

Factors Affecting The Transition Planning Of Children With Disabilities: A Critical Review

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Abstract:

The thought behind this research was to evaluate the factors associated with the effective transition planning for children with disabilities. The population of study was the special education teachers working in the Special education department of Punjab. Quantitative data was gathered from 300 teachers working in different areas of province of Punjab, Pakistan. The information was obtained through an online questionnaire because of restrictions and closure of school due to COVID-19. The survey questionnaire was structured on a five-point Likert scale, and the findings were assessed using SPSS after gathering information from teachers and other academic professionals. It has resulted that the role of students, teachers, parents, research & development, community attitude, school infrastructure and Cocurricular activities is very important in successful transition planning. Successful transition planning plays an important and key role for the successful transition of children with disabilities.

Keywords: Transition, Factors affecting, Transition Planning, Children with Disabilities

Introduction:

Alongside its member states, the European Union (EU) has sought to improve people with special needs in socioeconomic situations. The EU has signed and adopted many

significant legislative charters and agreements. Article 1 of the Charter of Fundamental Rights (Charter) of the European Union, for instance, says that 'human dignity is inviolable. Moreover, Article 26 specifies that "The EU recognizes and promotes the right of special needs individuals to benefit from measures aimed at guaranteeing their freedom, socio-economic integration, and community participation." This applies to the rights of persons with special needs. This placed children's voices at the center of every activity involving them alongside the European Disability Strategy for 2010-2020 and the UN Convention on the Rights of the Child (1989). (Ravenscroft, Wazny, & Davis, 2017).

The U.S. Department of Education's OSSERS has emphasized the significance of improving transitional services across the country since the mid-1980s. In encouraging national and local initiatives to increase transitional services through a variety of laws, interagency, reforming of the system, model presentation, and the research programs, the Federal Government plays a significant role. In both the IDEA and the 1997 IDEA (IDEA 97) a specific transitional clause is included. The Education Act for Persons with Disabilities (IDEA). Under federal law, rules have been established that state and local education departments are expected to fulfill the requirements of school children with disabilities explicitly and after school transition programs. Special educators, teachers, community groups, families, and students can address the need for these criteria. In response to the awareness that many young adults with special needs have left high school, various supplementary accommodation was devised.

In 1997 IDEA re-authorization was introduced to ensure that students had a better approach to the university curriculum and assessment system. IDEA '97 considerably enhanced prior transitional criteria by requiring the IEPs to state the needs of the transitional service by the age of 14 or earlier dependent on student study courses (such as participation in advanced education or training programs). A transition resource statement, interagency roles, or required links should be presented by the IEP as early as 16. These criteria will be strengthened and supported by current IDEA re-authorization.

It is the present duty to combine and reconcile these transitional standards with other legislative requirements to give greater exposure to universal curricula and evaluation systems for students with disabilities. Many recent studies show that transitional service standards are too inadequate, as many governments have not been able to meet even the fundamental criterion (Hasazi, Furney, & DeStefano, 1999; Johnson & Sharpe, 2000; National Council on Disability, 2000). The most widespread areas of negligence involve adequate IEP members, who provide the appropriate notification and the resources required in IEPs. State and municipal testing programs have affected these problems further by either not including children with specific requirements or by giving them insufficient facilities to meet their participation.

Students with specific disabilities typically do not fulfill graduation standards. The connection between the learning experiences of students and developing post-school transition plans is becoming increasingly concerned, describing how students may take advantage of possibilities such as post-secondary education, careers, and community (Johnson & Thurlow, 2003; Stodden & Dowrick, 2000a, 2000b). The lack of assistance and cooperation between schools and public community organizations is challenging disabled children to obtain strong post-school performance. State and municipal educational and service institutions seek proposals to help students get the university curriculum and meet the state graduation standards and requirements.

The main goal of this study was to identify the factors affecting the transition planning and assess the potential characteristics that influence the effective transition of children with disabilities who require additional learning support. The main aim of this study is to determine who is participating and what their roles are in the transition process. Another drive of this study is to find the requirements of IDEA concerning the planning of transition.

Literature Review

Definition of Transition?

The word "transition" refers to the conversion between one stage and the next. Many big changes happen throughout the life of a person, and many of them are linked to anticipated events like pre-school, primary school, and maturity. The shift from being a student to a young adult is one of the most important transitions for children with special needs (Council for Learning Disabilities, 2015).

