

Appendix E. Detailed tables for chapter 5 of volume 2:
Comparisons across disability groups

Table E-1. Percentages of youth who received more time to take tests in the past year, 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	71.5	70.2	52.6	65.4	63.4	62.6	58.1	68.9	82.0	75.1	46.3	68.7	76.5
Standard error	0.87	1.75	6.48	1.68	2.67	1.85	2.66	3.01	1.25	1.39	2.63	4.28	3.14
Sample size (number of respondents)	9,000	970	120	1,070	490	1,120	860	440	1,140	1,360	910	240	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	.447	.004	#	.003	#	#	.379	#	#	#	.506	.114
<i>p</i> -values: autism (AUT)	.447	†	.009	.051	.033	.001	#	.708	#	.021	#	.735	.065
<i>p</i> -values: deaf-blindness (DB)	.004	.009	†	.056	.114	.135	.431	.016	#	.001	.350	.045	.001
<i>p</i> -values: emotional disturbance (ED)	#	.051	.056	†	.527	.229	.022	.300	#	#	#	.472	.002
<i>p</i> -values: hearing impairment (HI)	.003	.033	.114	.527	†	.798	.170	.160	#	#	#	.300	.001
<i>p</i> -values: intellectual disability (ID)	#	.001	.135	.229	.798	†	.172	.058	#	#	#	.198	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.431	.022	.170	.172	†	.008	#	#	.001	.035	#
<i>p</i> -values: orthopedic impairment (OI)	.379	.708	.016	.300	.160	.058	.008	†	#	.057	#	.969	.095
<i>p</i> -values: other health impairment (OHI)	#	#	#	#	#	#	#	#	†	#	#	.002	.101
<i>p</i> -values: specific learning disability (SLD)	#	.021	.001	#	#	#	#	.057	#	†	#	.153	.685
<i>p</i> -values: speech or language impairment (SLI)	#	#	.350	#	#	#	.001	#	#	#	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.506	.735	.045	.472	.300	.198	.035	.969	.002	.153	#	†	.117
<i>p</i> -values: visual impairment (VI)	.114	.065	.001	.002	.001	#	#	.095	.101	.685	#	.117	†

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 whether in the past 12 months youth received more time to take tests. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-2. Percentages of youth who received more time to complete assignments in the past year, 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	65.5	67.5	47.4	66.6	54.2	66.4	60.0	59.0	75.7	65.0	42.1	66.0	63.2
Standard error	0.92	1.68	7.19	1.73	2.73	1.75	2.30	2.80	1.50	1.53	2.36	4.12	3.85
Sample size (number of respondents)	9,020	970	120	1,070	490	1,130	850	440	1,150	1,350	920	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	.249	.013	.514	#	.610	.019	.024	#	.569	#	.900	.541
<i>p</i> -values: autism (AUT)	.249	†	.008	.716	#	.623	.008	.012	#	.258	#	.740	.296
<i>p</i> -values: deaf-blindness (DB)	.013	.008	†	.009	.370	.010	.100	.119	#	.019	.478	.029	.042
<i>p</i> -values: emotional disturbance (ED)	.514	.716	.009	†	#	.930	.021	.022	#	.469	#	.895	.402
<i>p</i> -values: hearing impairment (HI)	#	#	.370	#	†	#	.100	.233	#	#	.001	.018	.058
<i>p</i> -values: intellectual disability (ID)	.610	.623	.010	.930	#	†	.020	.018	#	.551	#	.933	.443
<i>p</i> -values: multiple disabilities (MD)	.019	.008	.100	.021	.100	.020	†	.782	#	.060	#	.203	.474
<i>p</i> -values: orthopedic impairment (OI)	.024	.012	.119	.022	.233	.018	.782	†	#	.054	#	.153	.362
<i>p</i> -values: other health impairment (OHI)	#	#	#	#	#	#	#	#	†	#	#	.026	.003
<i>p</i> -values: specific learning disability (SLD)	.569	.258	.019	.469	#	.551	.060	.054	#	†	#	.815	.643
<i>p</i> -values: speech or language impairment (SLI)	#	#	.478	#	.001	#	#	#	#	#	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.900	.740	.029	.895	.018	.933	.203	.153	.026	.815	#	†	.591
<i>p</i> -values: visual impairment (VI)	.541	.296	.042	.402	.058	.443	.474	.362	.003	.643	#	.591	†

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 whether in the past 12 months youth received more time to complete assignments. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-3. Percentages of youth who received a computer or calculator when others did not in the past year, 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	30.9	34.9	37.5	31.1	24.2	44.6	37.9	41.6	31.6	28.2	14.2	33.9	41.5
Standard error	0.93	1.70	6.12	1.70	2.67	1.81	2.04	2.90	1.72	1.57	1.35	3.62	4.05
Sample size (number of respondents)	8,940	960	120	1,050	490	1,120	860	430	1,130	1,340	900	250	230
<i>p</i> -values: youth with an IEP overall (IEP)	†	.027	.287	.924	.013	#	.001	#	.682	.002	#	.417	.011
<i>p</i> -values: autism (AUT)	.027	†	.675	.095	.001	#	.269	.043	.168	.004	#	.796	.150
<i>p</i> -values: deaf-blindness (DB)	.287	.675	†	.306	.053	.269	.960	.537	.358	.140	#	.629	.600
<i>p</i> -values: emotional disturbance (ED)	.924	.095	.306	†	.025	#	.009	.001	.827	.179	#	.484	.018
<i>p</i> -values: hearing impairment (HI)	.013	.001	.053	.025	†	#	#	#	.017	.180	.001	.029	#
<i>p</i> -values: intellectual disability (ID)	#	#	.269	#	#	†	.013	.368	#	#	#	.007	.476
<i>p</i> -values: multiple disabilities (MD)	.001	.269	.960	.009	#	.013	†	.296	.023	#	#	.331	.409
<i>p</i> -values: orthopedic impairment (OI)	#	.043	.537	.001	#	.368	.296	†	.004	#	#	.080	.975
<i>p</i> -values: other health impairment (OHI)	.682	.168	.358	.827	.017	#	.023	.004	†	.138	#	.566	.021
<i>p</i> -values: specific learning disability (SLD)	.002	.004	.140	.179	.180	#	#	#	.138	†	#	.140	.003
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	#	.001	#	#	#	#	#	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.417	.796	.629	.484	.029	.007	.331	.080	.566	.140	#	†	.167
<i>p</i> -values: visual impairment (VI)	.011	.150	.600	.018	#	.476	.409	.975	.021	.003	#	.167	†

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 whether in the past 12 months youth received a computer or calculator when others did not. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-4. Percentages of youth who received books in an alternate format in the past year, 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	12.8	14.9	27.9	10.3	9.1	23.4	24.5	22.1	9.7	10.5	6.9	17.9	74.5
Standard error	0.61	1.34	7.56	1.17	1.64	1.40	1.71	2.49	1.03	1.06	1.15	2.57	3.51
Sample size (number of respondents)	9,100	970	120	1,070	500	1,140	870	440	1,150	1,370	920	250	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.129	.048	.028	.029	#	#	#	.003	#	#	.052	#
<i>p</i> -values: autism (AUT)	.129	†	.091	.009	.006	#	#	.011	.002	.008	#	.306	#
<i>p</i> -values: deaf-blindness (DB)	.048	.091	†	.024	.016	.563	.658	.467	.017	.023	.006	.202	#
<i>p</i> -values: emotional disturbance (ED)	.028	.009	.024	†	.562	#	#	#	.706	.908	.034	.007	#
<i>p</i> -values: hearing impairment (HI)	.029	.006	.016	.562	†	#	#	#	.749	.461	.260	.004	#
<i>p</i> -values: intellectual disability (ID)	#	#	.563	#	#	†	.613	.640	#	#	#	.069	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.658	#	#	.613	†	.423	#	#	#	.035	#
<i>p</i> -values: orthopedic impairment (OI)	#	.011	.467	#	#	.640	.423	†	#	#	#	.244	#
<i>p</i> -values: other health impairment (OHI)	.003	.002	.017	.706	.749	#	#	#	†	.612	.062	.004	#
<i>p</i> -values: specific learning disability (SLD)	#	.008	.023	.908	.461	#	#	#	.612	†	.027	.006	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	.006	.034	.260	#	#	#	.062	.027	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.052	.306	.202	.007	.004	.069	.035	.244	.004	.006	#	†	#
<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 to indicate whether in the past 12 months youth received books on tape, CD, in Braille, large print, or in another alternative format. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-5. Percentages of youth who received assistance from a reader or interpreter in the past year, 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	11.9	12.1	50.3	6.0	31.1	17.7	18.7	14.4	9.0	12.2	4.9	10.8	13.9
Standard error	0.60	1.04	6.24	0.74	2.75	1.30	1.60	2.06	0.99	1.04	0.79	2.38	2.50
Sample size (number of respondents)	9,230	990	120	1,090	510	1,160	890	450	1,160	1,390	930	260	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	.866	#	#	#	#	#	.213	.003	.597	#	.663	.437
<i>p</i> -values: autism (AUT)	.866	†	#	#	#	#	#	.303	.031	.930	#	.633	.498
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	.006	#	#	#	#	#	#	#	#
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	#	#	#	#	.009	#	.312	.050	.003
<i>p</i> -values: hearing impairment (HI)	#	#	.006	#	†	#	#	#	#	#	#	#	#
<i>p</i> -values: intellectual disability (ID)	#	#	#	#	#	†	.639	.168	#	.001	#	.014	.172
<i>p</i> -values: multiple disabilities (MD)	#	#	#	#	#	.639	†	.090	#	#	#	.005	.104
<i>p</i> -values: orthopedic impairment (OI)	.213	.303	#	#	#	.168	.090	†	.017	.303	#	.258	.853
<i>p</i> -values: other health impairment (OHI)	.003	.031	#	.009	#	#	#	.017	†	.021	.001	.458	.071
<i>p</i> -values: specific learning disability (SLD)	.597	.930	#	#	#	.001	#	.303	.021	†	#	.591	.529
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	.312	#	#	#	#	.001	#	†	.016	.001
<i>p</i> -values: traumatic brain injury (TBI)	.663	.633	#	.050	#	.014	.005	.258	.458	.591	.016	†	.376
<i>p</i> -values: visual impairment (VI)	.437	.498	#	.003	#	.172	.104	.853	.071	.529	.001	.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: Parent survey respondents were asked to indicate whether in the past 12 months youth received assistance from a reader or interpreter. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-6. Percentages of youth who received modified or alternate tests or assessments, 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	52.0	62.6	50.7	45.7	45.6	67.2	62.6	50.0	54.7	49.3	29.3	53.2	60.6
Standard error	1.12	1.85	6.78	1.73	2.77	1.64	2.36	2.99	1.83	1.80	2.20	6.18	3.83
Sample size (number of respondents)	8,840	970	110	1,030	480	1,110	850	440	1,120	1,320	890	240	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.850	#	.031	#	#	.506	.115	.004	#	.856	.028
<i>p</i> -values: autism (AUT)	#	†	.089	#	#	.064	.998	#	.001	#	#	.130	.630
<i>p</i> -values: deaf-blindness (DB)	.850	.089	†	.479	.481	.017	.097	.921	.577	.845	.003	.801	.209
<i>p</i> -values: emotional disturbance (ED)	#	#	.479	†	.967	#	#	.211	#	.108	#	.242	#
<i>p</i> -values: hearing impairment (HI)	.031	#	.481	.967	†	#	#	.280	.008	.262	#	.278	.002
<i>p</i> -values: intellectual disability (ID)	#	.064	.017	#	#	†	.112	#	#	#	#	.029	.105
<i>p</i> -values: multiple disabilities (MD)	#	.998	.097	#	#	.112	†	.001	.008	#	#	.150	.664
<i>p</i> -values: orthopedic impairment (OI)	.506	#	.921	.211	.280	#	.001	†	.177	.848	#	.642	.019
<i>p</i> -values: other health impairment (OHI)	.115	.001	.577	#	.008	#	.008	.177	†	.022	#	.813	.156
<i>p</i> -values: specific learning disability (SLD)	.004	#	.845	.108	.262	#	#	.848	.022	†	#	.546	.006
<i>p</i> -values: speech or language impairment (SLI)	#	#	.003	#	#	#	#	#	#	#	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.856	.130	.801	.242	.278	.029	.150	.642	.813	.546	#	†	.309
<i>p</i> -values: visual impairment (VI)	.028	.630	.209	#	.002	.105	.664	.019	.156	.006	#	.309	†

