	.024	#	#	.845	#
<i>p</i> -values: hearing impairment (HI)	#	#	.135	#	†	#	#	#	#	.024	.122	#	.134
<i>p</i> -values: intellectual disability (ID)	.009	.001	.600	.052	#	†	#	#	.869	#	#	.300	.008
<i>p</i> -values: multiple disabilities (MD)	#	.092	.043	.004	#	#	†	.430	#	#	#	.034	#
<i>p</i> -values: orthopedic impairment (OI)	#	.022	.024	.001	#	#	.430	†	#	#	#	.007	#
<i>p</i> -values: other health impairment (OHI)	.008	#	.625	.024	#	.869	#	#	†	#	#	.238	.008
<i>p</i> -values: specific learning disability (SLD)	#	#	.439	#	.024	#	#	#	#	†	.433	#	.967
<i>p</i> -values: speech or language impairment (SLI)	#	#	.321	#	.122	#	#	#	#	.433	†	#	.611
<i>p</i> -values: traumatic brain injury (TBI)	.013	.266	.332	.845	#	.300	.034	.007	.238	#	#	†	.003
<i>p</i> -values: visual impairment (VI)	.104	#	.466	#	.134	.008	#	#	.008	.967	.611	.003	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth's ability to straighten up his/her own room or living area. The table focuses on ratings of always or usually, versus sometimes or never. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-19. Percentages of youth who buy a few things they need at the store, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	39.9	20.5	18.6	40.2	46.2	24.3	20.8	22.2	38.2	47.4	41.8	34.6	34.7
Standard error	0.92	1.45	5.49	1.74	2.60	1.68	1.92	4.41	1.55	1.67	1.82	3.56	3.61
Sample size (number of respondents)	9,460	1,000	120	1,100	510	1,180	890	450	1,170	1,430	1,020	260	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	.874	.023	#	#	#	.309	#	.321	.150	.180
<i>p</i> -values: autism (AUT)	#	†	.730	#	#	.077	.924	.720	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	#	.730	†	#	#	.328	.712	.615	.001	#	#	.018	.013
<i>p</i> -values: emotional disturbance (ED)	.874	#	#	†	.054	#	#	#	.394	.002	.505	.150	.173
<i>p</i> -values: hearing impairment (HI)	.023	#	#	.054	†	#	#	#	.009	.707	.160	.008	.009
<i>p</i> -values: intellectual disability (ID)	#	.077	.328	#	#	†	.152	.643	#	#	#	.008	.009
<i>p</i> -values: multiple disabilities (MD)	#	.924	.712	#	#	.152	†	.770	#	#	#	#	.001
<i>p</i> -values: orthopedic impairment (OI)	#	.720	.615	#	#	.643	.770	†	.001	#	#	.027	.040
<i>p</i> -values: other health impairment (OHI)	.309	#	.001	.394	.009	#	#	.001	†	#	.147	.353	.355
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.002	.707	#	#	#	#	†	.020	.001	.003
<i>p</i> -values: speech or language impairment (SLI)	.321	#	#	.505	.160	#	#	#	.147	.020	†	.077	.088
<i>p</i> -values: traumatic brain injury (TBI)	.150	#	.018	.150	.008	.008	#	.027	.353	.001	.077	†	.972
<i>p</i> -values: visual impairment (VI)	.180	#	.013	.173	.009	.009	.001	.040	.355	.003	.088	.972	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth's ability to buy a few items he/she needs at the store. The table focuses on ratings of always or usually, versus sometimes or never. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-20. Average youth activities of daily living index score (0 is low, 3 is high), by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	1.46	0.92	1.00	1.47	1.59	1.04	0.80	0.86	1.43	1.67	1.58	1.20	1.32
Standard error	0.01	0.02	0.15	0.02	0.04	0.03	0.05	0.07	0.02	0.02	0.03	0.06	0.06
Sample size (number of respondents)	9,020	940	120	1,040	480	1,130	880	430	1,110	1,380	970	250	230
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.002	.832	.001	#	#	#	.119	#	#	#	.017
<i>p</i> -values: autism (AUT)	#	†	.604	#	#	.002	.018	.430	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	.002	.604	†	.002	#	.814	.205	.422	.004	#	#	.207	.043
<i>p</i> -values: emotional disturbance (ED)	.832	#	.002	†	.006	#	#	#	.210	#	.004	#	.015
<i>p</i> -values: hearing impairment (HI)	.001	#	#	.006	†	#	#	#	#	.075	.739	#	#
<i>p</i> -values: intellectual disability (ID)	#	.002	.814	#	#	†	#	.020	#	#	#	.007	#
<i>p</i> -values: multiple disabilities (MD)	#	.018	.205	#	#	#	†	.463	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	.430	.422	#	#	.020	.463	†	#	#	#	#	#
<i>p</i> -values: other health impairment (OHI)	.119	#	.004	.210	#	#	#	#	†	#	#	#	.075
<i>p</i> -values: specific learning disability (SLD)	#	#	#	#	.075	#	#	#	#	†	.006	#	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	.004	.739	#	#	#	#	.006	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	#	#	.207	#	#	.007	#	#	#	#	#	†	.173
<i>p</i> -values: visual impairment (VI)	.017	#	.043	.015	#	#	#	#	.075	#	#	.173	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: The activities of daily living index combines information from parent survey respondents on the youth's ability to use an ATM, make appointments, get to nearby places, fix breakfast or lunch, do laundry, straighten up room or living areas, and buy needed items at the store without help. The low value of the index is zero and the high value is 3. Appendix A provides for more detail on how the index is constructed. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-21. Percentages of youth who perform activities of daily living well (with higher activities of daily living index scores), by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	45.6	17.3	25.0	44.3	52.7	24.8	19.8	22.9	43.5	55.5	51.6	30.7	40.8
Standard error	0.99	1.28	5.52	1.88	2.73	1.80	1.84	3.58	1.71	1.66	2.04	3.25	3.86
Sample size (number of respondents)	9,020	940	120	1,040	480	1,130	880	430	1,110	1,380	970	250	230
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	.480	.016	#	#	#	.226	#	.006	#	.224
<i>p</i> -values: autism (AUT)	#	†	.173	#	#	.001	.239	.138	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	#	.173	†	.001	#	.966	.373	.751	.001	#	#	.361	.016
<i>p</i> -values: emotional disturbance (ED)	.480	#	.001	†	.013	#	#	#	.747	#	.007	#	.397
<i>p</i> -values: hearing impairment (HI)	.016	#	#	.013	†	#	#	#	.005	.378	.745	#	.013
<i>p</i> -values: intellectual disability (ID)	#	.001	.966	#	#	†	.042	.630	#	#	#	.110	#
<i>p</i> -values: multiple disabilities (MD)	#	.239	.373	#	#	.042	†	.443	#	#	#	.002	#
<i>p</i> -values: orthopedic impairment (OI)	#	.138	.751	#	#	.630	.443	†	#	#	#	.106	.001
<i>p</i> -values: other health impairment (OHI)	.226	#	.001	.747	.005	#	#	#	†	#	.003	.001	.513
<i>p</i> -values: specific learning disability (SLD)	#	#	#	#	.378	#	#	#	#	†	.134	#	.001
<i>p</i> -values: speech or language impairment (SLI)	.006	#	#	.007	.745	#	#	#	.003	.134	†	#	.016
<i>p</i> -values: traumatic brain injury (TBI)	#	#	.361	#	#	.110	.002	.106	.001	#	#	†	.048
<i>p</i> -values: visual impairment (VI)	.224	#	.016	.397	.013	#	#	.001	.513	.001	.016	.048	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Performing well on activities of daily living is based on having an index score on a seven-item activities of daily living index that is at or above the average index score for youth with an IEP. Appendix A provides more information on how index is constructed. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-22. Percentages of youth who have a driver's license or learner's permit, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	27.9	14.0	‡	21.7	37.3	9.9	15.0	17.4	31.4	34.7	33.7	27.4	‡
Standard error	1.19	1.63	‡	1.79	3.71	1.49	2.46	3.65	2.19	1.96	3.30	4.64	‡
Sample size (number of respondents)	5,320	610	‡	670	280	770	490	250	690	850	470	140	‡
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	†	.001	.011	#	#	.006	.078	#	.083	.908	†
<i>p</i> -values: autism (AUT)	#	†	†	.001	#	.042	.738	.380	#	#	#	.007	†
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	.001	.001	†	†	#	#	.026	.299	#	#	#	.243	†
<i>p</i> -values: hearing impairment (HI)	.011	#	†	#	†	#	#	#	.141	.525	.460	.074	†
<i>p</i> -values: intellectual disability (ID)	#	.042	†	#	#	†	.073	.058	#	#	#	#	†
<i>p</i> -values: multiple disabilities (MD)	#	.738	†	.026	#	.073	†	.577	#	#	#	.018	†
<i>p</i> -values: orthopedic impairment (OI)	.006	.380	†	.299	#	.058	.577	†	.001	#	.001	.097	†
<i>p</i> -values: other health impairment (OHI)	.078	#	†	#	.141	#	#	.001	†	.207	.541	.430	†
<i>p</i> -values: specific learning disability (SLD)	#	#	†	#	.525	#	#	#	.207	†	.792	.152	†
<i>p</i> -values: speech or language impairment (SLI)	.083	#	†	#	.460	#	#	.001	.541	.792	†	.260	†
<i>p</i> -values: traumatic brain injury (TBI)	.908	.007	†	.243	.074	#	.018	.097	.430	.152	.260	†	†
<i>p</i> -values: visual impairment (VI)	†	†	†	†	†	†	†	†	†	†	†	†	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they have a driver's license or learner's permit. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old and have not been identified by a professional as having a blindness, deafness and blindness, or visual impairment.

Table C-23. Percentages of youth who are registered to vote, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	43.8	33.5	43.1!	51.3	42.8	38.6	25.4	30.8	44.7	49.2	57.5	39.8	37.3
Standard error	2.00	3.50	16.36	4.26	6.35	2.84	3.29	6.32	4.61	4.11	5.69	9.08	8.21
Sample size (number of respondents)	1,790	210	30	160	90	330	280	90	150	230	80	60	60
<i>p</i> -values: youth with an IEP overall (IEP)	†	.007	.967	.069	.881	.062	#	.045	.848	.037	.020	.658	.444
<i>p</i> -values: autism (AUT)	.007	†	.566	.002	.188	.226	.084	.705	.049	.004	#	.510	.674
<i>p</i> -values: deaf-blindness (DB)	.967	.566	†	.627	.987	.785	.292	.479	.927	.722	.406	.858	.750
<i>p</i> -values: emotional disturbance (ED)	.069	.002	.627	†	.261	.011	#	.007	.299	.705	.369	.248	.128
<i>p</i> -values: hearing impairment (HI)	.881	.188	.987	.261	†	.536	.016	.178	.811	.398	.074	.787	.596
<i>p</i> -values: intellectual disability (ID)	.062	.226	.785	.011	.536	†	.002	.249	.258	.028	.002	.906	.881
<i>p</i> -values: multiple disabilities (MD)	#	.084	.292	#	.016	.002	†	.454	.001	#	#	.136	.185
<i>p</i> -values: orthopedic impairment (OI)	.045	.705	.479	.007	.178	.249	.454	†	.073	.014	.002	.415	.402
<i>p</i> -values: other health impairment (OHI)	.848	.049	.927	.299	.811	.258	.001	.073	†	.462	.087	.632	.434
<i>p</i> -values: specific learning disability (SLD)	.037	.004	.722	.705	.398	.028	#	.014	.462	†	.238	.327	.202
<i>p</i> -values: speech or language impairment (SLI)	.020	#	.406	.369	.074	.002	#	.002	.087	.238	†	.093	.052
<i>p</i> -values: traumatic brain injury (TBI)	.658	.510	.858	.248	.787	.906	.136	.415	.632	.327	.093	†	.841
<i>p</i> -values: visual impairment (VI)	.444	.674	.750	.128	.596	.881	.185	.402	.434	.202	.052	.841	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked to indicate whether they are registered to vote. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 18 years old.