The 1997 amendments to IDEA have described transition resources as an organized collection of activities for a student with exceptional needs. (a) is created as part of an outcome-oriented approach that encourages students to transition from school to post-secondary education, vocational training, and integrated jobs (including a job with a disability) (b) adjust to the student's needs, taking their wishes and concerns into account; (c) incorporate education, related programs, community experiences, job advancement, and various other post-school goals, and, if applicable, the learning of everyday life skills and professional practices (602).

The theory, with the three principal components (Storms, O'Leary & Williams, 2000), is fundamental and reasonably easy. To (a) identify post-secondary objectives and (b) design a strategy for achieving these objectives, each student and parent should be encouraged. Second, a high school student should have the abilities and competence to fulfill the intended post-secondary goals so that he can gain the talents. Finally, before high school students graduate, links should be identified with post-secondary schools, services, and programs.

For the past two decades, a multi-niveau care program for persons who had special needs has created transitional techniques based on theoretical and empirical study. Kohler and Field's evidentiary taxonomy organizes the literature to study the

patterns and connections of effective transitional methods research (2003). Kohler has designed a transitional approach taxonomy with five sets of secondary school-related programs to improve transition results: a. student center planning; b. growth of the student, c. interagency and multidisciplinary planning; d. parental participation and e. design of the program (Kohler, 1996 & 1998; Kohler & Field, 2003).

The relationships between transition planning/coordination activities and transition finding for secondary kids with unique needs in a total of 31 studies were reviewed by Cobb and Alwell (2009), based on the transition intervention paradigm proposed by Kohler and Field (2003). The findings showed that (a) student-centered training (for example, transitional plan participation of students, transition tasks, or IEP self-organized training) and (b) student development programs (for example, work and education awareness, job education, transition preparation program, career education) were (i.e.) student-centered training that improves transition success for disabled children.

Thus, (a) student-centered training and (b) clear visualization were usually strong drivers in three regions of better post-school outcomes (i.e., education, employment, independent living). Test et al. (2009) conducted second-hand literature correlational transition research for school children with outstanding needs, to assess drivers of post-school results. 16 variables of post-school results based on the study were identified in school. Of these 16 determining variables, four (paid jobs/work knowledge, self-handling/independent living qualifications, student assistance, and participation in general education) have increased post-graduate results across all three regions (i.e., education, employment, independent living). In addition, the remaining five predictors (interaction between societies, graduation requirements / high school diploma range, family character) were seven variables (career understanding, interagency cooperation, work programs, advocacy/self-determination, social competence, transitional program, professional training) which enhanced outcomes for two subjects (post-secondary and employment) (i.e., employment).

Roles of Participants in the process of Transition

Many people, including the child and his parents, should be included in the transition process. The following is a list of notable persons and their positions in preparing and implementing transitional programs (Storms, O'Leary & William, 2000):

Students: The role of students is to share their preferences, interests, talents, areas of requirements, forms of assistance, and how they are progressing, actively engage in conversations, choices, decision making, IEP grow their workshops and execution.

Parents or Guardians: Parents usually assist the children, provide details about the student's abilities, desires, requirements, vocational skills, and the types of assistance needed to achieve high school goals, participate in planning, meetings, and decision-making as equal partners, make referrals to adult support organizations and training programs, allow the child to exercise adult roles and responsibilities.

Special education teacher: Special training teachers are sharing knowledge (students' strengths), achievements, advancement to IEP goals and teaching techniques, helping students assess the objectives of post-school education, leading parents and students in the transition, making recommendations on education options and training, determining who is expected to go to school and who will be connected with the school.

LEA Representative: LEA representatives assist special educators as well as the general, offer information on services in the educational system and community, and allocate required resources, such as technology, facilities, and other services.

Persons who can comprehend the information on the assessment: Individuals who can interpret evaluation information to evaluate progress reports for students and parents and offer assessment data on student requirements, preferences, priorities, skills, and abilities.

What are the transition planning requirements of IDEA?

The IDEA 1997 modifications described the rules for a change. On 11 March 1999 and on 11 May 1999, the IDEA Final Regulations were published in the Federal Register. Below is a brief description as well as highlights of IDEA's important demands for transition.