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 whether in the past 12 months youth received modified or alternate tests or assessments. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-7. Percentages of youth who received shorter or different assignments, 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	40.5	54.1	33.4	38.6	26.8	63.4	55.3	41.0	39.9	35.7	22.9	42.6	33.6
Standard error	0.99	1.91	7.09	1.67	2.01	1.71	2.29	2.96	1.70	1.60	2.02	5.13	3.58
Sample size (number of respondents)	8,860	960	120	1,040	480	1,100	850	430	1,120	1,320	910	240	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.321	.272	#	#	#	.873	.688	#	#	.686	.056
<i>p</i> -values: autism (AUT)	#	†	.005	#	#	#	.675	#	#	#	#	.030	#
<i>p</i> -values: deaf-blindness (DB)	.321	.005	†	.480	.367	#	.003	.311	.375	.753	.151	.311	.976
<i>p</i> -values: emotional disturbance (ED)	.272	#	.480	†	#	#	#	.450	.559	.221	#	.444	.193
<i>p</i> -values: hearing impairment (HI)	#	#	.367	#	†	#	#	#	#	#	.162	.004	.100
<i>p</i> -values: intellectual disability (ID)	#	#	#	#	#	†	.004	#	#	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	#	.675	.003	#	#	.004	†	#	#	#	#	.019	#
<i>p</i> -values: orthopedic impairment (OI)	.873	#	.311	.450	#	#	#	†	.742	.111	#	.782	.112
<i>p</i> -values: other health impairment (OHI)	.688	#	.375	.559	#	#	#	.742	†	.052	#	.613	.102
<i>p</i> -values: specific learning disability (SLD)	#	#	.753	.221	#	#	#	.111	.052	†	#	.204	.591
<i>p</i> -values: speech or language impairment (SLI)	#	#	.151	#	.162	#	#	#	#	#	†	#	.011
<i>p</i> -values: traumatic brain injury (TBI)	.686	.030	.311	.444	.004	#	.019	.782	.613	.204	#	†	.150
<i>p</i> -values: visual impairment (VI)	.056	#	.976	.193	.100	#	#	.112	.102	.591	.011	.150	†

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 whether in the past 12 months youth received shorter or different assignments. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-8. Percentages of youth who received tutoring services at school, 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	24.4	19.2	25.7	21.0	27.1	24.4	19.7	19.6	27.9	25.5	18.4	23.9	20.5
Standard error	0.92	1.50	6.82	1.46	2.57	1.51	1.69	2.25	1.61	1.53	1.42	3.44	2.98
Sample size (number of respondents)	9,210	990	120	1,090	500	1,160	890	450	1,160	1,380	930	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	.001	.842	.019	.298	.989	.009	.036	.016	.154	#	.900	.206
<i>p</i> -values: autism (AUT)	.001	†	.359	.370	.008	.016	.833	.889	#	.002	.698	.214	.704
<i>p</i> -values: deaf-blindness (DB)	.842	.359	†	.500	.859	.842	.389	.389	.755	.976	.290	.812	.476
<i>p</i> -values: emotional disturbance (ED)	.019	.370	.500	†	.034	.104	.519	.570	#	.021	.167	.431	.874
<i>p</i> -values: hearing impairment (HI)	.298	.008	.859	.034	†	.363	.016	.021	.766	.591	.003	.459	.101
<i>p</i> -values: intellectual disability (ID)	.989	.016	.842	.104	.363	†	.034	.053	.096	.575	.004	.911	.241
<i>p</i> -values: multiple disabilities (MD)	.009	.833	.389	.519	.016	.034	†	.970	#	.008	.520	.276	.815
<i>p</i> -values: orthopedic impairment (OI)	.036	.889	.389	.570	.021	.053	.970	†	.002	.022	.643	.275	.805
<i>p</i> -values: other health impairment (OHI)	.016	#	.755	#	.766	.096	#	.002	†	.250	#	.285	.026
<i>p</i> -values: specific learning disability (SLD)	.154	.002	.976	.021	.591	.575	.008	.022	.250	†	#	.656	.122
<i>p</i> -values: speech or language impairment (SLI)	#	.698	.290	.167	.003	.004	.520	.643	#	#	†	.145	.521
<i>p</i> -values: traumatic brain injury (TBI)	.900	.214	.812	.431	.459	.911	.276	.275	.285	.656	.145	†	.449
<i>p</i> -values: visual impairment (VI)	.206	.704	.476	.874	.101	.241	.815	.805	.026	.122	.521	.449	†

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 received tutoring services at school in the past 12 months. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-9. Percentages of youth who received assistance from an aide, 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	61.1	73.6	70.9	58.6	54.8	73.1	76.6	65.8	66.4	56.4	36.8	66.0	54.6
Standard error	1.06	1.70	7.44	1.68	2.78	1.63	1.74	3.51	1.73	1.67	2.64	4.49	3.80
Sample size (number of respondents)	9,160	990	120	1,070	500	1,160	890	440	1,150	1,370	920	260	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.191	.150	.032	#	#	.192	.001	#	#	.276	.099
<i>p</i> -values: autism (AUT)	#	†	.716	#	#	.820	.215	.046	.004	#	#	.114	#
<i>p</i> -values: deaf-blindness (DB)	.191	.716	†	.108	.044	.777	.447	.539	.561	.057	#	.569	.043
<i>p</i> -values: emotional disturbance (ED)	.150	#	.108	†	.262	#	#	.065	.001	.312	#	.115	.339
<i>p</i> -values: hearing impairment (HI)	.032	#	.044	.262	†	#	#	.014	#	.626	#	.038	.953
<i>p</i> -values: intellectual disability (ID)	#	.820	.777	#	#	†	.132	.061	.003	#	#	.131	#
<i>p</i> -values: multiple disabilities (MD)	#	.215	.447	#	#	.132	†	.006	#	#	#	.024	#
<i>p</i> -values: orthopedic impairment (OI)	.192	.046	.539	.065	.014	.061	.006	†	.875	.015	#	.969	.028
<i>p</i> -values: other health impairment (OHI)	.001	.004	.561	.001	#	.003	#	.875	†	#	#	.932	.005
<i>p</i> -values: specific learning disability (SLD)	#	#	.057	.312	.626	#	#	.015	#	†	#	.041	.658
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	#	#	#	#	#	#	#	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.276	.114	.569	.115	.038	.131	.024	.969	.932	.041	#	†	.051
<i>p</i> -values: visual impairment (VI)	.099	#	.043	.339	.953	#	#	.028	.005	.658	#	.051	†

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 received assistance from a teacher’s aide, instructional assistant, or other personal aide or assistant in the past 12 months. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-10. Percentages of youth who received any therapeutic services in the past year, 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	44.6	69.6	86.6	58.1	73.9	65.2	80.5	73.2	42.7	30.3	51.1	58.7	70.0
Standard error	1.00	1.91	6.28	1.84	3.02	1.79	1.83	3.59	1.76	1.57	2.52	4.55	3.66
Sample size (number of respondents)	9,030	970	120	1,070	490	1,120	860	430	1,150	1,360	910	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	#	#	#	#	#	.213	#	.009	.003	#
<i>p</i> -values: autism (AUT)	#	†	.010	#	.202	.087	#	.361	#	#	#	.027	.940
<i>p</i> -values: deaf-blindness (DB)	#	.010	†	#	.071	.001	.354	.064	#	#	#	.001	.019
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	#	.006	#	#	#	#	.024	.908	.003
<i>p</i> -values: hearing impairment (HI)	#	.202	.071	#	†	.013	.070	.871	#	#	#	.006	.401
<i>p</i> -values: intellectual disability (ID)	#	.087	.001	.006	.013	†	#	.044	#	#	#	.178	.239
<i>p</i> -values: multiple disabilities (MD)	#	#	.354	#	.070	#	†	.065	#	#	#	#	.010
<i>p</i> -values: orthopedic impairment (OI)	#	.361	.064	#	.871	.044	.065	†	#	#	#	.015	.531
<i>p</i> -values: other health impairment (OHI)	.213	#	#	#	#	#	#	#	†	#	.003	.001	#
<i>p</i> -values: specific learning disability (SLD)	#	#	#	#	#	#	#	#	#	†	#	#	#
<i>p</i> -values: speech or language impairment (SLI)	.009	#	#	.024	#	#	#	#	.003	#	†	.160	#
<i>p</i> -values: traumatic brain injury (TBI)	.003	.027	.001	.908	.006	.178	#	.015	.001	#	.160	†	.048
<i>p</i> -values: visual impairment (VI)	#	.940	.019	.003	.401	.239	.010	.531	#	#	#	.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: Parent survey respondents were asked whether youth received the following special education services in the past 12 months: psychological or mental health counseling or services; speech and language therapy, or communication services; physical or occupational therapy; nursing care; orientation and mobility services; audiology services for hearing problems; and vision services, such as Braille instruction. The percentages in the table are for receiving at least one of the services. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-11. Percentages of youth who received psychological or mental health services in the past year, 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	26.4	34.8	18.9!	53.8	19.2	31.3	30.9	20.6	32.2	18.3	13.2	35.4	17.1
Standard error	0.82	1.89	5.94	1.98	2.02	1.59	2.05	2.27	1.57	1.21	1.36	3.68	2.79
Sample size (number of respondents)	9,250	1,000	120	1,090	510	1,170	890	450	1,160	1,390	930	260	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.208	#	.001	.002	.024	.017	#	#	#	.017	.001
<i>p</i> -values: autism (AUT)	#	†	.012	#	#	.129	.159	#	.246	#	#	.878	#
<i>p</i> -values: deaf-blindness (DB)	.208	.012	†	#	.969	.037	.053	.792	.029	.913	.342	.012	.789
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	#	#	#	#	#	#	#	#	#
<i>p</i> -values: hearing impairment (HI)	.001	#	.969	#	†	#	#	.647	#	.701	.011	#	.564
<i>p</i> -values: intellectual disability (ID)	.002	.129	.037	#	#	†	.871	#	.661	#	#	.308	#
<i>p</i> -values: multiple disabilities (MD)	.024	.159	.053	#	#	.871	†	.001	.590	#	#	.290	#
<i>p</i> -values: orthopedic impairment (OI)	.017	#	.792	#	.647	#	.001	†	#	.368	.005	.001	.320
<i>p</i> -values: other health impairment (OHI)	#	.246	.029	#	#	.661	.590	#	†	#	#	.434	#
<i>p</i> -values: specific learning disability (SLD)	#	#	.913	#	.701	#	#	.368	#	†	.004	#	.703
<i>p</i> -values: speech or language impairment (SLI)	#	#	.342	#	.011	#	#	.005	#	.004	†	#	.191
<i>p</i> -values: traumatic brain injury (TBI)	.017	.878	.012	#	#	.308	.290	.001	.434	#	#	†	#
<i>p</i> -values: visual impairment (VI)	.001	#	.789	#	.564	#	#	.320	#	.703	.191	#	†