Table C-24. Percentages of youth who have a savings or checking account, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	44.5	51.0	43.8	39.4	49.1	37.2	44.4	43.2	50.3	44.0	50.6	51.8	55.6
Standard error	1.17	2.08	8.79	2.02	3.10	2.00	2.64	3.10	2.02	1.83	2.66	3.77	4.15
Sample size (number of respondents)	8,050	880	100	940	420	1,020	770	380	980	1,210	880	210	210
<i>p</i> -values: youth with an IEP overall (IEP)	†	.002	.930	.013	.144	#	.966	.669	.002	.549	.020	.060	.009
<i>p</i> -values: autism (AUT)	.002	†	.421	#	.583	#	.039	.026	.816	.006	.919	.842	.299
<i>p</i> -values: deaf-blindness (DB)	.930	.421	†	.629	.561	.461	.943	.949	.466	.982	.444	.410	.207
<i>p</i> -values: emotional disturbance (ED)	.013	#	.629	†	.008	.434	.122	.294	#	.084	.001	.004	#
<i>p</i> -values: hearing impairment (HI)	.144	.583	.561	.008	†	.001	.232	.153	.732	.135	.685	.567	.221
<i>p</i> -values: intellectual disability (ID)	#	#	.461	.434	.001	†	.022	.109	#	.007	#	.001	#
<i>p</i> -values: multiple disabilities (MD)	.966	.039	.943	.122	.232	.022	†	.753	.062	.880	.080	.119	.021
<i>p</i> -values: orthopedic impairment (OI)	.669	.026	.949	.294	.153	.109	.753	†	.044	.823	.067	.075	.018
<i>p</i> -values: other health impairment (OHI)	.002	.816	.466	#	.732	#	.062	.044	†	.011	.924	.729	.260
<i>p</i> -values: specific learning disability (SLD)	.549	.006	.982	.084	.135	.007	.880	.823	.011	†	.027	.050	.008
<i>p</i> -values: speech or language impairment (SLI)	.020	.919	.444	.001	.685	#	.080	.067	.924	.027	†	.788	.322
<i>p</i> -values: traumatic brain injury (TBI)	.060	.842	.410	.004	.567	.001	.119	.075	.729	.050	.788	†	.507
<i>p</i> -values: visual impairment (VI)	.009	.299	.207	#	.221	#	.021	.018	.260	.008	.322	.507	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they have a savings or checking account. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-25. Percentages of youth who have an allowance or other money they can decide how to spend, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	61.3	58.5	44.1	61.5	62.4	57.6	52.0	56.2	65.0	61.7	66.9	60.8	68.7
Standard error	0.97	2.00	6.78	1.76	3.25	1.88	2.20	2.93	1.91	1.76	2.04	4.39	3.65
Sample size (number of respondents)	8,150	880	100	950	420	1,020	780	380	1,000	1,220	890	220	220
<i>p</i> -values: youth with an IEP overall (IEP)	†	.169	.012	.908	.730	.042	#	.087	.052	.712	.012	.901	.054
<i>p</i> -values: autism (AUT)	.169	†	.040	.270	.302	.737	.028	.503	.014	.216	.003	.635	.017
<i>p</i> -values: deaf-blindness (DB)	.012	.040	†	.011	.015	.056	.267	.090	.003	.012	.001	.038	.001
<i>p</i> -values: emotional disturbance (ED)	.908	.270	.011	†	.808	.107	.001	.114	.177	.956	.052	.864	.079
<i>p</i> -values: hearing impairment (HI)	.730	.302	.015	.808	†	.180	.007	.147	.493	.832	.223	.763	.232
<i>p</i> -values: intellectual disability (ID)	.042	.737	.056	.107	.180	†	.057	.685	.007	.089	.001	.512	.007
<i>p</i> -values: multiple disabilities (MD)	#	.028	.267	.001	.007	.057	†	.235	#	#	#	.078	#
<i>p</i> -values: orthopedic impairment (OI)	.087	.503	.090	.114	.147	.685	.235	†	.014	.096	.003	.379	.009
<i>p</i> -values: other health impairment (OHI)	.052	.014	.003	.177	.493	.007	#	.014	†	.207	.476	.376	.367
<i>p</i> -values: specific learning disability (SLD)	.712	.216	.012	.956	.832	.089	#	.096	.207	†	.060	.845	.093
<i>p</i> -values: speech or language impairment (SLI)	.012	.003	.001	.052	.223	.001	#	.003	.476	.060	†	.190	.676
<i>p</i> -values: traumatic brain injury (TBI)	.901	.635	.038	.864	.763	.512	.078	.379	.376	.845	.190	†	.171
<i>p</i> -values: visual impairment (VI)	.054	.017	.001	.079	.232	.007	#	.009	.367	.093	.676	.171	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents were asked whether they have an allowance or other money they can decide how to spend, such as money earned from a job. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-26. Percentages of youth who choose their activities with friends all or most of the time they can, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	56.1	45.3	51.1	60.4	55.9	47.8	52.9	61.0	57.0	57.4	56.6	59.1	60.9
Standard error	1.04	2.16	10.19	1.72	2.99	2.38	3.32	3.63	1.89	1.72	2.46	4.77	4.38
Sample size (number of respondents)	6,550	590	40	880	340	670	390	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.625	.018	.932	#	.332	.196	.642	.157	.866	.548	.283
<i>p</i> -values: autism (AUT)	#	†	.578	#	.004	.430	.048	#	#	#	#	.012	.001
<i>p</i> -values: deaf-blindness (DB)	.625	.578	†	.375	.654	.758	.865	.361	.571	.541	.600	.455	.389
<i>p</i> -values: emotional disturbance (ED)	.018	#	.375	†	.187	#	.047	.898	.178	.203	.183	.782	.918
<i>p</i> -values: hearing impairment (HI)	.932	.004	.654	.187	†	.037	.503	.259	.751	.642	.858	.580	.361
<i>p</i> -values: intellectual disability (ID)	#	.430	.758	#	.037	†	.221	.003	.002	.001	.007	.037	.007
<i>p</i> -values: multiple disabilities (MD)	.332	.048	.865	.047	.503	.221	†	.107	.279	.207	.345	.310	.140
<i>p</i> -values: orthopedic impairment (OI)	.196	#	.361	.898	.259	.003	.107	†	.338	.374	.321	.746	.996
<i>p</i> -values: other health impairment (OHI)	.642	#	.571	.178	.751	.002	.279	.338	†	.862	.881	.690	.404
<i>p</i> -values: specific learning disability (SLD)	.157	#	.541	.203	.642	.001	.207	.374	.862	†	.761	.749	.460
<i>p</i> -values: speech or language impairment (SLI)	.866	#	.600	.183	.858	.007	.345	.321	.881	.761	†	.658	.390
<i>p</i> -values: traumatic brain injury (TBI)	.548	.012	.455	.782	.580	.037	.310	.746	.690	.749	.658	†	.769
<i>p</i> -values: visual impairment (VI)	.283	.001	.389	.918	.361	.007	.140	.996	.404	.460	.390	.769	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether they choose activities to do with friends. The response categories were that they pursue the activity every time; most of the time; sometimes; and never. The table reports the proportions of youth indicating that they pursue the activity at least most of the time. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-27. Percentages of youth who communicate with friends and family all or most of the time they can, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	62.1	43.7	88.1	60.7	62.5	55.1	56.3	71.0	65.3	64.8	60.1	59.3	70.1
Standard error	1.01	2.29	6.86	1.66	3.09	2.10	3.01	3.10	1.92	1.75	2.18	4.99	3.87
Sample size (number of respondents)	6,570	590	40	880	350	680	400	260	920	1,170	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	.439	.905	.001	.066	.007	.100	.005	.387	.584	.045
<i>p</i> -values: autism (AUT)	#	†	#	#	#	#	#	#	#	#	#	.004	#
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	.001	#	#	.031	.002	.001	#	.001	.030
<i>p</i> -values: emotional disturbance (ED)	.439	#	#	†	.613	.032	.206	.004	.078	.093	.840	.795	.024
<i>p</i> -values: hearing impairment (HI)	.905	#	.001	.613	†	.045	.136	.063	.436	.497	.525	.580	.108
<i>p</i> -values: intellectual disability (ID)	.001	#	#	.032	.045	†	.734	#	#	#	.089	.442	.001
<i>p</i> -values: multiple disabilities (MD)	.066	#	#	.206	.136	.734	†	.001	.014	.017	.308	.612	.005
<i>p</i> -values: orthopedic impairment (OI)	.007	#	.031	.004	.063	#	.001	†	.116	.088	.006	.044	.856
<i>p</i> -values: other health impairment (OHI)	.100	#	.002	.078	.436	#	.014	.116	†	.855	.073	.265	.273
<i>p</i> -values: specific learning disability (SLD)	.005	#	.001	.093	.497	#	.017	.088	.855	†	.096	.302	.218
<i>p</i> -values: speech or language impairment (SLI)	.387	#	#	.840	.525	.089	.308	.006	.073	.096	†	.886	.020
<i>p</i> -values: traumatic brain injury (TBI)	.584	.004	.001	.795	.580	.442	.612	.044	.265	.302	.886	†	.099
<i>p</i> -values: visual impairment (VI)	.045	#	.030	.024	.108	.001	.005	.856	.273	.218	.020	.099	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether they write letters, texts, or talk on the phone to friends and family. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. The table reports the proportions of youth indicating that they pursue the activity at least most of the time. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-28. Percentages of youth who choose gifts to give to family and friends all or most of the time they can, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	48.8	44.4	72.1	49.0	50.0	43.8	45.8	56.5	44.9	51.6	48.3	46.9	57.2
Standard error	1.01	2.59	10.21	1.99	3.11	2.17	2.59	3.88	1.89	1.62	1.96	4.99	4.21
Sample size (number of respondents)	6,560	590	40	880	340	680	400	260	920	1,170	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.109	.023	.948	.715	.022	.276	.053	.026	.002	.793	.705	.052
<i>p</i> -values: autism (AUT)	.109	†	.009	.146	.152	.864	.704	.012	.894	.023	.238	.663	.009
<i>p</i> -values: deaf-blindness (DB)	.023	.009	†	.026	.042	.006	.013	.165	.008	.046	.022	.028	.183
<i>p</i> -values: emotional disturbance (ED)	.948	.146	.026	†	.778	.080	.325	.076	.146	.321	.815	.695	.081
<i>p</i> -values: hearing impairment (HI)	.715	.152	.042	.778	†	.115	.299	.180	.158	.657	.635	.597	.177
<i>p</i> -values: intellectual disability (ID)	.022	.864	.006	.080	.115	†	.573	.004	.713	.003	.130	.582	.005
