

Table 2. Relationship of data collection instruments to research questions

	Wave 5 parent part 1 interview	Wave 5 young adult interview [†]	Wave 5 parent part 2 interview	Wave 5 parent mail questionnaire
1. What are the postschool achievements of young adults with disabilities?				
RESULTS AFTER SECONDARY SCHOOL—Postsecondary Education				
To what extent do secondary school students receiving special education go on to postsecondary education when they leave high school in terms of:				
• What kinds of educational institutions do they attend (e.g., community college, vocational schools 4-year institutions)?	A3a-c, e-g, i-k	M3a-c, M4a-c, M5a, c	G2a, G3a, G4a	
• What is the nature of their training (e.g., field of study in college, self-development courses, vocational skills training)?		M3g-h, M4f, M5g	G2f-g, G3f, G4g	
• How intensively do they pursue postsecondary education, in terms of hours enrolled, credits attained, etc.? Full or part time, length of time for program?		M3f, M3d-e, M4e, M4p, M5f	G2f, G3d-e, G4d-f	
• What is their pattern of enrollment in terms of age beginning, consistency of enrollment, years of attendance, etc.? What reasons do youth give for sporadic enrollment patterns?		M3b,d1-e, M4b-d, M5b,d-e	G2a-e, G3a-c, G4a-e	
What is the academic achievement in postsecondary education of youth who pursue it when they leave high school in terms of: grades, degrees, licenses.		M3q-r, M4o, M4q, M5p-q	G2p-r, G3n-p, G4o-p	
To what extent do dropouts from secondary school pursue and earn a GED after they leave high school?		M1d-f, M2a1-d	G1a-e	
RESULTS AFTER SECONDARY SCHOOL—Employment				
What are the employment experiences of youth after they leave high school as indicated by: type of job, hours worked, benefits, job stability, satisfaction, reasons for job change, applying for jobs.	A4a-b	N1a-c, N2 a-c, N3a-c, N4a-i,k,l, N4t,v, N5a, N6a-N7b	H2a-c, H3a-c, H4a-i,l-m, H6a,d, H6e-H7b,	
To what extent do youth improve and expect to improve their employment over time in terms of promotion to increased responsibility, improved wages? (Changes in wages and benefits also can be tracked through data provided in question above.)		N4j, N4t, N6b-c	H4j, H6b-c,	
What are youth’s job search experiences, as indicated by: how found job, how look for job, length of time at job?		N5a-d, N8a-d	H5a-d, H8a-d	

[†] Note: items in the Young Adult Mail Survey are identical to those in the Interview, only the item numbers differ.

Table 2. Relationship of data collection instruments to research questions (continued)

	Wave 5 parent part 1 interview	Wave 5 young adult interview [†]	Wave 5 parent part 2 interview	Wave 5 parent mail questionnaire
RESULTS AFTER SECONDARY SCHOOL—Personal, Social and Community Adjustment				
To what extent are youth positively socially engaged, as indicated by: frequency of seeing friends, receiving phone calls from peers, computer interaction with others, loneliness.		L11, L12, L13, L4c	F6-F8, F9	
To what extent do youth get along with others?		N4u		
□ To what extent do youth participate in organized group activities, as indicated by kinds of groups, with disabled and nondisabled peers, family support groups?		L6, L7	F1, F2- F3, F5	
To what extent are youth personally well-adjusted, e.g., youth report they feel happy, cared about, confident, competent, able to contribute, motivated, fortunate, bored, worried, angry, or depressed; having hobbies/interests.		L4b, Q1-Q3		
To what extent are youth engaging in adult relationships, as indicated by: marital status, having/fathering/parenting children.		R1a-b, R2a-c	I1-I2, I4-I6	
RESULTS AFTER SECONDARY SCHOOL—Contribution and Citizenship				
To what extent do youth abide by rules, as indicated by whether youth has been:				
• Involved with the criminal justice system (detained by police, arrested, incarcerated, sentenced to probation or parole).		P8a-P9d	F14a-g	
• Fired from a job.		N7a, N9b-c	H7a, H9a-c	
Are youth registered to vote?		P10	F15	
To what extent are youth involved in volunteer/community service activities?		L8	F4	
RESULTS AFTER SECONDARY SCHOOL—Responsibility and Independence				
How independent are youth in terms of:				
• Self-care.				
• Mobility, as indicated by youth’s ability to get around inside and outside the house (e.g., individual mobility, use of public transportation, arranging rides with friends, having a driver’s license).	A1d	L14	F13a-b, F12	
• Youth’s living arrangement (e.g., in parent’s home, alone, with spouse or roommate, group home, or other assisted living, etc.).	A1a-c	L1a		
• Contributing to household management in parent’s home, as indicated by youth doing chores (e.g., picking up own living area, making own lunch).		L4		
• Financial management, as indicated by youth having savings or checking account, credit card.		L15	F13a-b	
How do youth spend their time (e.g., working, raising children, looking for work), including their leisure time (e.g., listening to music, playing sports, engaged in hobbies, watching TV, hanging out)?		L3, L5, L9, L4	F5, F10, F11	

[†] Note: items in the Young Adult Mail Survey are identical to those in the Interview, only the item numbers differ.