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 whether in the past 12 months youth received psychological or mental health counseling or services. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-12. Percentages of youth who received speech and language therapy in the past year, 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	23.4	56.3	73.8	11.6	45.0	48.9	61.7	29.8	12.9	14.0	46.2	34.4	11.8
Standard error	0.77	1.99	8.15	1.09	3.02	1.80	2.33	3.55	1.28	1.17	2.41	3.32	2.46
Sample size (number of respondents)	9,260	990	120	1,090	510	1,170	890	440	1,170	1,390	930	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	#	#	#	#	.072	#	#	#	.001	#
<i>p</i> -values: autism (AUT)	#	†	.035	#	.001	.004	.072	#	#	#	.001	#	#
<i>p</i> -values: deaf-blindness (DB)	#	.035	†	#	.001	.004	.136	#	#	#	.001	#	#
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	#	#	#	#	.451	.150	#	#	.940
<i>p</i> -values: hearing impairment (HI)	#	.001	.001	#	†	.263	#	.001	#	#	.740	.016	#
<i>p</i> -values: intellectual disability (ID)	#	.004	.004	#	.263	†	#	#	#	#	.388	#	#
<i>p</i> -values: multiple disabilities (MD)	#	.072	.136	#	#	#	†	#	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	.072	#	#	#	.001	#	#	†	#	#	#	.350	#
<i>p</i> -values: other health impairment (OHI)	#	#	#	.451	#	#	#	#	†	.493	#	#	.707
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.150	#	#	#	#	.493	†	#	#	.414
<i>p</i> -values: speech or language impairment (SLI)	#	.001	.001	#	.740	.388	#	#	#	#	†	.003	#
<i>p</i> -values: traumatic brain injury (TBI)	.001	#	#	#	.016	#	#	.350	#	#	.003	†	#
<i>p</i> -values: visual impairment (VI)	#	#	#	.940	#	#	#	#	.707	.414	#	#	†

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 in the past 12 months youth received speech and language therapy. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-13. Percentages of youth who received special transportation assistance in the past year, 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	12.7	35.2	44.7	17.7	17.2	35.5	50.5	45.7	7.3	2.6	3.5	20.5	27.8
Standard error	0.61	1.70	6.71	1.53	2.13	1.80	2.52	4.53	0.85	0.50	0.86	2.71	3.46
Sample size (number of respondents)	9,310	1,000	120	1,090	510	1,190	890	450	1,170	1,400	930	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	#	.031	#	#	#	#	#	#	.005	#
<i>p</i> -values: autism (AUT)	#	†	.160	#	#	.885	#	.025	#	#	#	#	.059
<i>p</i> -values: deaf-blindness (DB)	#	.160	†	#	#	.187	.427	.894	#	#	#	.001	.027
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	.837	#	#	#	#	#	#	.379	.007
<i>p</i> -values: hearing impairment (HI)	.031	#	#	.837	†	#	#	#	#	#	#	.363	.007
<i>p</i> -values: intellectual disability (ID)	#	.885	.187	#	#	†	#	.028	#	#	#	#	.051
<i>p</i> -values: multiple disabilities (MD)	#	#	.427	#	#	#	†	.354	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	.025	.894	#	#	.028	.354	†	#	#	#	#	.003
<i>p</i> -values: other health impairment (OHI)	#	#	#	#	#	#	#	#	†	#	.001	#	#
<i>p</i> -values: specific learning disability (SLD)	#	#	#	#	#	#	#	#	#	†	.300	#	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	#	#	#	#	#	.001	.300	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.005	#	.001	.379	.363	#	#	#	#	#	#	†	.091
<i>p</i> -values: visual impairment (VI)	#	.059	.027	.007	.007	.051	#	.003	#	#	#	.091	†

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 in the past 12 months youth received special transportation because of a disability. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-14. Percentages of youth who received physical or occupational therapy in the past year, 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	9.5	27.8	30.6	4.5	9.0	25.0	49.2	53.0	5.5	2.8	3.2	26.5	14.8
Standard error	0.43	1.84	7.71	0.67	1.76	1.48	2.75	4.59	0.76	0.51	0.77	3.61	2.67
Sample size (number of respondents)	9,260	1,000	120	1,090	510	1,170	890	450	1,170	1,390	930	260	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.006	#	.777	#	#	#	#	#	#	#	.052
<i>p</i> -values: autism (AUT)	#	†	.717	#	#	.237	#	#	#	#	#	.762	#
<i>p</i> -values: deaf-blindness (DB)	.006	.717	†	.001	.005	.485	.021	.013	.001	#	#	.632	.043
<i>p</i> -values: emotional disturbance (ED)	#	#	.001	†	.019	#	#	#	.330	.048	.199	#	#
<i>p</i> -values: hearing impairment (HI)	.777	#	.005	.019	†	#	#	#	.073	.001	.003	#	.048
<i>p</i> -values: intellectual disability (ID)	#	.237	.485	#	#	†	#	#	#	#	#	.716	.001
<i>p</i> -values: multiple disabilities (MD)	#	#	.021	#	#	#	†	.479	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	#	.013	#	#	#	.479	†	#	#	#	#	#
<i>p</i> -values: other health impairment (OHI)	#	#	.001	.330	.073	#	#	#	†	.001	.030	#	.001
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.048	.001	#	#	#	.001	†	.596	#	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	#	.199	.003	#	#	#	.030	.596	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	#	.762	.632	#	#	.716	#	#	#	#	#	†	.009
<i>p</i> -values: visual impairment (VI)	.052	#	.043	#	.048	.001	#	#	.001	#	#	.009	†

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 in the past 12 months youth received physical or occupational therapy. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-15. Percentages of youth who received orientation and mobility services in the past year, 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	4.1	5.8	27.2	2.5	5.7	11.2	19.1	24.0	2.2	1.5	1.6	12.7	47.1
Standard error	0.28	0.83	7.54	0.48	1.44	1.11	1.78	2.92	0.44	0.33	0.43	2.78	3.85
Sample size (number of respondents)	9,210	990	120	1,090	510	1,160	880	440	1,170	1,380	920	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	.027	.002	.001	.265	#	#	#	#	#	#	.002	#
<i>p</i> -values: autism (AUT)	.027	†	.004	#	.960	#	#	#	#	#	#	.020	#
<i>p</i> -values: deaf-blindness (DB)	.002	.004	†	.001	.005	.036	.288	.699	.001	.001	.001	.069	.014
<i>p</i> -values: emotional disturbance (ED)	.001	#	.001	†	.038	#	#	#	.649	.086	.138	#	#
<i>p</i> -values: hearing impairment (HI)	.265	.960	.005	.038	†	.003	#	#	.023	.005	.005	.026	#
<i>p</i> -values: intellectual disability (ID)	#	#	.036	#	.003	†	#	#	#	#	#	.627	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.288	#	#	#	†	.144	#	#	#	.051	#
<i>p</i> -values: orthopedic impairment (OI)	#	#	.699	#	#	#	.144	†	#	#	#	.005	#
<i>p</i> -values: other health impairment (OHI)	#	#	.001	.649	.023	#	#	#	†	.178	.298	#	#
<i>p</i> -values: specific learning disability (SLD)	#	#	.001	.086	.005	#	#	#	.178	†	.895	#	#
<i>p</i> -values: speech or language impairment (SLI)	#	#	.001	.138	.005	#	#	#	.298	.895	†	#	#
<i>p</i> -values: traumatic brain injury (TBI)	.002	.020	.069	#	.026	.627	.051	.005	#	#	#	†	#
<i>p</i> -values: visual impairment (VI)	#	#	.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 whether in the past 12 months youth received orientation and mobility services (to help individuals navigate their environment). 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-16. Percentages of youth who received nursing care in the past year, 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	5.1	7.4	18.4!	4.8	4.5	8.0	20.8	23.1	4.3	3.4	2.9	11.4	8.9
Standard error	0.39	0.97	6.22	0.77	0.94	1.04	1.67	3.08	0.68	0.58	0.60	2.00	2.07
Sample size (number of respondents)	9,310	1,000	120	1,090	510	1,180	900	450	1,170	1,400	930	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.014	.033	.699	.526	.003	#	#	.178	#	.002	.002	.070
<i>p</i> -values: autism (AUT)	.014	†	.083	.031	.024	.693	#	#	.009	#	#	.079	.504
<i>p</i> -values: deaf-blindness (DB)	.033	.083	†	.029	.029	.100	.712	.503	.023	.016	.013	.272	.137
<i>p</i> -values: emotional disturbance (ED)	.699	.031	.029	†	.790	.013	#	#	.576	.143	.039	.002	.064
<i>p</i> -values: hearing impairment (HI)	.526	.024	.029	.790	†	.013	#	#	.840	.305	.170	.002	.048
<i>p</i> -values: intellectual disability (ID)	.003	.693	.100	.013	.013	†	#	#	.002	#	#	.128	.676
<i>p</i> -values: multiple disabilities (MD)	#	#	.712	#	#	#	†	.520	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	#	#	.503	#	#	#	.520	†	#	#	#	.001	#
<i>p</i> -values: other health impairment (OHI)	.178	.009	.023	.576	.840	.002	#	#	†	.311	.147	.001	.029
<i>p</i> -values: specific learning disability (SLD)	#	#	.016	.143	.305	#	#	#	.311	†	.585	#	.011
<i>p</i> -values: speech or language impairment (SLI)	.002	#	.013	.039	.170	#	#	#	.147	.585	†	#	.005
<i>p</i> -values: traumatic brain injury (TBI)	.002	.079	.272	.002	.002	.128	#	.001	.001	#	#	†	.402
<i>p</i> -values: visual impairment (VI)	.070	.504	.137	.064	.048	.676	#	#	.029	.011	.005	.402	†

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 in the past 12 months youth received nursing 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 youth whose parent reported that they ever had a disability or a Section 504 plan.