<i>p</i> -values: multiple disabilities (MD)	.276	.704	.013	.325	.299	.573	†	.023	.767	.056	.450	.849	.025
<i>p</i> -values: orthopedic impairment (OI)	.053	.012	.165	.076	.180	.004	.023	†	.009	.235	.058	.121	.912
<i>p</i> -values: other health impairment (OHI)	.026	.894	.008	.146	.158	.713	.767	.009	†	.004	.175	.705	.007
<i>p</i> -values: specific learning disability (SLD)	.002	.023	.046	.321	.657	.003	.056	.235	.004	†	.171	.373	.212
<i>p</i> -values: speech or language impairment (SLI)	.793	.238	.022	.815	.635	.130	.450	.058	.175	.171	†	.800	.067
<i>p</i> -values: traumatic brain injury (TBI)	.705	.663	.028	.695	.597	.582	.849	.121	.705	.373	.800	†	.114
<i>p</i> -values: visual impairment (VI)	.052	.009	.183	.081	.177	.005	.025	.912	.007	.212	.067	.114	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether they choose gifts to give to family and friends. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. The table reports the proportions of youth indicating that they pursue the activity at least most of the time. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-29. Percentages of youth who plan weekend activities that they like to do all or most of the time they can, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	51.5	41.5	66.3	50.4	51.7	45.3	51.9	51.5	51.1	53.9	54.6	54.8	62.4
Standard error	1.03	2.33	12.49	1.72	3.21	2.25	3.14	3.69	1.87	1.80	2.05	5.10	4.26
Sample size (number of respondents)	6,570	590	40	880	350	680	400	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.235	.555	.945	.010	.897	.997	.841	.019	.140	.526	.012
<i>p</i> -values: autism (AUT)	#	†	.052	.002	.008	.214	.009	.024	.001	#	#	.021	#
<i>p</i> -values: deaf-blindness (DB)	.235	.052	†	.208	.259	.092	.263	.261	.222	.324	.356	.390	.769
<i>p</i> -values: emotional disturbance (ED)	.555	.002	.208	†	.721	.063	.673	.779	.755	.179	.104	.418	.009
<i>p</i> -values: hearing impairment (HI)	.945	.008	.259	.721	†	.098	.968	.964	.875	.546	.434	.606	.046
<i>p</i> -values: intellectual disability (ID)	.010	.214	.092	.063	.098	†	.092	.170	.044	.005	.002	.087	.001
<i>p</i> -values: multiple disabilities (MD)	.897	.009	.263	.673	.968	.092	†	.933	.828	.575	.468	.638	.048
<i>p</i> -values: orthopedic impairment (OI)	.997	.024	.261	.779	.964	.170	.933	†	.925	.567	.439	.610	.045
<i>p</i> -values: other health impairment (OHI)	.841	.001	.222	.755	.875	.044	.828	.925	†	.292	.155	.499	.018
<i>p</i> -values: specific learning disability (SLD)	.019	#	.324	.179	.546	.005	.575	.567	.292	†	.775	.868	.059
<i>p</i> -values: speech or language impairment (SLI)	.140	#	.356	.104	.434	.002	.468	.439	.155	.775	†	.983	.090
<i>p</i> -values: traumatic brain injury (TBI)	.526	.021	.390	.418	.606	.087	.638	.610	.499	.868	.983	†	.236
<i>p</i> -values: visual impairment (VI)	.012	#	.769	.009	.046	.001	.048	.045	.018	.059	.090	.236	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether they plan weekend activities that they like to do. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. The table reports the proportions of youth indicating that they pursue the activity at least most of the time. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-30. Percentages of youth who go to restaurants they like all or most of the time they can, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	48.6	51.1	52.3	44.6	48.8	46.3	47.7	57.0	49.3	49.5	49.4	53.1	51.7
Standard error	0.97	2.30	12.78	1.88	2.96	2.24	3.10	4.03	1.92	1.63	2.16	5.91	4.27
Sample size (number of respondents)	6,570	590	40	880	350	680	400	260	920	1,170	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.283	.775	.037	.961	.314	.759	.040	.729	.322	.707	.456	.483
<i>p</i> -values: autism (AUT)	.283	†	.930	.023	.519	.117	.369	.208	.546	.553	.562	.762	.910
<i>p</i> -values: deaf-blindness (DB)	.775	.930	†	.556	.791	.639	.726	.728	.813	.830	.824	.955	.967
<i>p</i> -values: emotional disturbance (ED)	.037	.023	.556	†	.238	.571	.394	.006	.084	.050	.087	.162	.127
<i>p</i> -values: hearing impairment (HI)	.961	.519	.791	.238	†	.516	.795	.083	.892	.828	.861	.504	.567
<i>p</i> -values: intellectual disability (ID)	.314	.117	.639	.571	.516	†	.727	.023	.319	.253	.302	.283	.260
<i>p</i> -values: multiple disabilities (MD)	.759	.369	.726	.394	.795	.727	†	.066	.650	.585	.646	.401	.436
<i>p</i> -values: orthopedic impairment (OI)	.040	.208	.728	.006	.083	.023	.066	†	.092	.079	.103	.579	.340
<i>p</i> -values: other health impairment (OHI)	.729	.546	.813	.084	.892	.319	.650	.092	†	.921	.951	.549	.606
<i>p</i> -values: specific learning disability (SLD)	.322	.553	.830	.050	.828	.253	.585	.079	.921	†	.977	.564	.637
<i>p</i> -values: speech or language impairment (SLI)	.707	.562	.824	.087	.861	.302	.646	.103	.951	.977	†	.569	.640
<i>p</i> -values: traumatic brain injury (TBI)	.456	.762	.955	.162	.504	.283	.401	.579	.549	.564	.569	†	.847
<i>p</i> -values: visual impairment (VI)	.483	.910	.967	.127	.567	.260	.436	.340	.606	.637	.640	.847	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether they go to restaurants that they like. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. The table reports the proportions of youth indicating that they pursue the activity at least most of the time. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-31. Percentages of youth who go to movies, concerts, and dances all or most of the time they can, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	38.5	31.4	49.2	35.8	36.8	36.8	36.4	42.6	37.9	40.8	35.7	42.0	44.6
Standard error	0.97	2.02	11.38	1.68	3.15	2.11	2.61	3.92	1.83	1.62	2.16	4.35	4.58
Sample size (number of respondents)	6,570	590	40	880	350	680	400	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.001	.343	.142	.586	.425	.438	.306	.740	.011	.203	.424	.196
<i>p</i> -values: autism (AUT)	.001	†	.117	.100	.156	.042	.115	.011	.017	#	.136	.029	.008
<i>p</i> -values: deaf-blindness (DB)	.343	.117	†	.245	.293	.274	.271	.581	.320	.460	.235	.530	.701
<i>p</i> -values: emotional disturbance (ED)	.142	.100	.245	†	.796	.725	.849	.116	.392	.037	.960	.169	.071
<i>p</i> -values: hearing impairment (HI)	.586	.156	.293	.796	†	.992	.934	.212	.751	.251	.786	.342	.143
<i>p</i> -values: intellectual disability (ID)	.425	.042	.274	.725	.992	†	.912	.177	.691	.124	.726	.286	.110
<i>p</i> -values: multiple disabilities (MD)	.438	.115	.271	.849	.934	.912	†	.187	.614	.151	.837	.259	.113
<i>p</i> -values: orthopedic impairment (OI)	.306	.011	.581	.116	.212	.177	.187	†	.295	.671	.134	.920	.731
<i>p</i> -values: other health impairment (OHI)	.740	.017	.320	.392	.751	.691	.614	.295	†	.219	.399	.381	.186
<i>p</i> -values: specific learning disability (SLD)	.011	#	.460	.037	.251	.124	.151	.671	.219	†	.054	.797	.442
<i>p</i> -values: speech or language impairment (SLI)	.203	.136	.235	.960	.786	.726	.837	.134	.399	.054	†	.181	.095
<i>p</i> -values: traumatic brain injury (TBI)	.424	.029	.530	.169	.342	.286	.259	.920	.381	.797	.181	†	.679
<i>p</i> -values: visual impairment (VI)	.196	.008	.701	.071	.143	.110	.113	.731	.186	.442	.095	.679	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether they go to movies, concerts, and dances. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. The table reports the proportions of youth indicating that they pursue the activity at least most of the time. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-32. Percentages of youth who volunteer in activities of interest all or most of the time they can, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	41.0	30.3	53.2	36.5	37.0	37.1	36.3	45.1	42.2	43.4	39.2	37.8	42.9
Standard error	0.97	2.15	10.96	1.91	3.07	2.18	2.70	4.79	1.92	1.66	2.08	4.12	4.03
Sample size (number of respondents)	6,570	590	40	880	350	680	390	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.261	.027	.205	.070	.097	.400	.515	.008	.403	.455	.641
<i>p</i> -values: autism (AUT)	#	†	.040	.034	.077	.016	.072	.004	#	#	.004	.103	.005
<i>p</i> -values: deaf-blindness (DB)	.261	.040	†	.131	.150	.142	.138	.504	.313	.370	.210	.209	.390
<i>p</i> -values: emotional disturbance (ED)	.027	.034	.131	†	.879	.819	.966	.089	.040	.008	.356	.765	.117
<i>p</i> -values: hearing impairment (HI)	.205	.077	.150	.879	†	.967	.861	.146	.158	.066	.561	.866	.253
<i>p</i> -values: intellectual disability (ID)	.070	.016	.142	.819	.967	†	.810	.125	.078	.016	.497	.883	.221
<i>p</i> -values: multiple disabilities (MD)	.097	.072	.138	.966	.861	.810	†	.112	.086	.024	.401	.745	.168
<i>p</i> -values: orthopedic impairment (OI)	.400	.004	.504	.089	.146	.125	.112	†	.575	.739	.257	.249	.745
<i>p</i> -values: other health impairment (OHI)	.515	#	.313	.040	.158	.078	.086	.575	†	.620	.298	.348	.871
<i>p</i> -values: specific learning disability (SLD)	.008	#	.370	.008	.066	.016	.024	.739	.620	†	.097	.213	.912
<i>p</i> -values: speech or language impairment (SLI)	.403	.004	.210	.356	.561	.497	.401	.257	.298	.097	†	.775	.415
<i>p</i> -values: traumatic brain injury (TBI)	.455	.103	.209	.765	.866	.883	.745	.249	.348	.213	.775	†	.376
