

PARENT PERCEPTIONS OF TRANSITION SERVICES EFFECTIVENESS FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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ABSTRACT_ *Current research suggests that the perceptions of parents about the effectiveness of transition services influence their involvement in the transition process and outcomes. (Carter et. al., 2013; Doren, Gau, & Lindstrom, 2012). This paper explores the perceptions of parents of adolescent students with intellectual disabilities regarding their use of transition services and key elements of effective transition programs. Case studies were developed to examine experiences with transition services of parents of adolescent children with ID. Four case studies yielded three dominant themes as follows: (a) barriers to obtaining transition services, (b) key objectives of transition services, and (c) key elements of effective transition programs. Results are interpreted in light of best practices in transition (Kohler, 1993, 1996; Landmark, Ju, & Zhang, 2010, 2013).*

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