Table E-17. Percentages of youth who received audiology services in the past year, 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	3.1	3.0	56.6	1.1	58.5	5.6	6.7	3.6!	2.1	1.8	2.2	‡	2.2!
Standard error	0.24	0.60	6.85	0.31	3.41	0.75	0.94	1.17	0.45	0.40	0.51	‡	1.04
Sample size (number of respondents)	9,290	1,000	120	1,090	510	1,180	890	450	1,170	1,390	930	‡	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.818	#	#	#	#	#	.643	.022	#	.103	†	.406
<i>p</i> -values: autism (AUT)	.818	†	#	.004	#	.006	#	.568	.257	.102	.355	†	.540
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	.805	#	#	#	#	#	#	†	#
<i>p</i> -values: emotional disturbance (ED)	#	.004	#	†	#	#	#	.036	.062	.192	.044	†	.303
<i>p</i> -values: hearing impairment (HI)	#	#	.805	#	†	#	#	#	#	#	#	†	#
<i>p</i> -values: intellectual disability (ID)	#	.006	#	#	#	†	.388	.145	#	#	#	†	.005
<i>p</i> -values: multiple disabilities (MD)	#	#	#	#	#	.388	†	.044	#	#	#	†	.002
<i>p</i> -values: orthopedic impairment (OI)	.643	.568	#	.036	#	.145	.044	†	.219	.124	.287	†	.371
<i>p</i> -values: other health impairment (OHI)	.022	.257	#	.062	#	#	#	.219	†	.543	.837	†	.922
<i>p</i> -values: specific learning disability (SLD)	#	.102	#	.192	#	#	#	.124	.543	†	.447	†	.680
<i>p</i> -values: speech or language impairment (SLI)	.103	.355	#	.044	#	#	#	.287	.837	.447	†	†	.983
<i>p</i> -values: traumatic brain injury (TBI)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: visual impairment (VI)	.406	.540	#	.303	#	.005	.002	.371	.922	.680	.983	†	†

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 in the past 12 months youth received audiology services for hearing problems. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-18. Percentages of youth who received vision services in the past year, 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	2.2	1.8	28.9	1.0!	5.2	4.9	6.5	3.3	0.9!	1.6	1.0!	7.0!	47.8
Standard error	0.24	0.42	7.44	0.34	1.34	0.75	0.94	0.89	0.27	0.43	0.33	2.27	4.02
Sample size (number of respondents)	9,280	1,000	120	1,090	510	1,180	890	450	1,170	1,390	930	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.280	#	.002	.029	#	#	.226	#	.007	.003	.035	#
<i>p</i> -values: autism (AUT)	.280	†	#	.202	.017	#	#	.092	.055	.700	.180	.023	#
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	.002	.002	.003	.001	#	#	#	.005	.026
<i>p</i> -values: emotional disturbance (ED)	.002	.202	#	†	.003	#	#	.013	.714	.353	.963	.009	#
<i>p</i> -values: hearing impairment (HI)	.029	.017	.002	.003	†	.865	.435	.266	.002	.010	.002	.481	#
<i>p</i> -values: intellectual disability (ID)	#	#	.002	#	.865	†	.198	.164	#	#	#	.377	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.003	#	.435	.198	†	.018	#	#	#	.816	#
<i>p</i> -values: orthopedic impairment (OI)	.226	.092	.001	.013	.266	.164	.018	†	.006	.081	.016	.127	#
<i>p</i> -values: other health impairment (OHI)	#	.055	#	.714	.002	#	#	.006	†	.182	.737	.007	#
<i>p</i> -values: specific learning disability (SLD)	.007	.700	#	.353	.010	#	#	.081	.182	†	.333	.020	#
<i>p</i> -values: speech or language impairment (SLI)	.003	.180	#	.963	.002	#	#	.016	.737	.333	†	.009	#
<i>p</i> -values: traumatic brain injury (TBI)	.035	.023	.005	.009	.481	.377	.816	.127	.007	.020	.009	†	#
<i>p</i> -values: visual impairment (VI)	#	#	.026	#	#	#	#	#	#	#	#	#	†

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 in the past 12 months youth received vision services, such as Braille instruction. 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 whose parent reported that they ever had a disability or a Section 504 plan.

Table E-19. Percentages of youth who received school-based academic help outside school hours, 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	72.0	55.8	73.9	65.5	74.9	52.0	47.0	65.9	79.4	76.1	73.5	76.6	72.1
Standard error	1.10	3.01	12.13	2.35	3.09	2.64	3.82	4.92	1.92	1.79	2.61	4.73	4.68
Sample size (number of respondents)	4,470	390	30	630	230	490	300	170	630	820	460	130	150
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.878	.005	.384	#	#	.225	#	#	.605	.337	.986
<i>p</i> -values: autism (AUT)	#	†	.141	.008	#	.300	.071	.069	#	#	#	#	.003
<i>p</i> -values: deaf-blindness (DB)	.878	.141	†	.492	.932	.073	.035	.538	.653	.855	.975	.834	.891
<i>p</i> -values: emotional disturbance (ED)	.005	.008	.492	†	.019	#	#	.936	#	#	.024	.038	.211
<i>p</i> -values: hearing impairment (HI)	.384	#	.932	.019	†	#	#	.131	.209	.761	.723	.765	.610
<i>p</i> -values: intellectual disability (ID)	#	.300	.073	#	#	†	.279	.007	#	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	#	.071	.035	#	#	.279	†	.002	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	.225	.069	.538	.936	.131	.007	.002	†	.010	.058	.185	.125	.419
<i>p</i> -values: other health impairment (OHI)	#	#	.653	#	.209	#	#	.010	†	.182	.074	.576	.151
<i>p</i> -values: specific learning disability (SLD)	#	#	.855	#	.761	#	#	.058	.182	†	.427	.914	.419
<i>p</i> -values: speech or language impairment (SLI)	.605	#	.975	.024	.723	#	#	.185	.074	.427	†	.556	.797
<i>p</i> -values: traumatic brain injury (TBI)	.337	#	.834	.038	.765	#	#	.125	.576	.914	.556	†	.501
<i>p</i> -values: visual impairment (VI)	.986	.003	.891	.211	.610	#	#	.419	.151	.419	.797	.501	†

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 school staff provided them with extra help before or after school or on weekends in academic subjects in this school year. 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 either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

Table E-20. Percentages of youth who received guidance on what courses to take, 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	73.0	66.0	70.7	71.1	76.7	60.2	58.8	64.5	77.2	74.7	79.7	78.5	80.5
Standard error	1.00	2.81	11.59	2.30	3.16	2.62	3.56	4.20	1.82	1.59	2.06	4.50	3.59
Sample size (number of respondents)	4,470	400	30	630	230	490	300	170	640	820	460	130	150
<i>p</i> -values: youth with an IEP overall (IEP)	†	.010	.841	.382	.239	#	#	.045	.019	.067	.003	.234	.041
<i>p</i> -values: autism (AUT)	.010	†	.702	.119	.009	.144	.103	.761	.001	.005	#	.023	.001
<i>p</i> -values: deaf-blindness (DB)	.841	.702	†	.971	.615	.379	.322	.604	.584	.727	.448	.525	.411
<i>p</i> -values: emotional disturbance (ED)	.382	.119	.971	†	.135	.001	.003	.158	.030	.193	.006	.157	.027
<i>p</i> -values: hearing impairment (HI)	.239	.009	.615	.135	†	#	#	.024	.892	.555	.427	.748	.407
<i>p</i> -values: intellectual disability (ID)	#	.144	.379	.001	#	†	.753	.357	#	#	#	.001	#
<i>p</i> -values: multiple disabilities (MD)	#	.103	.322	.003	#	.753	†	.316	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	.045	.761	.604	.158	.024	.357	.316	†	.005	.022	.001	.027	.002
<i>p</i> -values: other health impairment (OHI)	.019	.001	.584	.030	.892	#	#	.005	†	.306	.367	.790	.419
<i>p</i> -values: specific learning disability (SLD)	.067	.005	.727	.193	.555	#	#	.022	.306	†	.055	.426	.130
<i>p</i> -values: speech or language impairment (SLI)	.003	#	.448	.006	.427	#	#	.001	.367	.055	†	.794	.847
<i>p</i> -values: traumatic brain injury (TBI)	.234	.023	.525	.157	.748	.001	#	.027	.790	.426	.794	†	.725
<i>p</i> -values: visual impairment (VI)	.041	.001	.411	.027	.407	#	#	.002	.419	.130	.847	.725	†

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 school staff provided guidance on the classes they should take to prepare for what they plan to do after high school. 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 either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