<i>p</i> -values: visual impairment (VI)	.641	.005	.390	.117	.253	.221	.168	.745	.871	.912	.415	.376	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether they volunteer in activities of interest. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. The table reports the proportions of youth indicating that they pursue the activity at least most of the time. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-33. Average youth personal autonomy index score (0 is low, 3 is high), by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	1.63	1.43	1.88	1.61	1.61	1.56	1.58	1.72	1.64	1.68	1.62	1.66	1.72
Standard error	0.01	0.03	0.17	0.02	0.03	0.03	0.04	0.05	0.02	0.02	0.03	0.05	0.05
Sample size (number of respondents)	6,510	590	40	870	340	670	390	260	920	1,170	830	180	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.147	.226	.554	.009	.161	.078	.707	#	.638	.622	.075
<i>p</i> -values: autism (AUT)	#	†	.009	#	#	.001	.002	#	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	.147	.009	†	.112	.128	.055	.081	.383	.159	.234	.131	.222	.377
<i>p</i> -values: emotional disturbance (ED)	.226	#	.112	†	.866	.176	.528	.032	.256	.019	.649	.321	.024
<i>p</i> -values: hearing impairment (HI)	.554	#	.128	.866	†	.208	.475	.056	.488	.110	.842	.434	.055
<i>p</i> -values: intellectual disability (ID)	.009	.001	.055	.176	.208	†	.683	.004	.020	.001	.090	.088	.003
<i>p</i> -values: multiple disabilities (MD)	.161	.002	.081	.528	.475	.683	†	.024	.146	.027	.348	.191	.014
<i>p</i> -values: orthopedic impairment (OI)	.078	#	.383	.032	.056	.004	.024	†	.161	.371	.072	.390	.990
<i>p</i> -values: other health impairment (OHI)	.707	#	.159	.256	.488	.020	.146	.161	†	.286	.526	.759	.142
<i>p</i> -values: specific learning disability (SLD)	#	#	.234	.019	.110	.001	.027	.371	.286	†	.089	.792	.383
<i>p</i> -values: speech or language impairment (SLI)	.638	#	.131	.649	.842	.090	.348	.072	.526	.089	†	.521	.069
<i>p</i> -values: traumatic brain injury (TBI)	.622	#	.222	.321	.434	.088	.191	.390	.759	.792	.521	†	.378
<i>p</i> -values: visual impairment (VI)	.075	#	.377	.024	.055	.003	.014	.990	.142	.383	.069	.378	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: The autonomy index combines information from youth survey respondents, excluding proxies, on whether they choose activities to do with friends, correspond with friends and family, go to restaurants they like, choose gifts to give to friends and family, go out to events, plan weekend activities they like, and volunteer in activities of interest. The low value of the index is zero and the high value is 3. Appendix A provides for more detail on how the index is constructed. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-34. Percentages of youth who know how to make friends, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	91.9	76.0	96.6	88.5	91.1	91.8	91.5	95.5	93.5	93.3	94.7	91.3	90.3
Standard error	0.51	2.02	3.50	1.18	1.56	1.24	1.86	1.33	1.01	0.81	0.83	2.43	2.51
Sample size (number of respondents)	6,560	590	40	880	340	680	400	260	920	1,180	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.189	.003	.607	.911	.809	.012	.097	.002	.003	.796	.523
<i>p</i> -values: autism (AUT)	#	†	#	#	#	#	#	#	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	.189	#	†	.025	.156	.198	.198	.778	.411	.369	.613	.193	.126
<i>p</i> -values: emotional disturbance (ED)	.003	#	.025	†	.182	.052	.188	#	.001	.001	#	.280	.498
<i>p</i> -values: hearing impairment (HI)	.607	#	.156	.182	†	.731	.876	.033	.188	.205	.039	.946	.782
<i>p</i> -values: intellectual disability (ID)	.911	#	.198	.052	.731	†	.885	.041	.281	.292	.049	.855	.596
<i>p</i> -values: multiple disabilities (MD)	.809	#	.198	.188	.876	.885	†	.080	.345	.350	.106	.954	.711
<i>p</i> -values: orthopedic impairment (OI)	.012	#	.778	#	.033	.041	.080	†	.245	.168	.624	.137	.065
<i>p</i> -values: other health impairment (OHI)	.097	#	.411	.001	.188	.281	.345	.245	†	.878	.358	.398	.216
<i>p</i> -values: specific learning disability (SLD)	.002	#	.369	.001	.205	.292	.350	.168	.878	†	.227	.424	.255
<i>p</i> -values: speech or language impairment (SLI)	.003	#	.613	#	.039	.049	.106	.624	.358	.227	†	.199	.088
<i>p</i> -values: traumatic brain injury (TBI)	.796	#	.193	.280	.946	.855	.954	.137	.398	.424	.199	†	.785
<i>p</i> -values: visual impairment (VI)	.523	#	.126	.498	.782	.596	.711	.065	.216	.255	.088	.785	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they know how to make friends. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-35. Percentages of youth who are able to make friends in new situations, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	86.1	67.0	85.5	79.9	82.4	85.7	79.8	87.4	85.7	89.5	86.7	83.4	82.5
Standard error	0.63	2.47	10.98	1.45	2.08	1.51	2.53	2.21	1.38	1.03	1.29	2.86	3.56
Sample size (number of respondents)	6,570	590	40	880	350	680	400	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.954	#	.084	.807	.015	.566	.732	#	.691	.349	.307
<i>p</i> -values: autism (AUT)	#	†	.098	#	#	#	#	#	#	#	#	#	.001
<i>p</i> -values: deaf-blindness (DB)	.954	.098	†	.615	.786	.981	.616	.863	.987	.716	.914	.851	.795
<i>p</i> -values: emotional disturbance (ED)	#	#	.615	†	.329	.003	.982	.004	.003	#	.001	.256	.478
<i>p</i> -values: hearing impairment (HI)	.084	#	.786	.329	†	.180	.403	.101	.216	.002	.090	.788	.992
<i>p</i> -values: intellectual disability (ID)	.807	#	.981	.003	.180	†	.039	.522	.970	.041	.655	.472	.397
<i>p</i> -values: multiple disabilities (MD)	.015	#	.616	.982	.403	.039	†	.025	.041	#	.016	.360	.546
<i>p</i> -values: orthopedic impairment (OI)	.566	#	.863	.004	.101	.522	.025	†	.493	.399	.765	.266	.222
<i>p</i> -values: other health impairment (OHI)	.732	#	.987	.003	.216	.970	.041	.493	†	.028	.579	.476	.400
<i>p</i> -values: specific learning disability (SLD)	#	#	.716	#	.002	.041	#	.399	.028	†	.092	.046	.056
<i>p</i> -values: speech or language impairment (SLI)	.691	#	.914	.001	.090	.655	.016	.765	.579	.092	†	.301	.272
<i>p</i> -values: traumatic brain injury (TBI)	.349	#	.851	.256	.788	.472	.360	.266	.476	.046	.301	†	.830
<i>p</i> -values: visual impairment (VI)	.307	.001	.795	.478	.992	.397	.546	.222	.400	.056	.272	.830	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they can make friends in new situations. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-36. Percentages of youth who tell people when they can do things that others tell them they cannot do, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	88.1	81.4	70.9	88.0	91.4	84.7	87.6	87.8	89.7	88.6	89.2	91.0	90.8
Standard error	0.71	1.79	10.87	1.26	1.61	1.54	1.92	2.66	1.23	1.16	1.39	2.32	2.59
Sample size (number of respondents)	6,540	580	40	880	340	670	390	260	920	1,170	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.114	.937	.049	.033	.834	.933	.166	.418	.460	.220	.312
<i>p</i> -values: autism (AUT)	#	†	.345	.002	#	.150	.015	.052	#	.001	#	.001	.005
<i>p</i> -values: deaf-blindness (DB)	.114	.345	†	.121	.064	.211	.120	.130	.085	.104	.099	.077	.070
<i>p</i> -values: emotional disturbance (ED)	.937	.002	.121	†	.089	.096	.886	.966	.309	.718	.534	.250	.328
<i>p</i> -values: hearing impairment (HI)	.049	#	.064	.089	†	.003	.146	.244	.384	.142	.290	.908	.850
<i>p</i> -values: intellectual disability (ID)	.033	.150	.211	.096	.003	†	.229	.325	.011	.043	.029	.020	.049
<i>p</i> -values: multiple disabilities (MD)	.834	.015	.120	.886	.146	.229	†	.952	.361	.681	.501	.280	.322
<i>p</i> -values: orthopedic impairment (OI)	.933	.052	.130	.966	.244	.325	.952	†	.510	.796	.659	.390	.402
<i>p</i> -values: other health impairment (OHI)	.166	#	.085	.309	.384	.011	.361	.510	†	.482	.754	.626	.696
<i>p</i> -values: specific learning disability (SLD)	.418	.001	.104	.718	.142	.043	.681	.796	.482	†	.745	.339	.442
<i>p</i> -values: speech or language impairment (SLI)	.460	#	.099	.534	.290	.029	.501	.659	.754	.745	†	.480	.590
<i>p</i> -values: traumatic brain injury (TBI)	.220	.001	.077	.250	.908	.020	.280	.390	.626	.339	.480	†	.941
<i>p</i> -values: visual impairment (VI)	.312	.005	.070	.328	.850	.049	.322	.402	.696	.442	.590	.941	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they tell people when they can do something others tell them they cannot do. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-37. Percentages of youth who know how to make up for their own limitations, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	89.9	82.9	83.9	88.2	92.0	81.9	86.8	94.7	89.6	91.9	91.9	83.5	93.7
Standard error	0.59	1.84	8.12	1.26	1.83	1.84	2.53	1.44	1.09	0.96	1.18	3.19	2.00
Sample size (number of respondents)	6,520	590	40	870	340	670	390	260	920	1,170	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.466	.180	.267	#	.233	.002	.789	#	.103	.048	.066
<i>p</i> -values: autism (AUT)	#	†	.902	.023	#	.698	.215	#	.002	#	#	.858	#
<i>p</i> -values: deaf-blindness (DB)	.466	.902	†	.612	.334	.805	.730	.198	.492	.328	.326	.962	.248
<i>p</i> -values: emotional disturbance (ED)	.180	.023	.612	†	.090	.004	.645	.001	.384	.019	.034	.174	.016
<i>p</i> -values: hearing impairment (HI)	.267	#	.334	.090	†	#	.098	.263	.255	.953	.960	.017	.537
