

IMPROVING POSTSECONDARY SUCCESS FOR STUDENTS WITH EMOTIONAL DISTURBANCES: THE EXPERIENCES AND RELATIONSHIPS OF STUDENT-LEVEL AND TRANSITION PROGRAMMING VARIABLES ON POSTSECONDARY EDUCATION AND POSTSCHOOL EMPLOYMENT OUTCOMES (117 pp.)

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Even with IDEA and ESSA updates that strengthen educational opportunities, students with ED continue to be misunderstood and understudied. Poor outcomes in postsecondary education and postschool employment have consistently been reported. At least once every 6 years, states are required to report on the progress of students with disabilities. Students with ED were interviewed at high school exit and one year following graduation to collect postschool outcome data also known as Indicator 14.

The purpose of this study was to describe the postsecondary education and postschool employment experiences of students with ED and evaluate student-level (gender, ethnicity, academic achievement) and transition programming (inclusion, CTE, work study) variables into causal methods to predict postschool outcomes for students with ED.

Findings from the logistic regression analyses indicate that gender, ethnicity, academic achievement, and inclusion were significant in predicting a postsecondary education outcome. Furthermore, gender and CTE were significant in predicting a postschool employment outcome for students with ED. Implications for practice and future research are discussed.