Table E-21. Percentages of youth who received school academic help outside school hours according to parents, 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	26.9	16.1	28.0	25.8	27.2	13.1	10.8	20.0	36.4	29.8	28.8	26.1	27.1
Standard error	1.02	1.61	6.51	1.76	2.59	1.46	1.50	2.90	2.03	1.75	2.55	3.65	3.99
Sample size (number of respondents)	6,790	710	90	820	360	900	690	330	840	1,020	580	200	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.867	.542	.910	#	#	.025	#	.005	.444	.830	.949
<i>p</i> -values: autism (AUT)	#	†	.079	#	#	.153	.015	.242	#	#	#	.012	.014
<i>p</i> -values: deaf-blindness (DB)	.867	.079	†	.735	.908	.020	.009	.267	.211	.790	.904	.796	.909
<i>p</i> -values: emotional disturbance (ED)	.542	#	.735	†	.645	#	#	.090	#	.105	.320	.939	.754
<i>p</i> -values: hearing impairment (HI)	.910	#	.908	.645	†	#	#	.056	.002	.370	.643	.806	.993
<i>p</i> -values: intellectual disability (ID)	#	.153	.020	#	#	†	.228	.032	#	#	#	.001	.001
<i>p</i> -values: multiple disabilities (MD)	#	.015	.009	#	#	.228	†	.005	#	#	#	#	#
<i>p</i> -values: orthopedic impairment (OI)	.025	.242	.267	.090	.056	.032	.005	†	#	.005	.023	.178	.159
<i>p</i> -values: other health impairment (OHI)	#	#	.211	#	.002	#	#	#	†	.010	.012	.014	.041
<i>p</i> -values: specific learning disability (SLD)	.005	#	.790	.105	.370	#	#	.005	.010	†	.742	.365	.516
<i>p</i> -values: speech or language impairment (SLI)	.444	#	.904	.320	.643	#	#	.023	.012	.742	†	.518	.720
<i>p</i> -values: traumatic brain injury (TBI)	.830	.012	.796	.939	.806	.001	#	.178	.014	.365	.518	†	.844
<i>p</i> -values: visual impairment (VI)	.949	.014	.909	.754	.993	.001	#	.159	.041	.516	.720	.844	†

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 school staff provided youth with extra help before or after school or on weekends in academic subjects in this school year. 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 either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

Table E-22. Percentages of youth who took catch-up courses or double-dosed classes during school hours, 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	14.3	7.5	19.2!	18.8	14.1	7.4	8.4	9.9	16.1	16.7	11.9	9.6	8.5
Standard error	0.74	1.07	6.02	1.43	1.93	0.96	1.25	1.87	1.42	1.41	1.54	2.56	2.26
Sample size (number of respondents)	6,700	710	90	800	360	890	680	330	820	1,000	580	200	180
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.430	.002	.914	#	#	.029	.205	.002	.114	.080	.014
<i>p</i> -values: autism (AUT)	#	†	.055	#	.003	.967	.596	.260	#	#	.020	.443	.709
<i>p</i> -values: deaf-blindness (DB)	.430	.055	†	.957	.433	.049	.077	.148	.618	.696	.247	.135	.101
<i>p</i> -values: emotional disturbance (ED)	.002	#	.957	†	.041	#	#	#	.182	.284	.001	.002	#
<i>p</i> -values: hearing impairment (HI)	.914	.003	.433	.041	†	.001	.013	.117	.396	.276	.366	.158	.063
<i>p</i> -values: intellectual disability (ID)	#	.967	.049	#	.001	†	.536	.241	#	#	.013	.422	.677
<i>p</i> -values: multiple disabilities (MD)	#	.596	.077	#	.013	.536	†	.500	#	#	.081	.657	.982
<i>p</i> -values: orthopedic impairment (OI)	.029	.260	.148	#	.117	.241	.500	†	.009	.005	.451	.928	.622
<i>p</i> -values: other health impairment (OHI)	.205	#	.618	.182	.396	#	#	.009	†	.758	.045	.024	.004
<i>p</i> -values: specific learning disability (SLD)	.002	#	.696	.284	.276	#	#	.005	.758	†	.012	.019	.002
<i>p</i> -values: speech or language impairment (SLI)	.114	.020	.247	.001	.366	.013	.081	.451	.045	.012	†	.464	.206
<i>p</i> -values: traumatic brain injury (TBI)	.080	.443	.135	.002	.158	.422	.657	.928	.024	.019	.464	†	.736
<i>p</i> -values: visual impairment (VI)	.014	.709	.101	#	.063	.677	.982	.622	.004	.002	.206	.736	†

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, during the school year, youth took catch-up or double-dosed courses during school hours. 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 either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

Table E-23. Percentages of youth whose parent or another adult in the household attended a parent-teacher conference, 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	84.3	86.5	81.6	84.8	82.1	84.8	84.0	83.1	86.9	84.0	76.6	88.1	86.0
Standard error	0.69	1.27	5.30	1.25	1.88	1.36	1.49	1.73	1.15	1.11	1.94	2.46	2.53
Sample size (number of respondents)	9,520	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)	†	.082	.616	.682	.270	.666	.863	.535	.012	.624	#	.118	.479
<i>p</i> -values: autism (AUT)	.082	†	.358	.317	.049	.338	.186	.118	.826	.109	#	.568	.847
<i>p</i> -values: deaf-blindness (DB)	.616	.358	†	.561	.926	.555	.662	.783	.329	.659	.365	.267	.454
<i>p</i> -values: emotional disturbance (ED)	.682	.317	.561	†	.223	.991	.679	.425	.191	.620	#	.199	.661
<i>p</i> -values: hearing impairment (HI)	.270	.049	.926	.223	†	.231	.432	.684	.028	.396	.036	.057	.192
<i>p</i> -values: intellectual disability (ID)	.666	.338	.555	.991	.231	†	.668	.409	.207	.602	#	.236	.648
<i>p</i> -values: multiple disabilities (MD)	.863	.186	.662	.679	.432	.668	†	.706	.093	.977	.001	.147	.483
<i>p</i> -values: orthopedic impairment (OI)	.535	.118	.783	.425	.684	.409	.706	†	.070	.683	.015	.097	.335
<i>p</i> -values: other health impairment (OHI)	.012	.826	.329	.191	.028	.207	.093	.070	†	.045	#	.643	.734
<i>p</i> -values: specific learning disability (SLD)	.624	.109	.659	.620	.396	.602	.977	.683	.045	†	.001	.116	.431
<i>p</i> -values: speech or language impairment (SLI)	#	#	.365	#	.036	#	.001	.015	#	.001	†	#	.003
<i>p</i> -values: traumatic brain injury (TBI)	.118	.568	.267	.199	.057	.236	.147	.097	.643	.116	#	†	.552
<i>p</i> -values: visual impairment (VI)	.479	.847	.454	.661	.192	.648	.483	.335	.734	.431	.003	.552	†

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, excluding proxies, were asked whether they or another adult in the household had gone to a parent-teacher conference since the beginning of the school year. 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 E-24. Percentages of youth whose parent or another adult in the household attended an IEP meeting in the past two years, 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	92.9	94.8	90.3	87.9	86.3	90.3	90.9	90.6	82.8	80.4	89.7	94.3
Standard error	0.76	0.92	3.06	0.96	1.63	1.33	1.69	1.71	1.02	1.34	2.17	2.56	1.44
Sample size (number of respondents)	8,740	980	120	1,030	480	1,160	880	430	1,120	1,280	720	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.006	#	.287	.884	.013	.007	#	#	.010	.154	#
<i>p</i> -values: autism (AUT)	#	†	.552	.060	.009	#	.166	.309	.097	#	#	.242	.376
<i>p</i> -values: deaf-blindness (DB)	.006	.552	†	.159	.046	.010	.206	.268	.195	#	#	.205	.893
<i>p</i> -values: emotional disturbance (ED)	#	.060	.159	†	.193	.011	#	.755	.822	#	#	.838	.023
<i>p</i> -values: hearing impairment (HI)	.287	.009	.046	.193	†	.438	.299	.193	.175	.013	.006	.543	.004
<i>p</i> -values: intellectual disability (ID)	.884	#	.010	.011	.438	†	.051	.030	.007	.064	.022	.222	#
<i>p</i> -values: multiple disabilities (MD)	.013	.166	.206	#	.299	.051	†	.801	.869	#	#	.857	.071
<i>p</i> -values: orthopedic impairment (OI)	.007	.309	.268	.755	.193	.030	.801	†	.879	#	#	.711	.131
<i>p</i> -values: other health impairment (OHI)	#	.097	.195	.822	.175	.007	.869	.879	†	#	#	.753	.028
<i>p</i> -values: specific learning disability (SLD)	#	#	#	#	.013	.064	#	#	#	†	.345	.014	#
<i>p</i> -values: speech or language impairment (SLI)	.010	#	#	#	.006	.022	#	#	#	.345	†	.003	#
<i>p</i> -values: traumatic brain injury (TBI)	.154	.242	.205	.838	.543	.222	.857	.711	.753	.014	.003	†	.116
<i>p</i> -values: visual impairment (VI)	#	.376	.893	.023	.004	#	.071	.131	.028	#	#	.116	†

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, excluding proxies, were asked whether they or another adult in the household went to an IEP meeting during the current or prior school year. 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 whose parent reported that they received special education services in the past year.

Table E-25. Percentages of youth whose parents or another adult in the household helped with homework at least once a week, 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	61.9	54.2	54.0	53.6	63.6	61.6	54.4	62.8	66.1	63.5	60.6	61.6	66.2
Standard error	0.93	2.01	7.03	1.86	2.69	1.53	2.71	3.04	1.58	1.54	1.91	3.41	3.65
Sample size (number of respondents)	9,480	1,000	120	1,100	510	1,190	890	460	1,170	1,430	1,020	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.270	#	.547	.862	.003	.773	.005	.050	.528	.934	.246
<i>p</i> -values: autism (AUT)	#	†	.978	.818	.007	.002	.957	.020	#	#	.025	.061	.003
<i>p</i> -values: deaf-blindness (DB)	.270	.978	†	.955	.199	.308	.960	.254	.091	.184	.370	.326	.125
<i>p</i> -values: emotional disturbance (ED)	#	.818	.955	†	.003	.001	.789	.010	#	#	.005	.032	.002
<i>p</i> -values: hearing impairment (HI)	.547	.007	.199	.003	†	.531	.014	.842	.422	.988	.356	.656	.564
<i>p</i> -values: intellectual disability (ID)	.862	.002	.308	.001	.531	†	.012	.726	.039	.350	.688	.998	.254
<i>p</i> -values: multiple disabilities (MD)	.003	.957	.960	.789	.014	.012	†	.042	#	.002	.051	.081	.008
<i>p</i> -values: orthopedic impairment (OI)	.773	.020	.254	.010	.842	.726	.042	†	.354	.821	.551	.794	.445
<i>p</i> -values: other health impairment (OHI)	.005	#	.091	#	.422	.039	#	.354	†	.215	.023	.221	.976
<i>p</i> -values: specific learning disability (SLD)	.050	#	.184	#	.988	.350	.002	.821	.215	†	.236	.586	.499
<i>p</i> -values: speech or language impairment (SLI)	.528	.025	.370	.005	.356	.688	.051	.551	.023	.236	†	.793	.158
<i>p</i> -values: traumatic brain injury (TBI)	.934	.061	.326	.032	.656	.998	.081	.794	.221	.586	.793	†	.371
<i>p</i> -values: visual impairment (VI)	.246	.003	.125	.002	.564	.254	.008	.445	.976	.499	.158	.371	†