<i>p</i> -values: intellectual disability (ID)	#	.698	.805	.004	#	†	.107	#	#	#	#	.654	#
<i>p</i> -values: multiple disabilities (MD)	.233	.215	.730	.645	.098	.107	†	.007	.317	.059	.069	.421	.028
<i>p</i> -values: orthopedic impairment (OI)	.002	#	.198	.001	.263	#	.007	†	.005	.107	.142	.002	.695
<i>p</i> -values: other health impairment (OHI)	.789	.002	.492	.384	.255	#	.317	.005	†	.102	.143	.071	.067
<i>p</i> -values: specific learning disability (SLD)	#	#	.328	.019	.953	#	.059	.107	.102	†	.991	.012	.420
<i>p</i> -values: speech or language impairment (SLI)	.103	#	.326	.034	.960	#	.069	.142	.143	.991	†	.014	.463
<i>p</i> -values: traumatic brain injury (TBI)	.048	.858	.962	.174	.017	.654	.421	.002	.071	.012	.014	†	.007
<i>p</i> -values: visual impairment (VI)	.066	#	.248	.016	.537	#	.028	.695	.067	.420	.463	.007	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they know how to make up for their own limitations. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-38. Percentages of youth who feel loved because they give love, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	92.6	87.4	97.2	89.7	91.1	92.6	90.9	97.1	94.9	92.9	94.2	92.0	94.9
Standard error	0.51	1.47	2.83	1.21	1.74	1.11	2.15	1.04	0.75	0.86	0.84	2.41	1.98
Sample size (number of respondents)	6,550	590	40	880	340	670	400	260	920	1,180	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.105	.022	.414	.964	.460	#	.003	.486	.075	.813	.246
<i>p</i> -values: autism (AUT)	#	†	.002	.215	.110	.004	.183	#	#	.001	#	.093	.003
<i>p</i> -values: deaf-blindness (DB)	.105	.002	†	.014	.069	.135	.076	.962	.435	.139	.311	.156	.499
<i>p</i> -values: emotional disturbance (ED)	.022	.215	.014	†	.489	.077	.619	#	#	.041	.004	.377	.023
<i>p</i> -values: hearing impairment (HI)	.414	.110	.069	.489	†	.476	.949	.004	.048	.349	.118	.765	.159
<i>p</i> -values: intellectual disability (ID)	.964	.004	.135	.077	.476	†	.492	.005	.069	.849	.244	.811	.323
<i>p</i> -values: multiple disabilities (MD)	.460	.183	.076	.619	.949	.492	†	.011	.086	.402	.165	.750	.177
<i>p</i> -values: orthopedic impairment (OI)	#	#	.962	#	.004	.005	.011	†	.088	.002	.028	.053	.328
<i>p</i> -values: other health impairment (OHI)	.003	#	.435	#	.048	.069	.086	.088	†	.077	.511	.251	.987
<i>p</i> -values: specific learning disability (SLD)	.486	.001	.139	.041	.349	.849	.402	.002	.077	†	.263	.722	.342
<i>p</i> -values: speech or language impairment (SLI)	.075	#	.311	.004	.118	.244	.165	.028	.511	.263	†	.390	.752
<i>p</i> -values: traumatic brain injury (TBI)	.813	.093	.156	.377	.765	.811	.750	.053	.251	.722	.390	†	.333
<i>p</i> -values: visual impairment (VI)	.246	.003	.499	.023	.159	.323	.177	.328	.987	.342	.752	.333	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they know that they are loved because they give love. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-39. Percentages of youth who believe that trying hard in school helps them to get a good job, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	90.0	90.5	99.9	87.2	90.2	90.5	89.5	89.4	87.1	90.9	94.0	86.3	94.9
Standard error	0.57	1.49	0.08	1.15	2.12	1.26	1.62	2.07	1.25	0.95	0.97	3.81	2.03
Sample size (number of respondents)	6,560	590	40	880	350	670	390	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.751	#	.020	.923	.654	.782	.783	.018	.093	#	.331	.021
<i>p</i> -values: autism (AUT)	.751	†	#	.092	.914	.982	.654	.674	.082	.826	.048	.304	.088
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	#	#	#	#	#	#	#	#	.014
<i>p</i> -values: emotional disturbance (ED)	.020	.092	#	†	.228	.056	.258	.368	.941	.013	#	.819	.001
<i>p</i> -values: hearing impairment (HI)	.923	.914	#	.228	†	.897	.788	.791	.198	.776	.101	.378	.108
<i>p</i> -values: intellectual disability (ID)	.654	.982	#	.056	.897	†	.631	.650	.051	.802	.026	.287	.063
<i>p</i> -values: multiple disabilities (MD)	.782	.654	#	.258	.788	.631	†	.968	.245	.479	.014	.446	.038
<i>p</i> -values: orthopedic impairment (OI)	.783	.674	#	.368	.791	.650	.968	†	.345	.508	.037	.480	.062
<i>p</i> -values: other health impairment (OHI)	.018	.082	#	.941	.198	.051	.245	.345	†	.018	#	.844	.001
<i>p</i> -values: specific learning disability (SLD)	.093	.826	#	.013	.776	.802	.479	.508	.018	†	.022	.234	.076
<i>p</i> -values: speech or language impairment (SLI)	#	.048	#	#	.101	.026	.014	.037	#	.022	†	.048	.707
<i>p</i> -values: traumatic brain injury (TBI)	.331	.304	#	.819	.378	.287	.446	.480	.844	.234	.048	†	.049
<i>p</i> -values: visual impairment (VI)	.021	.088	.014	.001	.108	.063	.038	.062	.001	.076	.707	.049	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether trying hard in school will help them to get a good job. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-40. Percentages of youth who keep trying even after getting something wrong, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	93.9	92.6	87.5	91.1	91.9	94.4	91.4	93.8	92.6	94.7	95.2	94.9	97.9
Standard error	0.43	1.21	7.57	1.05	2.46	0.95	1.54	1.98	1.04	0.70	0.95	2.11	0.98
Sample size (number of respondents)	6,560	590	40	880	340	680	400	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.297	.401	.007	.425	.646	.098	.935	.170	.056	.188	.661	#
<i>p</i> -values: autism (AUT)	.297	†	.509	.348	.802	.250	.457	.625	.986	.144	.091	.371	.001
<i>p</i> -values: deaf-blindness (DB)	.401	.509	†	.642	.572	.363	.619	.433	.509	.350	.316	.370	.178
<i>p</i> -values: emotional disturbance (ED)	.007	.348	.642	†	.762	.024	.885	.242	.324	.004	.004	.114	#
<i>p</i> -values: hearing impairment (HI)	.425	.802	.572	.762	†	.357	.844	.569	.805	.287	.213	.360	.026
<i>p</i> -values: intellectual disability (ID)	.646	.250	.363	.024	.357	†	.092	.780	.210	.806	.525	.833	.012
<i>p</i> -values: multiple disabilities (MD)	.098	.457	.619	.885	.844	.092	†	.341	.516	.047	.030	.187	#
<i>p</i> -values: orthopedic impairment (OI)	.935	.625	.433	.242	.569	.780	.341	†	.613	.664	.506	.704	.063
<i>p</i> -values: other health impairment (OHI)	.170	.986	.509	.324	.805	.210	.516	.613	†	.090	.066	.342	#
<i>p</i> -values: specific learning disability (SLD)	.056	.144	.350	.004	.287	.806	.047	.664	.090	†	.629	.934	.009
<i>p</i> -values: speech or language impairment (SLI)	.188	.091	.316	.004	.213	.525	.030	.506	.066	.629	†	.872	.054
<i>p</i> -values: traumatic brain injury (TBI)	.661	.371	.370	.114	.360	.833	.187	.704	.342	.934	.872	†	.194
<i>p</i> -values: visual impairment (VI)	#	.001	.178	#	.026	.012	#	.063	#	.009	.054	.194	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they keep trying even after getting something wrong. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-41. Percentages of youth who know how to make good choices, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	94.4	94.0	96.6	93.0	95.5	93.7	95.3	95.8	92.7	95.1	95.6	91.3	97.8
Standard error	0.40	1.18	3.50	0.98	1.27	0.99	1.06	1.64	1.05	0.69	0.79	2.69	0.97
Sample size (number of respondents)	6,560	590	40	880	350	680	400	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.754	.539	.169	.389	.501	.424	.400	.101	.081	.151	.256	.001
<i>p</i> -values: autism (AUT)	.754	†	.487	.527	.361	.855	.424	.383	.446	.430	.240	.378	.014
<i>p</i> -values: deaf-blindness (DB)	.539	.487	†	.334	.784	.432	.734	.845	.298	.686	.797	.247	.737
<i>p</i> -values: emotional disturbance (ED)	.169	.527	.334	†	.124	.622	.119	.145	.854	.088	.049	.539	.001
<i>p</i> -values: hearing impairment (HI)	.389	.361	.784	.124	†	.261	.893	.899	.095	.768	.947	.166	.162
<i>p</i> -values: intellectual disability (ID)	.501	.855	.432	.622	.261	†	.268	.280	.516	.243	.134	.398	.003
<i>p</i> -values: multiple disabilities (MD)	.424	.424	.734	.119	.893	.268	†	.804	.090	.875	.811	.174	.060
<i>p</i> -values: orthopedic impairment (OI)	.400	.383	.845	.145	.899	.280	.804	†	.105	.700	.928	.162	.296
<i>p</i> -values: other health impairment (OHI)	.101	.446	.298	.854	.095	.516	.090	.105	†	.066	.033	.622	.001
<i>p</i> -values: specific learning disability (SLD)	.081	.430	.686	.088	.768	.243	.875	.700	.066	†	.613	.170	.027
<i>p</i> -values: speech or language impairment (SLI)	.151	.240	.797	.049	.947	.134	.811	.928	.033	.613	†	.132	.086
<i>p</i> -values: traumatic brain injury (TBI)	.256	.378	.247	.539	.166	.398	.174	.162	.622	.170	.132	†	.025
<i>p</i> -values: visual impairment (VI)	.001	.014	.737	.001	.162	.003	.060	.296	.001	.027	.086	.025	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they know how to make good choices. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-42. Percentages of youth who are able to make choices that are important to them, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	95.2	93.3	93.8	92.5	95.0	94.7	93.2	97.4	94.3	96.1	97.3	92.6	98.6
Standard error	0.44	1.13	6.16	1.12	1.36	1.10	1.56	1.04	0.95	0.66	0.63	2.52	0.81
Sample size (number of respondents)	6,550	590	40	880	350	680	390	260	920	1,170	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.107	.813	.008	.876	.626	.204	.057	.292	.014	.006	.291	#
<i>p</i> -values: autism (AUT)	.107	†	.945	.590	.348	.392	.943	.011	.524	.035	.003	.787	#
<i>p</i> -values: deaf-blindness (DB)	.813	.945	†	.840	.845	.876	.927	.567	.936	.707	.570	.861	.438
