1. **Full citation**

2. **Abstract**
   This exploratory study was designed to identify the factors predictive of participation in postsecondary education for high school leavers with autism. A secondary data analysis of the National Longitudinal Transition Study 2 (NLTS2) data was performed for this study. Potential predictors of participation in postsecondary education were assessed using a backward logistic regression analysis. This study found that the high school’s primary post-high school goal for the student, parental expectations, high school type, annual household income, and academic performance were significant predictors of participation in postsecondary education. The findings of this current study may provide critical information for parents of children with autism as well as educators and professionals who work with students with autism.

3. **Summary (In your own words, that make sense when skimmed)**
   a. **Purpose of study** Create a list of factors that influence postsecondary education participations for higher school graduates with ASD. This study was an exploration of factors for high school “leavers” to predict how they would participate in postsecondary education. The authors attempt to create a prediction model for participation in college/university for students with ASD. Identify the factors that are predictive of participation in postsecondary education for individuals with autism.
   b. **Framework**
      Access factors influencing higher education; try to create a prediction model based on NLTS2 data
      Generally introducing the factors associated with successful postsecondary outcomes and predictors of participation in postsecondary education, and then study the outcome and predictor variables specifically.
   c. **Population and sample**
      - 830 secondary school students
      - High school leavers (graduates?)
      - Autism diagnosis
      The study sample was derived from currently available NLTS2 raw data from the IES. The NLTS2 raw data used in this study included: NLTS2 Waves 1 TO Wave 4.
d. **Overview of methods** Use the National Longitudinal Transition Study 2 to identify predictive factors of participation in postsecondary education

e. **Variables** (or broad topics/sources of variance for qualitative studies)
   i. Control/Background variables: ASD as primary disability
   ii. Independent/Predictor variables of primary interest: predictive factors of success; family characteristics, student characteristics, and transition planning
   iii. Outcome/Criterion/Dependent variables: postsecondary education

f. **Findings/Results**: high school’s primary post-high school goal for student, parental expectations, household income, and academic performance are all factors in postsecondary education participation; only 43% of students surveyed pursued higher education

g. **Implications**: More studies to analyze proper accommodations for students with ASD, identify barriers, and investigate effective strategies to increase learning outcomes; The authors suggest implications for educators: 1) write the goal of postsecondary education into a student’s IEP; 2) inclusion of students with ASD in traditional education; 3) use “effective instructional strategies” to assist student achievement; 4) form partnerships and work with parents/family

The findings of the current study about the predictive factors of participation in postsecondary education for higher school leavers with autism may provide critical information for parents of children with autism as well as educators and professionals working with students with autism.

2. **Critiques & Limitations** (In your own words, that make sense when skinned)
   a. **Conceptual** (definitions, frameworks, problematizing):
      - high schools “leavers” is an interesting term- does this imply graduation?
      - This is based on data in which students describe autism as their “primary disability” – it does not include those with autism who are have co-morbid conditions
   b. **Data** (sample, missing data, instrumentation, variable/scale selection): The data is excellent; it was taken from NLTS2 studies. However, there was no consideration of students with Asperger syndrome, or no consideration of IQ. Data focuses on a small sample, so it is difficult to apply this data (i.e. 43% of students with ASD enter postsecondary education) across the nation
   c. **Analysis** (statistical procedures, poor validity/reliability, untested assumptions): solid data collection
   d. **Interpretation** (consideration of alternate explanations, logic of argumentation): findings are what we (ASDHE) hypothesized
Template for Article Summary, Analysis, and Annotation

   e. **Application** (transferability, feasibility/practicality, method for implementation): Measure can be applied to more students and used to access predictive factors and barriers for postsecondary education; This study can be transferred to the autism secondary school population, though not to students formerly diagnosed as Asperger syndrome, which limits the findings.

3. **Follow-Up**
   a. **Little Questions** (clarifying questions about substance, confusing sections): would results be consistent with Asperger’s diagnosis?
   b. **Big Questions** (big-picture questions/issues/ideas prompted by study):
      - What steps can be taken to improve areas that are predictive factors for students who are predicted not access higher education?
      - What can postsecondary institutions do to support this population? From the study, it seems there are only suggestions for parents and secondary school educators.
   c. **Next Steps** (areas for further research, need for intervention, policy suggestions): More research on breaking barriers and what accommodations need to be made for students with ASD; Further research should be done to examine the effect IQ has on postsecondary participation.
   d. **Other Resources** (important references, instruments, datasets for subsequent use) A researcher could easily use the same NLTS2 data to conduct future research on this population; the study authors clearly outline their statistical procedures as well, so this would be easy to replicate.