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, excluding proxies, were asked how often they or another adult in the household helped youth with homework during the school year. The response categories were five or more times a week, three to four times a week, one to two times a week, less than once a week, and never. The percentages are for responses of at least once a week. 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 E-26. Percentages of youth whose parents or another adult in the household talked with them about school experiences, 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	84.1	84.0	79.0	84.2	82.3	77.2	81.3	84.7	88.2	84.2	86.3	86.5	90.3
Standard error	0.65	1.35	5.40	1.12	2.11	1.39	1.75	1.78	1.22	1.16	1.32	2.82	2.06
Sample size (number of respondents)	9,530	1,000	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)	†	.971	.358	.934	.403	#	.120	.725	#	.841	.099	.392	.004
<i>p</i> -values: autism (AUT)	.971	†	.386	.930	.488	#	.217	.744	.017	.915	.240	.405	.014
<i>p</i> -values: deaf-blindness (DB)	.358	.386	†	.350	.575	.737	.701	.327	.097	.353	.192	.220	.058
<i>p</i> -values: emotional disturbance (ED)	.934	.930	.350	†	.428	#	.156	.802	.010	.983	.219	.433	.011
<i>p</i> -values: hearing impairment (HI)	.403	.488	.575	.428	†	.040	.705	.372	.013	.411	.100	.242	.007
<i>p</i> -values: intellectual disability (ID)	#	#	.737	#	.040	†	.078	.001	#	#	#	.003	#
<i>p</i> -values: multiple disabilities (MD)	.120	.217	.701	.156	.705	.078	†	.162	.001	.156	.023	.114	.001
<i>p</i> -values: orthopedic impairment (OI)	.725	.744	.327	.802	.372	.001	.162	†	.086	.811	.432	.569	.026
<i>p</i> -values: other health impairment (OHI)	#	.017	.097	.010	.013	#	.001	.086	†	.016	.250	.587	.400
<i>p</i> -values: specific learning disability (SLD)	.841	.915	.353	.983	.411	#	.156	.811	.016	†	.216	.446	.011
<i>p</i> -values: speech or language impairment (SLI)	.099	.240	.192	.219	.100	#	.023	.432	.250	.216	†	.943	.083
<i>p</i> -values: traumatic brain injury (TBI)	.392	.405	.220	.433	.242	.003	.114	.569	.587	.446	.943	†	.283
<i>p</i> -values: visual impairment (VI)	.004	.014	.058	.011	.007	#	.001	.026	.400	.011	.083	.283	†

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, excluding proxies, were asked how often they or another adult in the household talked with the youth about his/her experiences in school. This table focuses on responses of regularly, versus occasionally, rarely, or not at all. 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 E-27. Percentages of youth whose parent or another adult in the household attended a school or class event, 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	57.8	59.6	67.4	47.5	63.4	46.4	56.6	62.5	62.1	59.9	65.2	58.6	71.2
Standard error	0.95	1.83	6.45	1.75	2.39	1.93	2.86	2.90	1.56	1.49	2.07	4.37	3.20
Sample size (number of respondents)	9,520	1,010	120	1,100	510	1,200	900	460	1,180	1,440	1,020	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.284	.138	#	.022	#	.661	.112	.004	.010	#	.850	#
<i>p</i> -values: autism (AUT)	.284	†	.251	#	.201	#	.335	.392	.295	.914	.036	.822	.001
<i>p</i> -values: deaf-blindness (DB)	.138	.251	†	.003	.554	.002	.115	.486	.419	.253	.740	.268	.602
<i>p</i> -values: emotional disturbance (ED)	#	#	.003	†	#	.664	.007	#	#	#	#	.016	#
<i>p</i> -values: hearing impairment (HI)	.022	.201	.554	#	†	#	.066	.799	.647	.202	.559	.335	.057
<i>p</i> -values: intellectual disability (ID)	#	#	.002	.664	#	†	.002	#	#	#	#	.012	#
<i>p</i> -values: multiple disabilities (MD)	.661	.335	.115	.007	.066	.002	†	.144	.069	.263	.014	.690	.001
<i>p</i> -values: orthopedic impairment (OI)	.112	.392	.486	#	.799	#	.144	†	.922	.413	.457	.461	.037
<i>p</i> -values: other health impairment (OHI)	.004	.295	.419	#	.647	#	.069	.922	†	.273	.235	.442	.015
<i>p</i> -values: specific learning disability (SLD)	.010	.914	.253	#	.202	#	.263	.413	.273	†	.028	.779	.001
<i>p</i> -values: speech or language impairment (SLI)	#	.036	.740	#	.559	#	.014	.457	.235	.028	†	.176	.112
<i>p</i> -values: traumatic brain injury (TBI)	.850	.822	.268	.016	.335	.012	.690	.461	.442	.779	.176	†	.022
<i>p</i> -values: visual impairment (VI)	#	.001	.602	#	.057	#	.001	.037	.015	.001	.112	.022	†

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, excluding proxies, were asked whether they or another adult in the household attended a school or class event since the start of the school year. 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 E-28. Percentages of youth whose parent or another adult in the household attended a general school meeting, 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	74.6	76.7	71.3	69.3	78.5	68.7	71.7	71.8	76.4	76.6	76.6	74.8	79.5
Standard error	0.83	1.73	6.94	1.66	1.94	1.67	1.97	2.53	1.52	1.32	1.70	3.24	2.96
Sample size (number of respondents)	9,530	1,010	120	1,100	510	1,200	900	460	1,180	1,440	1,020	260	250
<i>p</i> -values: youth with an IEP overall (IEP)	†	.212	.640	.001	.045	#	.160	.299	.185	.009	.247	.951	.090
<i>p</i> -values: autism (AUT)	.212	†	.447	.002	.449	#	.048	.116	.890	.955	.974	.597	.398
<i>p</i> -values: deaf-blindness (DB)	.640	.447	†	.787	.313	.724	.951	.939	.471	.458	.452	.655	.278
<i>p</i> -values: emotional disturbance (ED)	.001	.002	.787	†	#	.793	.344	.416	.001	#	.002	.124	.002
<i>p</i> -values: hearing impairment (HI)	.045	.449	.313	#	†	#	.012	.033	.361	.381	.438	.328	.770
<i>p</i> -values: intellectual disability (ID)	#	#	.724	.793	#	†	.204	.295	#	#	.001	.094	.002
<i>p</i> -values: multiple disabilities (MD)	.160	.048	.951	.344	.012	.204	†	.970	.051	.039	.060	.425	.028
<i>p</i> -values: orthopedic impairment (OI)	.299	.116	.939	.416	.033	.295	.970	†	.124	.092	.102	.452	.041
<i>p</i> -values: other health impairment (OHI)	.185	.890	.471	.001	.361	#	.051	.124	†	.926	.919	.637	.326
<i>p</i> -values: specific learning disability (SLD)	.009	.955	.458	#	.381	#	.039	.092	.926	†	.983	.585	.336
<i>p</i> -values: speech or language impairment (SLI)	.247	.974	.452	.002	.438	.001	.060	.102	.919	.983	†	.611	.379
<i>p</i> -values: traumatic brain injury (TBI)	.951	.597	.655	.124	.328	.094	.425	.452	.637	.585	.611	†	.276
<i>p</i> -values: visual impairment (VI)	.090	.398	.278	.002	.770	.002	.028	.041	.326	.336	.379	.276	†

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, excluding proxies, were asked whether they or another adult in the household attended a general school meeting since the start of the school year. 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 E-29. Percentages of youth whose parent or another adult in the household volunteered at school, 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	21.6	27.5	22.5	16.6	23.7	19.4	24.4	31.7	20.8	21.4	25.1	22.5	32.5
Standard error	0.76	1.62	5.17	1.19	2.01	1.55	1.80	2.63	1.48	1.25	1.75	2.93	3.57
Sample size (number of respondents)	9,530	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)	†	#	.875	#	.312	.147	.127	#	.535	.787	.047	.771	.003
<i>p</i> -values: autism (AUT)	#	†	.346	#	.143	#	.158	.158	.001	.002	.301	.129	.185
<i>p</i> -values: deaf-blindness (DB)	.875	.346	†	.267	.825	.566	.724	.106	.759	.849	.645	.994	.131
<i>p</i> -values: emotional disturbance (ED)	#	#	.267	†	.002	.159	#	#	.030	.005	#	.063	#
<i>p</i> -values: hearing impairment (HI)	.312	.143	.825	.002	†	.078	.805	.014	.241	.330	.577	.723	.036
<i>p</i> -values: intellectual disability (ID)	.147	#	.566	.159	.078	†	.040	#	.516	.295	.011	.357	.001
<i>p</i> -values: multiple disabilities (MD)	.127	.158	.724	#	.805	.040	†	.019	.097	.157	.753	.571	.045
<i>p</i> -values: orthopedic impairment (OI)	#	.158	.106	#	.014	#	.019	†	#	#	.036	.018	.873
<i>p</i> -values: other health impairment (OHI)	.535	.001	.759	.030	.241	.516	.097	#	†	.724	.036	.598	.002
<i>p</i> -values: specific learning disability (SLD)	.787	.002	.849	.005	.330	.295	.157	#	.724	†	.086	.736	.004
<i>p</i> -values: speech or language impairment (SLI)	.047	.301	.645	#	.577	.011	.753	.036	.036	.086	†	.430	.064
<i>p</i> -values: traumatic brain injury (TBI)	.771	.129	.994	.063	.723	.357	.571	.018	.598	.736	.430	†	.023
<i>p</i> -values: visual impairment (VI)	.003	.185	.131	#	.036	.001	.045	.873	.002	.004	.064	.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: Parent survey respondents, excluding proxies, were asked whether they or another adult in the household volunteered at school since the start of the school year. 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 E-30. Percentages of youth who received school-based academic help outside school hours, 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)	72.0	55.8*	73.9	65.5*	74.9	52.0*	47.0*	65.9	79.4*	76.1*	73.5	76.6	72.1
Household income (significantly different subgroup pairs)	1-2	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	70.2	50.4*	73.2	62.7*	73.4	53.2*	45.4*	64.6	77.9*	74.6*	70.7	67.8	71.2
Above 185% of the poverty level: subgroup 2 (avg)	74.5	58.7*	74.4	70.2	76.6	49.2*	49.3*	65.8	80.6*	78.4*	75.8	84.1	73.3
1% to 185% of the poverty level: subgroup 1 (se)	1.46	4.94	20.46	3.05	3.97	3.00	4.18	6.60	2.89	2.40	3.83	7.19	6.40
Above 185% of the poverty level: subgroup 2 (se)	1.44	3.83	14.10	3.32	4.88	5.12	5.90	6.29	2.51	2.40	3.91	5.21	6.87
1% to 185% of the poverty level: subgroup 1 (sample size)	2,470	140	20	400	130	350	160	80	290	500	230	60	90
Above 185% of the poverty level: subgroup 2 (sample size)	1,970	250	20	220	100	140	130	90	340	310	230	60	60
Race/ethnicity (significantly different subgroup pairs)	1-3; 2-3	1-3	1-3	ns	ns	ns	ns	ns	ns	ns	ns	ns	1-2; 1-3
Black: subgroup 1 (avg)	75.1	71.2	100.0*	66.7	72.3	58.2*	46.1*	70.4	79.3	80.8*	73.3	72.6	94.5*
Hispanic: subgroup 2 (avg)	75.7	58.4*	81.2	71.5	68.5	47.5*	44.9*	64.3	85.1*	79.8*	71.3	70.8	76.0
White, Asian, or other race: subgroup 3 (avg)	69.5	53.2*	64.0	63.0*	77.9*	49.8*	48.0*	65.8	77.9*	72.6*	74.9	78.9	65.7
Black: subgroup 1 (se)	2.22	7.05	#	4.78	7.28	4.22	6.65	8.93	4.15	3.57	5.75	13.47	4.01
Hispanic: subgroup 2 (se)	2.04	7.42	13.24	5.14	6.07	5.62	7.39	8.23	3.87	3.14	4.09	10.40	7.47
White, Asian, or other race: subgroup 3 (se)	1.44	3.43	16.48	3.01	3.83	3.88	5.19	6.24	2.53	2.40	3.81	5.35	6.49
Black: subgroup 1 (sample size)	870	40	#	150	30	130	60	30	140	160	80	20	20
Hispanic: subgroup 2 (sample size)	1,020	60	10	110	60	110	70	50	110	240	120	30	40
White, Asian, or other race: subgroup 3 (sample size)	2,570	290	20	370	140	260	170	90	390	420	260	70	90
Gender (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Female: subgroup 1 (avg)	72.4	60.7	60.9	62.6*	79.3	46.9*	41.2*	62.7	78.7	78.4*	77.7	77.0	74.3
Male: subgroup 2 (avg)	71.8	54.9*	87.2	66.6*	71.4	56.0*	49.7*	68.1	79.7*	74.7*	71.4	76.3	70.3
Female: subgroup 1 (se)	1.80	6.32	17.74	4.33	4.01	3.99	6.10	7.02	3.89	2.93	3.63	6.21	6.16
Male: subgroup 2 (se)	1.23	3.30	10.12	2.48	4.75	3.37	4.45	6.04	2.24	2.14	3.36	6.53	6.50
Female: subgroup 1 (sample size)	1,590	70	10	190	110	220	100	70	190	300	190	60	80
Male: subgroup 2 (sample size)	2,880	330	20	440	120	280	200	100	450	520	270	70	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: Youth survey respondents, excluding proxies, were asked whether school staff provided them with extra help before or after school or on weekends in academic subjects in this school year. 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 either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