<i>p</i> -values: emotional disturbance (ED)	.008	.590	.840	†	.154	.128	.714	.001	.220	.003	#	.969	#
<i>p</i> -values: hearing impairment (HI)	.876	.348	.845	.154	†	.879	.386	.159	.659	.474	.134	.400	.023
<i>p</i> -values: intellectual disability (ID)	.626	.392	.876	.128	.879	†	.416	.068	.748	.225	.046	.434	.005
<i>p</i> -values: multiple disabilities (MD)	.204	.943	.927	.714	.386	.416	†	.025	.554	.086	.017	.841	.002
<i>p</i> -values: orthopedic impairment (OI)	.057	.011	.567	.001	.159	.068	.025	†	.027	.308	.960	.082	.341
<i>p</i> -values: other health impairment (OHI)	.292	.524	.936	.220	.659	.748	.554	.027	†	.114	.009	.533	.001
<i>p</i> -values: specific learning disability (SLD)	.014	.035	.707	.003	.474	.225	.086	.308	.114	†	.192	.167	.009
<i>p</i> -values: speech or language impairment (SLI)	.006	.003	.570	#	.134	.046	.017	.960	.009	.192	†	.071	.200
<i>p</i> -values: traumatic brain injury (TBI)	.291	.787	.861	.969	.400	.434	.841	.082	.533	.167	.071	†	.023
<i>p</i> -values: visual impairment (VI)	#	#	.438	#	.023	.005	.002	.341	.001	.009	.200	.023	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they know how to make choices that are important to them. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-43. Percentages of youth who know what they do best, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	95.2	94.5	96.6	95.4	96.0	93.5	94.6	96.6	96.7	95.1	96.2	92.7	96.4
Standard error	0.45	1.09	3.50	0.79	1.21	1.06	1.50	1.17	0.68	0.74	0.78	2.17	1.53
Sample size (number of respondents)	6,570	590	40	880	350	680	400	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.544	.693	.730	.520	.116	.740	.233	.025	.845	.227	.273	.430
<i>p</i> -values: autism (AUT)	.544	†	.576	.454	.371	.491	.938	.190	.081	.645	.218	.475	.313
<i>p</i> -values: deaf-blindness (DB)	.693	.576	†	.756	.876	.398	.614	.991	.967	.682	.926	.357	.969
<i>p</i> -values: emotional disturbance (ED)	.730	.454	.756	†	.715	.121	.644	.395	.210	.736	.486	.239	.582
<i>p</i> -values: hearing impairment (HI)	.520	.371	.876	.715	†	.132	.492	.692	.601	.529	.858	.195	.826
<i>p</i> -values: intellectual disability (ID)	.116	.491	.398	.121	.132	†	.536	.047	.008	.217	.036	.757	.120
<i>p</i> -values: multiple disabilities (MD)	.740	.938	.614	.644	.492	.536	†	.309	.221	.791	.353	.467	.415
<i>p</i> -values: orthopedic impairment (OI)	.233	.190	.991	.395	.692	.047	.309	†	.939	.250	.790	.118	.921
<i>p</i> -values: other health impairment (OHI)	.025	.081	.967	.210	.601	.008	.221	.939	†	.089	.653	.081	.858
<i>p</i> -values: specific learning disability (SLD)	.845	.645	.682	.736	.529	.217	.791	.250	.089	†	.288	.306	.429
<i>p</i> -values: speech or language impairment (SLI)	.227	.218	.926	.486	.858	.036	.353	.790	.653	.288	†	.140	.916
<i>p</i> -values: traumatic brain injury (TBI)	.273	.475	.357	.239	.195	.757	.467	.118	.081	.306	.140	†	.168
<i>p</i> -values: visual impairment (VI)	.430	.313	.969	.582	.826	.120	.415	.921	.858	.429	.916	.168	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they know what they do best. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-44. Percentages of youth who like themselves, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	95.0	92.0	99.1	91.8	94.1	95.8	92.6	93.9	95.3	95.6	96.0	95.1	95.7
Standard error	0.43	1.32	0.74	1.00	1.42	0.75	2.07	1.76	0.86	0.70	0.69	1.55	1.54
Sample size (number of respondents)	6,570	590	40	880	350	680	400	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.022	#	.001	.560	.298	.262	.568	.692	.094	.200	.944	.627
<i>p</i> -values: autism (AUT)	.022	†	#	.920	.249	.014	.788	.371	.032	.014	.007	.107	.059
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	.002	.002	.003	.005	.001	.001	.002	.021	.046
<i>p</i> -values: emotional disturbance (ED)	.001	.920	#	†	.193	.001	.726	.304	.011	.001	.001	.081	.024
<i>p</i> -values: hearing impairment (HI)	.560	.249	.002	.193	†	.307	.560	.943	.468	.348	.236	.648	.439
<i>p</i> -values: intellectual disability (ID)	.298	.014	.002	.001	.307	†	.143	.338	.656	.859	.851	.684	.971
<i>p</i> -values: multiple disabilities (MD)	.262	.788	.003	.726	.560	.143	†	.631	.245	.170	.127	.354	.230
<i>p</i> -values: orthopedic impairment (OI)	.568	.371	.005	.304	.943	.338	.631	†	.500	.368	.288	.630	.447
<i>p</i> -values: other health impairment (OHI)	.692	.032	.001	.011	.468	.656	.245	.500	†	.755	.496	.907	.794
<i>p</i> -values: specific learning disability (SLD)	.094	.014	.001	.001	.348	.859	.170	.368	.755	†	.723	.753	.946
<i>p</i> -values: speech or language impairment (SLI)	.200	.007	.002	.001	.236	.851	.127	.288	.496	.723	†	.606	.884
<i>p</i> -values: traumatic brain injury (TBI)	.944	.107	.021	.081	.648	.684	.354	.630	.907	.753	.606	†	.765
<i>p</i> -values: visual impairment (VI)	.627	.059	.046	.024	.439	.971	.230	.447	.794	.946	.884	.765	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they like themselves. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-45. Percentages of youth who are confident in their own abilities, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	92.0	88.3	81.4	90.6	90.8	88.2	91.4	91.5	92.4	93.1	92.9	92.7	91.2
Standard error	0.53	1.54	11.22	1.19	1.64	1.31	1.99	1.78	1.01	0.82	0.93	1.83	2.54
Sample size (number of respondents)	6,560	590	40	880	350	670	400	260	920	1,180	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.015	.346	.244	.494	.003	.757	.813	.652	.016	.353	.712	.770
<i>p</i> -values: autism (AUT)	.015	†	.550	.243	.258	.957	.214	.164	.023	.005	.010	.083	.330
<i>p</i> -values: deaf-blindness (DB)	.346	.550	†	.418	.413	.551	.381	.376	.326	.297	.305	.325	.384
<i>p</i> -values: emotional disturbance (ED)	.244	.243	.418	†	.928	.168	.751	.663	.249	.076	.142	.319	.831
<i>p</i> -values: hearing impairment (HI)	.494	.258	.413	.928	†	.228	.828	.760	.397	.215	.256	.440	.891
<i>p</i> -values: intellectual disability (ID)	.003	.957	.551	.168	.228	†	.155	.120	.011	.001	.004	.051	.295
<i>p</i> -values: multiple disabilities (MD)	.757	.214	.381	.751	.828	.155	†	.949	.632	.404	.478	.639	.964
<i>p</i> -values: orthopedic impairment (OI)	.813	.164	.376	.663	.760	.120	.949	†	.676	.436	.492	.651	.916
<i>p</i> -values: other health impairment (OHI)	.652	.023	.326	.249	.397	.011	.632	.676	†	.582	.694	.896	.666
<i>p</i> -values: specific learning disability (SLD)	.016	.005	.297	.076	.215	.001	.404	.436	.582	†	.889	.833	.481
<i>p</i> -values: speech or language impairment (SLI)	.353	.010	.305	.142	.256	.004	.478	.492	.694	.889	†	.906	.528
<i>p</i> -values: traumatic brain injury (TBI)	.712	.083	.325	.319	.440	.051	.639	.651	.896	.833	.906	†	.636
<i>p</i> -values: visual impairment (VI)	.770	.330	.384	.831	.891	.295	.964	.916	.666	.481	.528	.636	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they are confident in their own abilities. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-46. Percentages of youth who are liked by others, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	92.0	92.0	97.1	87.1	89.6	89.2	92.9	95.4	91.7	92.8	94.3	93.5	93.4
Standard error	0.52	1.31	1.99	1.21	1.73	1.44	1.67	1.72	1.15	0.79	0.92	2.38	2.14
Sample size (number of respondents)	6,540	580	40	880	340	680	400	260	920	1,170	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.974	.015	#	.182	.052	.588	.055	.783	.070	.015	.534	.523
<i>p</i> -values: autism (AUT)	.974	†	.036	.006	.249	.152	.690	.125	.855	.613	.146	.596	.591
<i>p</i> -values: deaf-blindness (DB)	.015	.036	†	#	.005	.002	.108	.526	.022	.050	.214	.245	.209
<i>p</i> -values: emotional disturbance (ED)	#	.006	#	†	.237	.284	.004	#	.004	#	#	.009	.012
<i>p</i> -values: hearing impairment (HI)	.182	.249	.005	.237	†	.862	.182	.018	.312	.094	.015	.191	.159
<i>p</i> -values: intellectual disability (ID)	.052	.152	.002	.284	.862	†	.083	.007	.164	.029	.002	.105	.110
<i>p</i> -values: multiple disabilities (MD)	.588	.690	.108	.004	.182	.083	†	.305	.535	.957	.461	.849	.856
<i>p</i> -values: orthopedic impairment (OI)	.055	.125	.526	#	.018	.007	.305	†	.071	.169	.590	.515	.445
<i>p</i> -values: other health impairment (OHI)	.783	.855	.022	.004	.312	.164	.535	.071	†	.409	.046	.479	.473
<i>p</i> -values: specific learning disability (SLD)	.070	.613	.050	#	.094	.029	.957	.169	.409	†	.199	.797	.797
<i>p</i> -values: speech or language impairment (SLI)	.015	.146	.214	#	.015	.002	.461	.590	.046	.199	†	.730	.695
<i>p</i> -values: traumatic brain injury (TBI)	.534	.596	.245	.009	.191	.105	.849	.515	.479	.797	.730	†	.986
<i>p</i> -values: visual impairment (VI)	.523	.591	.209	.012	.159	.110	.856	.445	.473	.797	.695	.986	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether other people like them. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-47. Percentages of youth who believe that it is better to be yourself than to be popular, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	95.2	95.7	96.4	96.5	94.7	88.4	92.7	97.4	95.9	95.6	96.7	97.1	98.4
Standard error	0.41	0.86	3.51	0.68	1.45	1.35	1.90	0.86	0.81	0.69	0.73	1.35	0.83
