

Data Trends

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Data Trends are produced by the Research and Training Center for Children's Mental Health, Louis de la Parte Florida Mental Health Institute, University of South Florida, Tampa. Data Trends are funded by the Center for Mental Health Services, SAMHSA, U.S. Department of Health and Human Services. There are two Data Trends products: 1) Summaries, which detail recent, published articles on systems of care for children with emotional and behavioral disabilities and their families, and; 2) News briefs, which highlight related items or events of interest to the field.

The Office of Special Education Programs (OSEP) has launched the largest set of longitudinal studies in the history of the Department of Education. Four different studies, each containing a random, nationally representative sample of children, will be conducted to ascertain the effectiveness of special education programs, services, and settings for children with disabilities and their families. The sample will include children with emotional and behavioral disabilities. A brief description of each study follows, along with links to each study. For general information, see the OSEP website at <http://www.ed.gov/offices/OSERS/OSEP>

The National Early Intervention Longitudinal Study (NEILS)
NEILS is a longitudinal study that is following more than 3,300 children with disabilities or at risk for disabilities and their families through their experiences in early intervention and into early elementary school. The study will provide information about the characteristics of children and families, the services they receive, and the outcomes they experience. Currently, families are being interviewed 1 year after their entry into intervention services. Information on services provided is collected every 6 months as long as the child stays in early intervention. For further information about the NEILS study, see <http://www.sri.com/neils/index.html>

Pre-Elementary Education Longitudinal Study (PEELS)
PEELS will be a longitudinal study following a nationally representative sample of children age 3 through 5 with disabilities. The study will follow the children through their experiences in preschool and into early elementary school. As the design for the study is developed, the key components, such as the study questions and the instrumentation, will be posted on the PEELS site <http://www.sri.com/peels/index.html>

Special Education Elementary Longitudinal Study (SEELS)
This is a six-year longitudinal study of 8 through 12 year old students in special education. SEELS will focus on students' school experiences during the elementary and middle school years and as they transition from elementary to middle school and from middle to high school. The study will illuminate students' educational, social vocational, and personal development in interaction with the familial, social, institutional, and cultural factors that influence their development. Information about students will be collected repeatedly as they transition from elementary to middle school and from middle to high school. Thus, SEELS will provide the first national picture of the experiences and outcomes of students in special education as students move through these crucial years of their educational careers. The following link provides access to the study abstract, advisory bodies, and contact information and to specific study documents as they become available: <http://www.sri.com/seels/index.html>

NLTS2: National Longitudinal Transition Study-2

This will be the second administration of this study; the original NLTS was designed and conducted by SRI for OSEP from 1985 through 1993. NLTS2 is a 10-year study that will follow a sample of 13,000 students ages 13- to 17 receiving special education until the oldest reach age 25.

The study will:

- Describe the characteristics of secondary school students in special education and their households.
- Describe the secondary school experiences of students in special education, including their schools, school programs, related services, and extracurricular activities.
- Describe the experiences of students once they leave secondary school, including adult programs and services, social activities, etc.
- Measure the secondary school and postschool outcomes of students in the education, employment, social, and residential domains.
- Identify factors in students' secondary school and postschool experiences that contribute to more positive outcomes.

Students will be selected according to their disability classification. Parents will be interviewed in the spring of 2001 and then every other year until 2009. Youth interviewed will begin their participation in the interview in 2003. Results of the study will be reported as data are collected, with the first reports available in 2002. More detailed information about various aspects of the design of the study is currently available at www.sri.com/nlts2

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