Table 2. Relationship of data collection instruments to research questions (continued)

	Wave 5 parent part 1 interview	Wave 5 young adult interview [†]	Wave 5 parent part 2 interview	Wave 5 parent mail questionnaire
RESULTS AFTER SECONDARY SCHOOL—Self-determination				
To what extent do youth demonstrate aspects of self-determination, as indicated by:				
• Youth exercising choice over where s/he lives, who s/he lives with, hiring of providers/attendants, services accessed.		L1c		
• Belonging to disability advocacy or self-advocacy groups (e.g., People First).			F2	
• Advocacy for own needs.		Q2d, Q2i		
• Ability to obtain needed information.		Q2h		
• Understanding of own needs and ability to explain them.		L21, L22		
RESULTS AFTER SECONDARY SCHOOL—Functional Skills				
To what extent do youth use computer technology at home, work, and school?		L13	F9	
How well do youth tell time, read common signs, count change, look up telephone numbers and use the telephone use computer technology at home, work, or school?		L13		
How well do youth communicate, as indicated by parent reports of youths' ability to make needs/feelings known through speech and other means.	B4a-d			
RESULTS AFTER SECONDARY SCHOOL—Physical health				
How healthy are youth in terms of: general health.	B7a	L16-L17		
To what extent do youth participate in risk behaviors, including smoking, gang activity, and substance use, as reported by youth?		P1a-P7		
RESULTS AFTER SECONDARY SCHOOL—Satisfaction				
How satisfied do youth report being with:				
• Their postsecondary education (e.g., good preparation for the future, services and supports received to succeed in school).		M3o-p, M4m-n, M5n-o		
• Employment (e.g., how well paid, how treated at work, chances for advancement, how well generally likes the job).		N4r		
• Their living arrangement (e.g., where they live, the stability of the arrangement, those they live with).		Q4, L1c		
• The quality and number of their friendships.		Q4, L1c		

[†] Note: items in the Young Adult Mail Survey are identical to those in the Interview, only the item numbers differ.

Table 2. Relationship of data collection instruments to research questions (continued)

	Wave 5 parent part 1 interview	Wave 5 young adult interview [†]	Wave 5 parent part 2 interview	Wave 5 parent mail questionnaire
2. What involvement do youth with disabilities have with adult services, supports, and programs?				
ADULT SERVICES AND SUPPORTS—Access				
<input type="checkbox"/> How much effort do youth/family members spend trying to get and managing services for youth?	C6a			
<input type="checkbox"/> From what sources do youth/family members get information about services that might be appropriate for youth?	C6b			
<input type="checkbox"/> What barriers to services are youth/family members experiencing?	C6c			
<input type="checkbox"/> Are youth on a wait list for services?	C1g, C5d, C8c	O1g		
ADULT SERVICES AND SUPPORTS—Benefit Program Participation				
<input type="checkbox"/> In what type of income benefit programs do youth participate? SSI, SSDI, TANF, other?		R3a-b, R4a-d	I7a-f	
<input type="checkbox"/> Have youth lost benefits (TANF, SSI) because of welfare reform?				
<input type="checkbox"/> What types of health insurance do youth have? Medicaid, private, other?		N4k, N6d, R5a-b	I8b-c	
<input type="checkbox"/> What does the health insurance cover? Medical, dental, vision?		R5c	I8f	
<input type="checkbox"/> Is health insurance managed care?			I8b-c	
<input type="checkbox"/> Who provides or pays for health insurance? Employer, parent/youth, public?		N4k, N6d, R5a-b	H4k, H6d, I8b-c	
ADULT SERVICES AND SUPPORTS—Employment-Related Services and Supports				
Have youth identified themselves as disabled to access employment services, accommodations, or modifications?		N4m-n, L19	H4m-o	
What services and supports are youth perceived to need to facilitate employment?	C3a-b			
What services have been sought? On waiting list?	C3c-d	O1c, N4p	H4p, H4q,	
What types of assistance do youth receive to facilitate employment?	C2a, C2b	N4o, N4q,	H4o, H4q	
What is the duration and intensity of services? Getting enough services?	C1c	N4s, O1d		
Who provides the assistance to facilitate employment? Parent, youth, agency (specify), VR, employer?	C2c, F9c			
<input type="checkbox"/> How important are the services perceived to be to the youth's well-being? How adequate are these services perceived to be?	C1d, C2d, C4d	N4r, N4s,		
Who do youth go to with problems at work?				