Sample size (number of respondents)	6,560	590	40	880	350	680	400	260	920	1,180	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.605	.733	.080	.738	#	.178	.019	.401	.362	.067	.187	.001
<i>p</i> -values: autism (AUT)	.605	†	.835	.441	.582	#	.135	.145	.852	.933	.380	.363	.021
<i>p</i> -values: deaf-blindness (DB)	.733	.835	†	.980	.656	.039	.349	.776	.884	.815	.937	.859	.579
<i>p</i> -values: emotional disturbance (ED)	.080	.441	.980	†	.276	#	.061	.398	.562	.347	.853	.688	.073
<i>p</i> -values: hearing impairment (HI)	.738	.582	.656	.276	†	.002	.389	.109	.481	.572	.223	.239	.027
<i>p</i> -values: intellectual disability (ID)	#	#	.039	#	.002	†	.045	#	#	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	.178	.135	.349	.061	.389	.045	†	.023	.118	.146	.054	.060	.006
<i>p</i> -values: orthopedic impairment (OI)	.019	.145	.776	.398	.109	#	.023	†	.183	.092	.513	.819	.424
<i>p</i> -values: other health impairment (OHI)	.401	.852	.884	.562	.481	#	.118	.183	†	.772	.470	.452	.029
<i>p</i> -values: specific learning disability (SLD)	.362	.933	.815	.347	.572	#	.146	.092	.772	†	.242	.338	.010
<i>p</i> -values: speech or language impairment (SLI)	.067	.380	.937	.853	.223	#	.054	.513	.470	.242	†	.804	.112
<i>p</i> -values: traumatic brain injury (TBI)	.187	.363	.859	.688	.239	#	.060	.819	.452	.338	.804	†	.397
<i>p</i> -values: visual impairment (VI)	.001	.021	.579	.073	.027	#	.006	.424	.029	.010	.112	.397	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

! = interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; # = rounds to zero; † = not applicable; ‡ = reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked to indicate whether they believe it is better to be yourself than to be popular. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-48. Percentages of youth who do not have very good or excellent general health, by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	29.7	27.5	36.5	34.0*	26.7	40.3*	43.6*	40.2*	29.1	26.5*	19.4*	34.2	32.3
Household income (significantly different subgroup pairs)	1-2	1-2	ns	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	ns
1% to 185% of the poverty level: subgroup 1 (avg)	36.8	33.4	40.4!	38.6	33.6	44.8*	49.0*	55.4*	40.2	33.9*	24.1*	44.5	37.4
Above 185% of the poverty level: subgroup 2 (avg)	20.0	23.7	33.4	26.5*	17.8	28.7*	36.9*	23.4	19.1	15.4*	14.6*	25.5	27.0
1% to 185% of the poverty level: subgroup 1 (se)	1.06	2.39	13.37	2.22	2.99	1.92	2.97	3.95	2.37	1.72	2.21	6.32	5.13
Above 185% of the poverty level: subgroup 2 (se)	0.99	2.15	9.84	2.45	2.97	2.62	3.07	3.66	2.00	1.69	2.00	5.83	4.54
1% to 185% of the poverty level: subgroup 1 (sample size)	5,290	390	50	690	300	840	480	230	570	900	520	130	130
Above 185% of the poverty level: subgroup 2 (sample size)	4,160	610	70	400	220	340	400	210	610	530	500	130	110
Race/ethnicity (significantly different subgroup pairs)	1-2; 1-3; 2-3	1-2; 2-3	2-3	2-3	1-2; 2-3	1-3; 2-3	2-3	1-3; 2-3	1-2; 2-3	1-3; 2-3	2-3	ns	1-2; 2-3
Black: subgroup 1 (avg)	33.5	27.0	‡	37.3	21.1*	43.5*	47.3*	57.8*	29.9	31.8	21.5*	38.8!	20.6*
Hispanic: subgroup 2 (avg)	40.4	38.5	70.5*	41.7	39.4	50.4*	51.7*	56.0*	42.0	38.6	28.2*	41.5	47.4
White, Asian, or other race: subgroup 3 (avg)	24.0	25.0	23.9!	30.3*	21.8	34.8*	40.2*	29.1	25.5	18.5*	15.1*	31.3	28.6
Black: subgroup 1 (se)	1.56	4.30	‡	3.27	5.01	3.11	4.48	6.68	3.17	2.90	3.20	14.29	6.13
Hispanic: subgroup 2 (se)	1.68	4.05	10.07	4.29	4.75	3.52	4.10	5.39	3.91	2.69	3.38	8.10	7.24
White, Asian, or other race: subgroup 3 (se)	0.95	1.85	7.44	2.13	2.70	2.07	3.01	3.38	2.00	1.58	1.99	5.23	4.61
Black: subgroup 1 (sample size)	1,860	130	‡	270	80	300	180	70	240	290	190	50	40
Hispanic: subgroup 2 (sample size)	2,180	170	30	190	150	280	170	140	200	430	260	60	70
White, Asian, or other race: subgroup 3 (sample size)	5,490	710	80	640	290	610	550	250	730	720	570	160	140
Gender (significantly different subgroup pairs)	1-2	ns	ns	ns	ns	1-2	ns	ns	1-2	ns	ns	ns	ns
Female: subgroup 1 (avg)	33.2	30.0	40.4	36.4	26.7	44.8*	44.3*	42.1	35.7	29.5*	19.3*	34.8	32.1
Male: subgroup 2 (avg)	27.9	27.0	33.4	33.2*	26.7	37.1*	43.2*	39.0*	26.3	24.9*	19.5*	33.9	32.4
Female: subgroup 1 (se)	1.27	3.56	11.71	2.98	3.31	2.57	3.62	4.86	3.35	2.22	2.33	6.50	5.19
Male: subgroup 2 (se)	0.96	1.77	9.69	1.86	3.05	1.88	2.83	3.48	1.79	1.60	1.95	5.75	4.87
Female: subgroup 1 (sample size)	3,320	180	50	300	230	510	340	190	350	520	380	110	110
Male: subgroup 2 (sample size)	6,220	830	70	800	280	690	560	270	830	920	640	150	130

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to rate youth's general health as excellent, very good, good, fair, or poor. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-49. Percentages of youth who perform activities of daily living well (with higher activities of daily living index scores), by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	45.6	17.3*	25.0*	44.3	52.7*	24.8*	19.8*	22.9*	43.5	55.5*	51.6*	30.7*	40.8
Household income (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	46.1	14.4*	31.2!	43.6	55.0*	25.7*	20.5*	23.0*	41.7	55.5*	53.8*	29.6*	39.6
Above 185% of the poverty level: subgroup 2 (avg)	45.1	19.2*	21.3*	45.0	49.4	22.0*	19.5*	23.7*	45.2	55.6*	49.4	31.9*	42.0
1% to 185% of the poverty level: subgroup 1 (se)	1.31	1.97	10.74	2.46	3.43	2.06	2.12	4.17	2.54	2.05	2.58	4.29	5.23
Above 185% of the poverty level: subgroup 2 (se)	1.40	1.69	6.01	2.83	4.57	2.92	2.79	4.79	2.35	2.73	3.27	4.60	5.85
1% to 185% of the poverty level: subgroup 1 (sample size)	5,030	370	50	650	280	790	470	220	540	860	490	120	120
Above 185% of the poverty level: subgroup 2 (sample size)	3,910	560	70	380	200	330	390	200	560	510	470	120	110
Race/ethnicity (significantly different subgroup pairs)	1-3; 2-3	ns	†	1-3	ns	ns	ns	ns	1-3; 2-3	1-3; 2-3	ns	ns	ns
Black: subgroup 1 (avg)	50.7	11.4*	‡	56.1	53.4	29.8*	25.5*	26.0*	53.8	59.3*	57.5	39.8	47.1
Hispanic: subgroup 2 (avg)	52.7	17.9*	‡	45.7	56.5	22.3*	23.0*	21.9*	48.1	62.2*	55.4	24.8*	35.5*
White, Asian, or other race: subgroup 3 (avg)	41.0	18.2*	28.8!	38.8	50.7*	23.1*	17.4*	22.8*	39.5	50.6*	48.6*	30.1*	41.5
Black: subgroup 1 (se)	2.03	3.39	‡	3.51	6.79	3.92	4.50	6.11	3.89	3.45	4.22	7.12	9.16
Hispanic: subgroup 2 (se)	2.00	3.47	‡	4.23	5.10	2.93	4.11	4.79	3.87	3.04	3.56	5.85	7.01
White, Asian, or other race: subgroup 3 (se)	1.19	1.48	9.80	2.34	3.57	2.30	2.26	3.93	2.03	2.28	2.79	4.38	5.27
Black: subgroup 1 (sample size)	1,790	130	‡	260	70	290	180	70	240	280	180	40	40
Hispanic: subgroup 2 (sample size)	2,050	150	‡	180	140	260	170	130	190	410	240	50	60
White, Asian, or other race: subgroup 3 (sample size)	5,160	660	80	610	260	580	540	230	690	680	540	150	130
Gender (significantly different subgroup pairs)	1-2	ns	ns	ns	ns	ns	ns	ns	ns	ns	1-2	ns	ns
Female: subgroup 1 (avg)	49.4	14.7*	18.0!*	50.2	54.5	27.3*	16.6*	22.5*	46.3	59.5*	56.6*	36.7*	43.5
Male: subgroup 2 (avg)	43.8	17.8*	30.4	42.4	51.1*	23.0*	21.8*	23.2*	42.3	53.3*	49.1*	27.3*	38.9
Female: subgroup 1 (se)	1.64	3.10	8.87	3.69	3.99	2.56	2.73	5.55	3.24	2.64	2.99	4.58	5.68
Male: subgroup 2 (se)	1.14	1.42	8.96	2.06	3.55	2.20	1.95	3.79	2.10	2.04	2.29	4.03	5.13
Female: subgroup 1 (sample size)	3,130	160	50	290	210	480	330	180	340	500	370	110	100
Male: subgroup 2 (sample size)	5,880	780	70	760	270	650	550	250	770	880	600	140	130

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Performing well on activities of daily living is based on having an index score on a seven-item activities of daily living index that is at or above the average index score for youth with an IEP. Appendix A provides more information on how index is constructed. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-50. Percentages of youth who do not have very good or excellent general health, by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	29.7	27.5	36.5	34.0*	26.7	40.3*	43.6*	40.2*	29.1	26.5*	19.4*	34.2	32.3
Age (significantly different subgroup pairs)	1-3; 2-3	1-3; 2-3	ns	2-3	1-3	ns	ns	ns	ns	ns	1-3; 2-3	ns	ns
Age 14 or younger: subgroup 1 (avg)	30.3	24.7*	44.4!	36.7*	20.3*	35.9	45.9*	37.0	31.2	29.1	18.3*	39.8	33.3
Age 15 to 18: subgroup 2 (avg)	28.5	27.2	27.5	31.9	29.4	42.3*	42.0*	39.6*	27.5	24.8*	19.7*	31.0	29.9
Age 19 or older: subgroup 3 (avg)	38.8	39.0	55.0!	46.0	38.6	40.7	44.6	52.7	36.7	32.7	48.8	37.3	47.0
Age 14 or younger: subgroup 1 (se)	1.49	2.73	15.82	3.12	3.72	3.21	4.07	5.48	2.90	2.50	2.23	9.73	6.78
Age 15 to 18: subgroup 2 (se)	0.96	2.14	7.91	1.91	2.81	2.03	3.12	3.58	1.89	1.57	2.03	5.04	4.44
Age 19 or older: subgroup 3 (se)	2.40	5.07	17.17	7.01	8.30	3.62	4.15	8.83	7.47	6.29	7.88	9.26	10.47
Age 14 or younger: subgroup 1 (sample size)	2,720	300	30	290	150	260	210	130	330	400	470	60	60
Age 15 to 18: subgroup 2 (sample size)	5,830	610	70	740	320	690	500	270	790	950	530	160	150
Age 19 or older: subgroup 3 (sample size)	990	100	20	80	50	250	190	60	60	90	30	40	30
Functional abilities index (significantly different subgroup pairs)	1-2	1-2	†	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	ns
Below the IEP mean: subgroup 1 (avg)	42.1	31.1*	38.7	47.6	33.4*	45.0	49.9*	47.0	44.6	42.1	27.2*	43.8	38.0