Purpose: The Act aims to guarantee that students with special needs receive free and suitable education, which emphasizes and trains special education services for jobs and independent life based on their conditions.

IEP Content: the statement of transitional services, commencing at the ages of 14 years (or younger, where appropriate), is required, stressing the study program that the student must support him/her in the attainment of high school aims (e.g., necessary, optional, other academic interactions).

- i. A declaration of needed transition services starting at the age of 16

Transitional Services: Taking into account their expectations and preferences, transitional services must be tailored to the needs of every student. It contains;

- a) Guidance
- b) Services linked (if needed after school, must recognize and make connections)
- c) Society participation
- d) The advancement of employment & independent living priorities in high school (concerning desired high school objectives), and
- e) If necessary, development of routinely Living abilities (things you do each day like cooking, budget planning, and disciplining) and practical vocational analysis (evaluation program that gives guidance about your desires, abilities, and talents).

Notification, involvement, and responsibilities of the agency: The IEP must include:

- (a) Representatives from other departments accountable for delivering or paying for transitional services should be invited to transition meetings by the school.
- (b) Take action to enlist the cooperation of department staff Who were invited but did not attend transitional meetings.

The IEP also includes:

- (a) a declaration of interinstitutional obligations & required connections, if relevant.
- (b) A member agency's commitment to fulfilling the financial obligations linked with service delivery.

Notice for the parents: The IEP Transitional Meeting Parent Notice shall contain the following information:

- the purpose of the meeting
- State the welcome of the student to the meeting
- appoint other organizations that should send a member to the meeting

Notification and participation of students: From the age of 14 (or, if required, earlier):

- Students should be invited at their IEP sessions to discuss the transitional requirements, transitional services, or both.
- If a student does not attend the IEP, schools should make sure the needs and desires of the student are incorporated in the transitional plan.

Transfer of Rights: Under state rule, at least one year before a student reaches a majority age:

- i. In Part B of the IDEA, the IEP must declare that the student is aware of his or her entitlement and is transferred to the majority of students.

Research Methodology

Research designs: The research design for this study is the survey method. It is a Quantitative study by its nature. A questionnaire will be used to find out the facts and figures.

Population: This research study is about teacher perception about factors affecting transition planning of children with disabilities so, all the teachers working in govt school of province of Punjab in special education are part of our population.

Sample: The sample was drawn based on simple random sampling. The data from 300 teachers teaching in Government schools (Special Education) was collected through google form because of the closure of schools due to COVID-19.

Instrumentation: A self-made questionnaire was used to collect data on google form because of the closure of the school due to COVID-19 privilege in Punjab.

Data collection and analysis

Data was collected online through Google docs and then analyzed on SPSS. Statistical tools such as mean, median, mode, ANOVA, t-test, and frequency distribution were used to analyze the data.

Table 1 Sample Description based on demographics

Sr#	Description	Frequency (f)	Percentage (%)
Gender			
1	Male	126	42
2	Female	174	58
	Total	300	100
Age			
1	Below 20 Years	6	2
2	21 to 30 Years	126	42
3	31 to 40 Years	138	46
4	41 to 50 Years	24	8
5	51 to 60 Years	6	2
	Total	300	100
Designation			
1	SSET	66	22
2	JSET	72	24
3	Educator	101	36
4	Psychologist	7	2
5	Other	54	18
	Total	300	100
Qualification			
1	Master	156	52
2	M.Phil.	138	46
3	PHD	6	2
	Total	300	100
Area of Specialization			
1	HI	114	38
2	VI	36	12
3	PH	48	16
4	MR	78	26
5	SL	24	8
	Total	300	100
Place of Posting			
1	School	186	62

2	Centre	114	38
	Total	300	100
Area of Posting			
1	Rural	150	50
2	Urban	150	50
	Total	300	100
Name of Division			
1	Lahore	6	2
2	Multan	168	56
3	Rawalpindi	6	2
4	Sargodha	18	6
5	Bahawalpur	18	6
6	Dera Ghazi Khan	54	18
7	Faisalabad	6	2
8	Gujranwala	6	2
9	Sahiwal	18	6
	Total	300	100
Experience			
1	1 to 5 years	210	70
2	6 to 10 years	48	16
3	11 to 15 years	38	12
4	More	6	2
	Total	300	100
Type of School			
1	Primary	78	26
2	Middle	72	24
3	Secondary	108	36
4	Higher Secondary	42	14
	Total	300	100