[†] Note: items in the Young Adult Mail Survey are identical to those in the Interview, only the item numbers differ.

Table 2. Relationship of data collection instruments to research questions (continued)

	Wave 5 parent part 1 interview	Wave 5 young adult interview [†]	Wave 5 parent part 2 interview	Wave 5 parent mail questionnaire
ADULT SERVICES AND SUPPORTS—Postsecondary Education Services and Supports				
Has youth identified him/herself as disabled to access accommodation, modifications, services, or supports to facilitate postsecondary education?		M3j, M4h, M5i	G2k, G3i, G4j	
Has youth sought accommodations, modifications, services, or supports to facilitate postsecondary education?		M3i, M3l, M4j, M4g, M5k, M5h	G2m, G3k, G4l	
What types of assistance do youth receive to facilitate postsecondary education (e.g., tutoring, more time for taking tests, etc.)?		M3k,m, M4i,k,l, M5j,l,m	G2l,n, G3j,l, G4h-i,k,m	
What is the duration and intensity of assistance youth receive to facilitate postsecondary education? Receiving enough services?		M3p, M4n, M5o		
<input type="checkbox"/> Received only services that youth had gotten on his/her own?		M3n, M4l, M5m		
How important are the services perceived to be to the youth's well-being?		M3o, M4m, M5n		
<input type="checkbox"/> How adequate are the accommodation, modifications, services, and supports perceived to be?		M3p, M4n, M5o		
ADULT SERVICES AND SUPPORTS—Residential and Independent Living Services and Supports				
What services or supports are perceived to be needed to facilitate the youth's living arrangement?	C4a-c			
What services have been sought? On waiting list?	C5b,d			
Does the youth receive services in a residential setting outside the family home? Does youth receive independent living services?	C4a			
• Which services?	C4b			
• At what duration and intensity? Getting enough services?	C5b			
Does the youth use the services of a one-to-one personal care assistant?	C1as, C1ab			
Who provides the services? Parent, youth, agency (specify), VR, other.	C4c			
How important are the services perceived to be to the youth's well-being? How adequate are the services perceived to be?	C4d			

[†] Note: items in the Young Adult Mail Survey are identical to those in the Interview, only the item numbers differ.

Table 2. Relationship of data collection instruments to research questions (continued)

	Wave 5 parent part 1 interview	Wave 5 young adult interview [†]	Wave 5 parent part 2 interview	Wave 5 parent mail questionnaire
ADULT SERVICES AND SUPPORTS—Other Services and Supports				
Is there a caring adult who provides support that “makes a difference” to youth? Who is that?		Q3		
What other services or supports are perceived to be needed to facilitate the youth’s participation in young adult life?	C1d-e-f			
What services have been sought? On waiting list?	C1f-g			
What other services do youth receive?	C1a-b	O1a,b		
Does youth receive probation or parole services?		P9c	F14b,f	
At what duration and intensity does the youth receive the services?	C1c	P8a2		
How adequate are the services perceived to be?	C1c			
What medical supports or other disability-related assistive devices do youth use (medical equipment, communication devices, optical devices or supports, mobility devices, etc.)?	B3d			
ADULT SERVICES AND SUPPORTS—Service Coordination				
Is case management or service coordination perceived to be needed to facilitate the youth’s participation in young adult life?	C8a			
Has it been sought? On waiting list?	C8b-c			
Does the youth have a case manager or someone who provides consistency and coordination of services?	C7a			
How important is the service perceived to be to the youth’s well-being?	C7b			
How adequate is the service perceived to be?	C7c			

[†] Note: items in the Young Adult Mail Survey are identical to those in the Interview, only the item numbers differ.

Table 2. Relationship of data collection instruments to research questions (concluded)

		Wave 5 parent part 1 interview	Wave 5 young adult interview [†]	Wave 5 parent part 2 interview	Wave 5 parent mail questionnaire
7. What are the characteristics of students receiving special education?					
YOUTH CHARACTERISTICS					
*	☐ What are the implications of disability for youth functioning in terms of youth's ability to hear, see, use arms/hand, and legs/feet?	B2a-B6			
	☐ To what extent do youth have social support from family, other adults, friends, school personnel.		Q3		
8. What are the characteristics of households in which students with disabilities live?					
HOUSEHOLD CHARACTERISTICS					
*	☐ What is the composition of households in which youth with disabilities live in terms of adult relationship to youth, number of adults and children, whether other household members have disabilities, marital status of parent/guardian. (Track changes over time.)	A1a-c	L1a, R1a-b, R2a-b	I1-5, I9a-f	
*	☐ What are the socioeconomic characteristics of students' households in terms of parent education level, current parental employment, household income, adequacy of transportation to meet household needs.	D1a-e	R1c, R6a-f	I3	

[†] Note: items in the Young Adult Mail Survey are identical to those in the Interview, only the item numbers differ.