Table E-31. Percentages of youth whose parents or another adult in the household helped with homework at least once a week, 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)	61.9	54.2*	54.0	53.6*	63.6	61.6	54.4*	62.8	66.1*	63.5	60.6	61.6	66.2
Household income (significantly different subgroup pairs)	ns	1-2	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	62.1	45.7*	58.1	53.2*	63.4	62.8	57.6	63.1	63.9	64.3*	61.3	58.9	62.3
Above 185% of the poverty level: subgroup 2 (avg)	62.0	60.1	52.0	55.0*	63.8	59.6	52.4*	62.6	68.2*	62.5	59.6	63.8	70.3
1% to 185% of the poverty level: subgroup 1 (se)	1.21	2.80	9.60	2.29	3.16	1.86	3.34	4.50	2.49	1.92	2.46	6.39	4.75
Above 185% of the poverty level: subgroup 2 (se)	1.33	2.51	10.11	2.99	4.65	3.16	3.44	4.51	2.08	2.42	2.97	4.25	4.98
1% to 185% of the poverty level: subgroup 1 (sample size)	5,260	380	50	680	290	840	480	230	570	890	520	130	130
Above 185% of the poverty level: subgroup 2 (sample size)	4,130	600	70	400	220	340	400	210	600	530	500	130	110
Race/ethnicity (significantly different subgroup pairs)	1-2; 1-3	ns	ns	1-3	1-2	1-3	1-3; 2-3	ns	1-3	1-2; 1-3	1-2; 1-3	ns	1-3; 2-3
Black: subgroup 1 (avg)	71.3	59.5*	55.3!	62.9*	76.1	66.5	61.7*	70.4	74.5	74.3	77.8	77.4	85.8*
Hispanic: subgroup 2 (avg)	62.6	56.5	45.8!	53.5	54.9	61.2	62.3	57.2	67.8	63.4	59.4	62.2	74.8*
White, Asian, or other race: subgroup 3 (avg)	58.6	52.8*	57.8	49.6*	64.8	59.0	49.9*	64.0	63.5*	59.9	57.3	57.9	57.9
Black: subgroup 1 (se)	1.78	5.34	19.78	3.79	5.02	2.68	4.67	6.39	3.06	2.98	3.49	9.62	5.95
Hispanic: subgroup 2 (se)	1.78	4.08	14.71	4.35	5.21	3.97	4.77	5.15	3.83	2.63	3.41	6.77	5.44
White, Asian, or other race: subgroup 3 (se)	1.18	2.43	9.57	2.31	3.24	2.24	2.79	3.50	2.09	2.14	2.61	4.59	5.25
Black: subgroup 1 (sample size)	1,850	130	20	270	80	300	180	70	240	290	190	50	40
Hispanic: subgroup 2 (sample size)	2,170	160	30	190	150	280	170	140	200	420	260	60	70
White, Asian, or other race: subgroup 3 (sample size)	5,450	700	80	640	290	610	530	250	730	720	570	160	140
Gender (significantly different subgroup pairs)	1-2	ns	ns	1-2	ns	ns	ns	ns	ns	1-2	ns	1-2	ns
Female: subgroup 1 (avg)	66.0	53.6*	66.2	63.4	68.3	64.4	55.8*	60.6	69.7	67.2	63.5	73.6	70.6
Male: subgroup 2 (avg)	59.8	54.4*	44.3	50.4*	59.5	59.6	53.6*	64.2	64.6*	61.5	59.1	54.9	62.6
Female: subgroup 1 (se)	1.42	4.18	11.23	2.93	3.41	2.29	3.53	4.95	3.16	2.29	2.98	5.77	4.96
Male: subgroup 2 (se)	1.09	2.26	9.82	2.22	3.73	2.14	2.98	3.35	1.81	1.88	2.28	4.41	5.16
Female: subgroup 1 (sample size)	3,300	180	50	300	230	510	330	190	350	520	380	110	110
Male: subgroup 2 (sample size)	6,180	820	70	790	280	680	550	270	820	910	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, excluding proxies, were asked how often they or another adult in the household helped youth with homework during the school year. The response categories were five or more times a week, three to four times a week, one to two times a week, less than once a week, and never. The percentages are for responses of at least once a week. 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 E-32. Percentages of youth who received school-based academic help outside school hours, 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)	72.0	55.8*	73.9	65.5*	74.9	52.0*	47.0*	65.9	79.4*	76.1*	73.5	76.6	72.1
Age (significantly different subgroup pairs)	1-3; 2-3	ns	1-2	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Age 14 or younger: subgroup 1 (avg)	71.7	39.0*	100.0*	62.2	78.7	59.1	50.2!	54.5!	74.0	76.6	68.0	83.9	69.1
Age 15 to 18: subgroup 2 (avg)	72.6	58.6*	74.1	65.2*	75.1	52.8*	49.4*	69.3	79.7*	76.1*	74.1	77.7	74.9
Age 19 or older: subgroup 3 (avg)	61.8	39.5*	‡	76.0	66.6	45.9*	34.5*	43.7	87.2*	74.0*	83.0	58.3	46.2!
Age 14 or younger: subgroup 1 (se)	3.77	11.42	#	8.50	10.64	11.17	15.19	17.27	7.74	6.14	6.58	15.66	16.48
Age 15 to 18: subgroup 2 (se)	1.18	3.36	12.73	2.53	3.43	2.97	3.89	5.30	1.99	1.93	2.94	4.89	4.93
Age 19 or older: subgroup 3 (se)	3.01	9.82	‡	7.63	10.29	5.97	7.81	12.68	6.05	5.90	12.22	16.83	18.22
Age 14 or younger: subgroup 1 (sample size)	290	20	#	40	10	20	20	10	40	50	60	10	10
Age 15 to 18: subgroup 2 (sample size)	3,760	340	30	550	200	370	220	140	560	700	390	100	130
Age 19 or older: subgroup 3 (sample size)	410	30	‡	40	20	100	60	20	30	60	10	20	10
Functional abilities index (significantly different subgroup pairs)	1-2	ns	1-2	ns	1-2	1-2	ns	ns	ns	ns	ns	1-2	ns
Below the IEP mean: subgroup 1 (avg)	66.7	54.9*	64.0	63.4	70.1	47.7*	41.0*	64.5	78.4*	74.0*	70.5	66.1	69.7
At or above the IEP mean: subgroup 2 (avg)	74.5	57.3*	100.0*	66.2*	84.0*	58.6*	52.7*	68.3	79.6*	76.8*	74.7	84.3	72.6
Below the IEP mean: subgroup 1 (se)	1.89	4.05	13.95	4.13	4.39	3.18	5.20	5.48	3.45	3.93	3.81	7.21	6.95
At or above the IEP mean: subgroup 2 (se)	1.27	4.05	#	2.77	3.90	4.34	5.69	7.45	2.23	1.87	3.28	5.13	6.11
Below the IEP mean: subgroup 1 (sample size)	1,840	220	30	190	150	290	170	110	190	210	160	60	60
At or above the IEP mean: subgroup 2 (sample size)	2,570	170	10	430	80	200	120	60	430	600	290	70	90

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: Youth survey respondents, excluding proxies, were asked whether school staff provided them with extra help before or after school or on weekends in academic subjects in this school year. 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 either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