Table 2

Sr. #	Statements of Questions	SA f (%)	A f (%)	UD f (%)	DA f (%)	SD A f (%)	M	SD
Students								
1	Student involvement is very necessary for successful transition planning	162(54)	132(44)	0(0)	6(2)	0(0)	4.50	.614

2	Self-advocacy is an important factor in transition planning	96(32)	168(56)	18(6)	18(6)	0(0)	4.14	.782
3	Goal setting plays a significant role in transition planning	126(42)	150(50)	18(6)	6(2)	0(0)	4.32	.683
4	Students' achievements in academics have a prodigious role in transition planning	144(48)	138(46)	18(6)	0(0)	0(0)	4.42	.609
5	The IEP should include a declaration of needed transition services starting at the age of 16	96(32)	162(54)	36(12)	6(2)	0(0)	4.16	.710
Teachers								
6	Self-monitoring plays an important role in successful transition planning	150(50)	138(46)	12(4)	0(0)	0(0)	4.46	.578
7	Self-determination plays a vital role in fruitful transition planning	132(44)	150(50)	12(4)	6(2)	0(0)	4.36	.662
8	Headteacher response on the attitude of non-disabled community has an impact at transition planning	90(30)	180(60)	18(6)	12(4)	0(0)	4.16	.710
9	Teachers' professional qualification impacts the transition planning of children with disability	126(42)	150(50)	18(6)	6(2)	0(0)	4.46	.578
10	Teacher's workload influences transition planning	102(34)	150(50)	30(10)	18(6)	0(0)	4.36	.662
11	School's interventions and their effectiveness for countering cultural impediments affect transition planning	72(24)	204(68)	18(6)	0(0)	0(0)	4.16	.710
12	Special education teachers help students in	108(36)	150(50)	30(10)	12(4)	0(0)	4.32	.683

	assessing post-school goals							
	Special education teacher guides the student and parents for their leadership positions in the transition process.							
13		102(34)	156(52)	36(12)	6(2)	0(0)	4.12	.824
	Special education teacher contributes to IEP transition service requirements, postschool agencies Representatives from other departments responsible for delivering transition services should be invited to transition meetings by the school							
14		102(34)	174(58)	18(6)	6(2)	0(0)	4.18	.527
	The absence of representatives from other departments affects the transition planning.							
15		84(28)	174(58)	36(12)	6(2)	0(0)	4.18	.774
16		66(22)	144(48)	72(24)	18(6)	0(0)	4.18	.719
	Parents							
17	Several people should be involved in the transition process, with the student and his or her parents being the most significant.	114(38)	162(54)	24(8)	0(0)	0(0)	4.24	.656
18	Parents/Guardians participate in planning, meetings, and decision-making as equal partners	126(42)	132(44)	18(6)	24(8)	0(0)	4.12	.689
19	Parents preferences for non-disabled children affects the transition planning of disable children	96(32)	186(62)	12(4)	6(2)	0(0)	3.86	.833

20	Parents are frequently able to give critical information about the strengths, weaknesses, needs, preferences, and interests of their children that are vital to the development of effective transition components.	102(34)	162(54))	12(4)	24(8))	0(0)	4.30	.614
21	Parents are frequently essential people who can express clear and realistic results for the future of the child.	108(36)	174(58))	12(4)	6(2)	0(0)	4.20	.880
Research and Development								
22	Research and innovation help teachers adopt better planning strategies.	186(42)	144(48))	30(1) 0)	0(0)	0(0)	4.24	.624
23	Exposing students to advance technologies helps them plan better for their future endeavors.	108(36)	174(58))	12(4)	6(2)	0(0)	4.14	.833
24	Government can facilitate teachers to get better transition planning strategies with the help of visionary policies.	138(46)	114(38))	42(1) 4)	6(2)	0(0)	4.18	.800
25	Proper participation and communication during the transition process can minimize workforce resistance.	114(38)	156(52))	14(8)	6(2)	0(0)	4.32	.652
26	For transitions from R&D to operations, the degree of unpredictability must be reduced to a point where normal activities are carried out.	90(30)	162(54))	42(1) 4)	6(2)	0(0)	4.28	.640