At or above the IEP mean: subgroup 2 (avg)	22.3	18.5	‡	27.8*	13.3*	29.6*	24.6	22.1	21.9	21.2	14.5*	23.6	27.4
Below the IEP mean: subgroup 1 (se)	1.25	2.19	7.75	3.02	2.73	2.03	2.48	3.34	2.92	2.99	2.63	5.60	5.76
At or above the IEP mean: subgroup 2 (se)	0.96	2.23	‡	1.88	3.05	2.48	4.05	5.19	1.82	1.42	1.63	5.56	4.61
Below the IEP mean: subgroup 1 (sample size)	4,700	650	110	340	350	810	690	340	390	370	380	140	110
At or above the IEP mean: subgroup 2 (sample size)	4,700	340	‡	760	150	360	200	110	780	1,050	630	120	140

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to rate youth's general health as excellent, very good, good, fair, or poor. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-51. Percentages of youth who perform activities of daily living well (with higher activities of daily living index scores), by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	45.6	17.3*	25.0*	44.3	52.7*	24.8*	19.8*	22.9*	43.5	55.5*	51.6*	30.7*	40.8
Age (significantly different subgroup pairs)	1-2; 1-3; 2-3	1-2	†	1-2; 1-3; 2-3	1-2; 1-3	1-2	2-3	2-3	1-2; 1-3	1-2; 1-3	1-2; 1-3; 2-3	1-2; 1-3	1-2
Age 14 or younger: subgroup 1 (avg)	33.2	12.9*	‡	28.7	41.4	17.4*	17.6*	21.7*	30.2	38.4*	42.0*	16.7*	18.6!*
Age 15 to 18: subgroup 2 (avg)	53.3	20.8*	34.7*	50.4	57.4	29.1*	24.1*	25.6*	50.8	64.4*	62.0*	36.8*	53.9
Age 19 or older: subgroup 3 (avg)	40.4	15.4*	‡	64.7*	67.5*	22.5*	11.2*	13.1!*	60.8*	74.3*	81.0*	37.5	37.9
Age 14 or younger: subgroup 1 (se)	1.70	1.95	‡	3.14	5.38	2.99	3.28	5.39	2.92	2.94	2.68	4.09	6.17
Age 15 to 18: subgroup 2 (se)	1.20	1.79	7.86	2.33	3.27	2.49	2.47	4.27	2.06	1.88	2.53	4.47	4.73
Age 19 or older: subgroup 3 (se)	2.47	4.08	‡	6.10	7.14	3.07	2.59	5.78	7.35	5.64	7.85	9.63	11.30
Age 14 or younger: subgroup 1 (sample size)	2,530	280	‡	260	130	240	210	120	310	380	450	60	60
Age 15 to 18: subgroup 2 (sample size)	5,530	560	60	710	300	650	480	250	750	920	490	150	140
Age 19 or older: subgroup 3 (sample size)	950	90	‡	70	50	230	190	60	50	80	30	40	30
Functional abilities index (significantly different subgroup pairs)	1-2	1-2	1-2	1-2	ns	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2
Below the IEP mean: subgroup 1 (avg)	29.1	9.5*	15.4!*	34.5	50.3*	14.9*	10.0*	13.2*	28.8	42.7*	46.0*	16.3*	26.5
At or above the IEP mean: subgroup 2 (avg)	55.5	33.9*	78.2	48.7*	58.6	46.5*	48.5	49.2	50.5*	59.9*	55.0	46.8	52.6
Below the IEP mean: subgroup 1 (se)	1.35	1.24	4.62	3.17	3.06	1.50	1.59	2.76	2.73	3.14	2.99	3.85	5.21
At or above the IEP mean: subgroup 2 (se)	1.23	2.77	12.55	2.18	5.51	3.55	3.75	5.22	2.19	1.90	2.62	6.66	5.25
Below the IEP mean: subgroup 1 (sample size)	4,470	610	100	320	330	760	670	320	370	360	360	130	100
At or above the IEP mean: subgroup 2 (sample size)	4,420	310	10	720	140	340	190	100	730	1,000	600	110	130

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Performing well on activities of daily living is based on having an index score on a seven-item activities of daily living index that is at or above the average index score for youth with an IEP. Appendix A provides more information on how index is constructed. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-52. Percentages of youth who do not have very good or excellent general health, by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	29.7	27.5	36.5	34.0*	26.7	40.3*	43.6*	40.2*	29.1	26.5*	19.4*	34.2	32.3
School academic proficiency (significantly different subgroup pairs)	1-2	ns	1-2	ns	ns	ns	ns	1-2	ns	1-2	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	34.9	31.1	10.4!*	32.7	30.7	41.8*	45.2	50.3*	35.7	32.7	24.0*	41.3	31.9
Top three quarters in state: subgroup 2 (avg)	27.4	25.8	45.3	33.8*	24.9	38.9*	43.8*	36.8*	28.0	24.1*	18.6*	31.9	32.5
Bottom quarter in state: subgroup 1 (se)	1.56	3.38	4.87	2.52	5.00	2.81	5.54	5.15	3.42	2.82	3.32	7.96	6.87
Top three quarters in state: subgroup 2 (se)	0.95	2.01	10.80	2.29	2.60	1.96	2.77	3.56	1.95	1.51	1.74	5.93	4.40
Bottom quarter in state: subgroup 1 (sample size)	2,420	210	40	320	140	370	210	100	280	380	210	50	70
Top three quarters in state: subgroup 2 (sample size)	6,380	700	50	650	340	740	560	330	830	1,010	790	180	160
School locale (significantly different subgroup pairs)	1-2; 1-3; 2-3	1-2; 1-3	ns	ns	ns	1-2; 1-3	1-3	1-3	1-2	1-2; 2-3	1-2	2-3	ns
City: subgroup 1 (avg)	35.3	35.2	48.9	37.6	26.5*	46.4*	51.3*	48.5*	36.3	32.1*	25.9*	36.5	37.1
Suburb: subgroup 2 (avg)	24.8	23.3	39.0	32.2*	23.1	36.2*	42.4*	39.6*	24.9	20.8*	17.8*	21.5!	25.8
Town or rural: subgroup 3 (avg)	30.0	25.3	‡	34.1	29.8	38.2*	39.6*	31.4	30.7	27.4*	19.0*	48.4*	32.3
City: subgroup 1 (se)	1.49	3.15	12.36	3.36	3.01	2.66	3.81	4.51	3.10	2.33	3.22	9.36	6.64
Suburb: subgroup 2 (se)	1.28	2.45	11.21	2.74	4.61	2.84	3.84	5.73	2.65	2.08	1.98	6.56	5.91
Town or rural: subgroup 3 (se)	1.40	2.94	‡	2.90	4.38	2.73	4.24	4.98	2.73	2.32	3.06	7.17	6.45
City: subgroup 1 (sample size)	2,910	300	60	310	210	380	250	150	330	450	260	80	90
Suburb: subgroup 2 (sample size)	3,080	330	30	320	140	340	300	160	390	470	430	90	70
Town or rural: subgroup 3 (sample size)	3,120	310	‡	390	150	430	290	130	420	480	320	80	80
School share of youth with an IEP (significantly different subgroup pairs)	1-2	ns	ns	ns	ns	ns	ns	ns	1-2	ns	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	28.4	25.7	31.5	33.7*	23.7	39.9*	42.4*	42.4*	26.5	26.5*	18.5*	35.7	34.0
Highest quarter in U.S.: subgroup 2 (avg)	31.8	30.5	32.3!	34.4	32.4	40.7*	44.2*	30.3	36.9	26.4*	22.3*	31.5	28.5
Bottom three quarters in U.S.: subgroup 1 (se)	1.03	1.94	9.15	2.08	2.78	2.04	3.39	3.39	1.88	1.67	1.90	7.05	4.51
Highest quarter in U.S.: subgroup 2 (se)	1.39	3.28	13.46	2.83	3.71	2.63	3.54	6.08	3.33	2.14	2.42	6.99	6.05
Bottom three quarters in U.S.: subgroup 1 (sample size)	6,040	660	50	640	340	740	420	340	810	980	690	160	160
Highest quarter in U.S.: subgroup 2 (sample size)	2,940	270	50	360	160	400	390	100	320	420	310	80	70

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to rate youth's general health as excellent, very good, good, fair, or poor. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table C-53. Percentages of youth who perform activities of daily living well (with higher activities of daily living index scores), by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	45.6	17.3*	25.0*	44.3	52.7*	24.8*	19.8*	22.9*	43.5	55.5*	51.6*	30.7*	40.8
School academic proficiency (significantly different subgroup pairs)	ns	ns	1-2	1-2	ns	ns	ns	ns	1-2	ns	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	47.0	17.7*	62.5	52.7	50.4	27.0*	22.6*	23.6*	51.8	53.2*	57.7*	42.9	53.0
Top three quarters in state: subgroup 2 (avg)	45.7	18.7*	10.7!*	41.7	53.3*	23.6*	21.1*	23.7*	40.5*	56.1*	51.5*	27.4*	36.6
Bottom quarter in state: subgroup 1 (se)	1.77	3.00	8.55	3.31	6.24	3.14	4.76	6.88	3.27	3.01	4.47	8.10	7.51
Top three quarters in state: subgroup 2 (se)	1.21	1.52	4.10	2.31	3.15	2.17	2.52	4.33	1.99	2.03	2.37	3.86	4.68
Bottom quarter in state: subgroup 1 (sample size)	2,300	200	40	310	130	360	210	100	260	360	200	50	60
Top three quarters in state: subgroup 2 (sample size)	6,020	650	40	620	310	700	550	310	780	960	750	170	140
School locale (significantly different subgroup pairs)	ns	ns	2-3	ns	ns	ns	ns	ns	ns	ns	ns	1-3	ns
City: subgroup 1 (avg)	48.6	19.0*	‡	47.4	52.3	26.1*	17.5*	16.4*	46.4	59.5*	53.7	37.9*	46.1
Suburb: subgroup 2 (avg)	45.3	16.8*	20.8*	46.2	52.7	24.0*	21.4*	27.2!*	43.3	54.1*	55.4*	34.0	33.6
Town or rural: subgroup 3 (avg)	44.4	18.6*	51.2	41.1	51.5	23.7*	21.8*	26.6*	41.8	53.6*	47.6	18.7*	40.5
City: subgroup 1 (se)	1.80	2.78	‡	2.81	4.13	3.13	4.89	3.41	3.27	2.60	3.45	4.85	6.03
Suburb: subgroup 2 (se)	1.61	2.33	5.57	3.96	5.47	2.66	2.49	8.22	3.07	2.89	3.04	6.52	6.95
Town or rural: subgroup 3 (se)	1.76	2.25	9.27	3.11	4.69	2.88	3.53	5.26	2.87	3.00	3.50	4.47	6.63
City: subgroup 1 (sample size)	2,760	280	‡	290	200	360	240	150	320	430	240	70	90
Suburb: subgroup 2 (sample size)	2,890	310	30	300	120	320	290	140	360	450	410	80	60
Town or rural: subgroup 3 (sample size)	2,950	300	20	370	140	400	290	120	390	450	300	70	70
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	47.5	19.2*	29.6*	46.7	54.3	23.7*	20.0*	23.9*	44.5	57.1*	55.0*	28.8*	40.0
Highest quarter in U.S.: subgroup 2 (avg)	43.4	17.0*	25.8!	43.1	49.0	26.4*	22.5*	22.9*	40.9	52.3*	47.6	33.8	42.8
Bottom three quarters in U.S.: subgroup 1 (se)	1.17	1.64	7.64	2.35	3.64	1.91	2.89	3.75	2.14	1.97	2.58	3.96	4.67
Highest quarter in U.S.: subgroup 2 (se)	1.86	2.78	11.83	3.30	4.11	2.84	2.81	5.52	3.24	3.23	3.81	5.87	7.19
Bottom three quarters in U.S.: subgroup 1 (sample size)	5,680	610	40	610	310	700	410	310	750	930	650	150	150
Highest quarter in U.S.: subgroup 2 (sample size)	2,800	260	50	350	150	370	380	90	310	400	300	70	60

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Performing well on activities of daily living is based on having an index score on a seven-item activities of daily living index that is at or above the average index score for youth with an IEP. Appendix A provides more information on how index is constructed. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.