Table E-33. Percentages of youth whose parents or another adult in the household helped with homework at least once a week, 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)	61.9	54.2*	54.0	53.6*	63.6	61.6	54.4*	62.8	66.1*	63.5	60.6	61.6	66.2
Age (significantly different subgroup pairs)	1-2; 1-3; 2-3	1-2; 1-3; 2-3	ns	1-2; 1-3	1-2; 1-3	1-2; 1-3; 2-3	1-3; 2-3	1-3; 2-3	1-2; 1-3	1-2; 1-3	1-2; 1-3	1-3; 2-3	1-2; 1-3; 2-3
Age 14 or younger: subgroup 1 (avg)	74.8	67.8*	63.5	65.0*	74.0	74.9	59.3*	73.9	76.4	78.2*	66.3*	72.5	85.6*
Age 15 to 18: subgroup 2 (avg)	55.6	48.7*	61.1	48.8*	59.1	59.3	55.4	62.2	60.2*	55.8	54.1	60.4	58.1
Age 19 or older: subgroup 3 (avg)	44.6	34.6*	‡	43.2	46.5	46.2	44.0	31.7	50.4	45.2	44.9	31.7	37.3
Age 14 or younger: subgroup 1 (se)	1.34	3.04	14.02	3.09	4.78	2.76	4.93	5.24	2.57	2.29	2.38	5.89	4.96
Age 15 to 18: subgroup 2 (se)	1.11	2.50	8.51	2.25	2.90	2.05	2.95	3.47	1.91	1.85	2.52	4.15	4.86
Age 19 or older: subgroup 3 (se)	2.25	5.29	‡	6.46	8.08	3.33	4.85	8.14	8.15	5.97	7.78	8.40	8.95
Age 14 or younger: subgroup 1 (sample size)	2,700	300	30	280	150	260	210	130	330	400	470	60	60
Age 15 to 18: subgroup 2 (sample size)	5,800	600	70	740	320	690	490	270	790	950	520	160	150
Age 19 or older: subgroup 3 (sample size)	980	100	‡	70	50	240	190	60	50	90	30	40	30
Functional abilities index (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Below the IEP mean: subgroup 1 (avg)	62.7	53.0*	58.1	53.7*	65.9	61.8	52.9*	64.9	67.9	67.3*	64.8	64.6	73.6*
At or above the IEP mean: subgroup 2 (avg)	61.4	57.9	36.6!	53.8*	58.2	61.2	59.0	57.6	65.3*	62.1	58.3	59.7	62.2
Below the IEP mean: subgroup 1 (se)	1.30	2.41	7.89	3.04	3.04	1.89	2.88	3.44	2.71	2.85	2.67	5.00	4.60
At or above the IEP mean: subgroup 2 (se)	1.20	3.15	16.12	2.18	5.64	2.80	3.96	6.20	2.01	1.74	2.55	4.32	5.07
Below the IEP mean: subgroup 1 (sample size)	4,660	640	100	340	350	800	680	340	390	370	380	140	110
At or above the IEP mean: subgroup 2 (sample size)	4,670	330	10	750	150	360	190	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, excluding proxies, were asked how often they or another adult in the household helped youth with homework during the school year. The response categories were five or more times a week, three to four times a week, one to two times a week, less than once a week, and never. The percentages are for responses of at least once a week. 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 E-34. Percentages of youth who received school-based academic help outside school hours, 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)	72.0	55.8*	73.9	65.5*	74.9	52.0*	47.0*	65.9	79.4*	76.1*	73.5	76.6	72.1
School academic proficiency (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns	ns	1-2	ns	ns	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	73.2	54.9*	86.7	65.8	69.3	53.4*	47.4*	40.3*	77.6	78.9*	76.2	76.5	79.7
Top three quarters in state: subgroup 2 (avg)	72.3	57.9*	77.1	68.2	79.6*	48.2*	48.5*	71.3	80.6*	75.5*	72.5	78.8	74.3
Bottom quarter in state: subgroup 1 (se)	1.91	6.90	13.50	4.30	6.02	4.23	6.40	8.28	3.88	3.17	5.31	9.08	6.81
Top three quarters in state: subgroup 2 (se)	1.32	3.38	15.70	2.81	3.31	3.53	5.02	5.51	2.29	2.07	2.86	5.54	5.85
Bottom quarter in state: subgroup 1 (sample size)	1,120	70	10	180	70	160	60	30	150	200	90	30	40
Top three quarters in state: subgroup 2 (sample size)	3,050	290	10	380	150	300	190	130	450	580	360	90	100
School locale (significantly different subgroup pairs)	1-3; 2-3	ns	ns	ns	ns	ns	1-3; 2-3	ns	ns	1-3	ns	1-2; 2-3	2-3
City: subgroup 1 (avg)	74.7	49.4*	68.6!	65.6*	73.2	49.3*	60.7*	56.9*	83.9*	81.3*	74.6	63.5	76.1
Suburb: subgroup 2 (avg)	74.4	59.3*	100.0*	66.6	78.2	52.7*	53.3*	75.3	80.9*	78.3*	70.9	91.6*	87.5*
Town or rural: subgroup 3 (avg)	69.0	59.6	81.8	64.9	78.2*	50.6*	35.5*	63.3	77.2*	71.8	75.6	65.9	57.3
City: subgroup 1 (se)	1.65	5.09	21.44	3.94	4.56	3.97	5.69	7.03	3.68	2.64	3.84	8.10	6.54
Suburb: subgroup 2 (se)	1.62	5.14	#	4.31	5.70	5.47	6.18	8.29	3.44	2.73	3.85	3.77	5.62
Town or rural: subgroup 3 (se)	1.97	5.10	15.31	4.36	4.07	4.43	5.90	8.07	3.11	2.99	4.31	9.27	9.97
City: subgroup 1 (sample size)	1,320	110	10	180	90	150	70	50	180	250	110	40	60
Suburb: subgroup 2 (sample size)	1,470	140	10	190	70	140	110	70	200	260	200	40	40
Town or rural: subgroup 3 (sample size)	1,500	130	10	220	70	190	100	50	230	280	140	40	40
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)	72.6	58.3*	88.9	66.7*	75.8	48.0*	45.8*	66.4	81.1*	75.6*	75.5	75.9	78.2
Highest quarter in U.S.: subgroup 2 (avg)	72.5	53.4*	54.9!	66.7	76.6	55.3*	50.1*	62.5	76.9	78.9*	66.7	82.3	68.6
Bottom three quarters in U.S.: subgroup 1 (se)	1.32	3.74	8.89	2.82	3.59	3.46	6.39	5.48	2.24	2.05	2.96	6.71	4.54
Highest quarter in U.S.: subgroup 2 (se)	1.98	4.54	26.91	4.35	5.23	4.12	5.37	10.06	3.79	3.08	4.65	6.36	11.26
Bottom three quarters in U.S.: subgroup 1 (sample size)	3,010	270	20	380	170	310	140	140	460	580	330	80	100
Highest quarter in U.S.: subgroup 2 (sample size)	1,240	100	10	200	60	160	130	30	150	210	120	30	40

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: Youth survey respondents, excluding proxies, were asked whether school staff provided them with extra help before or after school or on weekends in academic subjects in this school year. 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 either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

Table E-35. Percentages of youth whose parents or another adult in the household helped with homework at least once a week, 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)	61.9	54.2*	54.0	53.6*	63.6	61.6	54.4*	62.8	66.1*	63.5	60.6	61.6	66.2
School academic proficiency (significantly different subgroup pairs)	ns	1-2	ns	1-2	ns	ns	ns	ns	ns	ns	ns	ns	1-2
Bottom quarter in state: subgroup 1 (avg)	64.8	47.6*	53.1	61.7	61.4	62.7	53.7*	53.0	70.1	67.3	64.4	59.4	78.8*
Top three quarters in state: subgroup 2 (avg)	61.7	57.6	60.5	51.0*	65.9	60.6	55.3*	66.7	65.2*	63.0	59.5	61.8	63.9
Bottom quarter in state: subgroup 1 (se)	1.58	4.16	11.93	3.35	5.93	2.75	5.20	6.35	2.93	2.59	4.87	7.95	5.72
Top three quarters in state: subgroup 2 (se)	1.09	2.39	10.35	2.28	2.80	2.01	3.16	3.55	1.86	1.85	2.08	3.78	4.48
Bottom quarter in state: subgroup 1 (sample size)	2,410	210	40	320	140	370	210	100	280	380	210	50	70
Top three quarters in state: subgroup 2 (sample size)	6,340	700	50	650	340	740	550	330	830	1,000	790	180	160
School locale (significantly different subgroup pairs)	1-3	ns	1-2	ns	ns	ns	ns	1-3	ns	2-3	1-2; 1-3	ns	ns
City: subgroup 1 (avg)	65.2	59.6	35.8*	58.4*	58.7	63.9	60.4	54.4*	69.4	66.1	70.0	56.1	64.9
Suburb: subgroup 2 (avg)	63.2	54.9*	67.1	50.2*	69.2	58.8	52.7*	62.9	67.7	67.6*	59.0	62.4	74.8
Town or rural: subgroup 3 (avg)	59.4	51.1*	61.5	52.8*	64.9	61.1	54.1	72.6*	61.9	59.6	56.0	64.2	63.0
City: subgroup 1 (se)	1.70	2.92	10.49	3.43	3.99	2.92	5.08	4.60	3.07	2.53	3.75	6.46	6.23
Suburb: subgroup 2 (se)	1.51	3.59	9.02	3.36	5.10	3.23	3.93	5.18	2.49	2.59	2.76	4.68	5.99
Town or rural: subgroup 3 (se)	1.49	3.88	14.19	3.43	4.40	2.49	4.04	4.55	2.87	2.59	3.11	6.96	6.44
City: subgroup 1 (sample size)	2,890	300	60	310	210	380	240	150	330	450	260	80	90
Suburb: subgroup 2 (sample size)	3,060	330	30	320	140	340	290	160	380	470	430	90	70
Town or rural: subgroup 3 (sample size)	3,100	310	20	390	150	430	290	130	410	480	320	80	80
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)	62.0	57.8	53.2	54.0*	64.4	61.2	54.4*	65.7	65.2	62.8	58.9	64.2	68.5
Highest quarter in U.S.: subgroup 2 (avg)	63.5	49.8*	64.2	55.6*	63.9	61.7	56.0	58.0	67.9	66.5*	64.1	55.8	64.7
Bottom three quarters in U.S.: subgroup 1 (se)	1.10	2.44	8.58	2.24	3.51	2.01	3.50	2.95	1.88	1.82	2.35	4.03	4.19
Highest quarter in U.S.: subgroup 2 (se)	1.67	3.79	12.09	3.25	4.12	2.93	3.99	7.13	3.18	2.65	3.11	6.33	7.11
Bottom three quarters in U.S.: subgroup 1 (sample size)	6,000	650	50	640	340	740	410	330	800	970	690	160	160
Highest quarter in U.S.: subgroup 2 (sample size)	2,920	260	50	360	160	400	380	100	320	410	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, excluding proxies, were asked how often they or another adult in the household helped youth with homework during the school year. The response categories were five or more times a week, three to four times a week, one to two times a week, less than once a week, and never. The percentages are for responses of at least once a week. 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.