		Community Attitude						
27	The use of negative labels by the community also affects transition planning	114(38)	156(52)	24(8)	6(2)	0(0)	4.28	.783
28	Community attitude toward a child with a disability is important in transition planning	138(46)	114(38)	42(14)	6(2)	0(0)	4.28	.701
29	Learners with disability views on cultural barriers affect transition planning	66(22)	204(68)	12(4)	18(6)	0(0)	4.12	.718
30	Effects of cultural beliefs and attitudes on the transition of disabled children play the role for transition planning	90(30)	168(56)	18(12)	6(2)	0(0)	4.14	.700
31	Environmental strategies used to improve transition also affects transition planning	54(18)	198(66)	42(14)	6(2)	0(0)	4.00	.638
School infrastructure & Cocurricular activities								
32	Better school infrastructure affects transition planning positively.	186(42)	162(54)	6(2)	6(2)	0(0)	4.36	.638
33	Insight into future jobs at the school level helps children chose their professions.	90(30)	168(56)	30(10)	12(4)	0(0)	4.12	.746
34	Cocurricular activities help students make their transition easier and quicker.	138(46)	150(50)	6(2)	6(2)	0(0)	4.40	.638
35	Opportunities provided by co-curricular activities at school can help students chose their profession	108(36)	174(58)	18(6)	0(0)	0(0)	4.30	.580

36	To enhance social interaction vocabulary symbols co-curricular activities are needed which facilitate transition planning	108(36)	156(52)	30(10)	6(2)	0(0)	4.22	.708
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Table 3 Statistical technique Independent Sample t. test was used to compare the male and female response about Factors Affecting the Transition Planning of Children with Disabilities and results were interpreted in below tables

Gender	N	Mean	SD	df	t	Sig.
Male	126	148.2857	10.875	292	-4.566	.000
Female	168	155.3214	14.505			

*P < .05 Level of Significance

In the above table, the first comparison is made between 126 male and 168 female respondents out of 300 via the t-test 148.28 is the mean of 126 males and 155.3 is the mean of 168 females from this result it is concluded that there is significant difference (.000<.05) about their awareness about Factors Affecting the Transition Planning of Children with Disabilities

Table 4 The difference in the opinion among teachers about Factors Affecting the Transition Planning of Children with Disabilities based on the area of posting (Independent Sample t-test)

Area of Posting	N	Mean	SD	df	t	Sig.
Rural	144	156.66	13.124	292	5.707	.005
Urban	156	148.12	12.555			

*P < .05 Level of Significance

In the above table first comparison is made between 144 rural and 156 urban area respondents out of 300. 156.6 is the mean of 144 rural and 148.12 is the mean of 156 urban areas from this result, it is concluded that there is significant difference between the opinion of respondents at the base of their area.

Table 5 The difference in the opinion among teachers about Factors Affecting the Transition Planning of Children with Disabilities based on the Place of posting (Independent Sample t-test)

Place of posting	N	Mean	SD	df	t	Sig.
School	180	152.1000	15.118	292	-.328	.007
Centre	120	152.6316	10.540			

*P < .05 Level of Significance

In the above table first comparison is made between 180 School and 114 center respondents. 152.10 is the mean of 180 schools and 152.63 is the mean of 114 Center from this result, it is concluded that there is significant difference (.007<.05) in the opinion of the respondent from the school and center.

Table 6 The difference in the opinion among teachers about Factors Affecting the Transition Planning of Children with Disabilities based on the age of respondents (one-way ANOVA test)

Age	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5054.683	4	1263.671	7.541	.000
Within Groups	48431.766	289	167.584		
Total	53486.449	293			

*P < .05 Level of Significance

From the above table, it is concluded from the ANOVA test that the opinion of teachers has significant difference (.000<.05) for current awareness of assistive technology for children with disabilities, and this is concluded based on their Age of respondents.

Table 7 The difference in the opinion among teachers about Factors Affecting the Transition Planning of Children with Disabilities based on the Designation of respondents (one-way ANOVA test).

Designation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1509.835	3	503.278	2.808	.040
Within Groups	51976.614	290	179.230		
Total	53486.449	293			

*P < .05 Level of Significance

From the above table, it is concluded from the ANOVA test that the opinion of teachers has significant difference (.04<.05) for current awareness of assistive

technology for children with disabilities and this is concluded based on their Designation of respondents.

Table 8 The difference in the opinion among teachers about Factors Affecting the Transition Planning of Children with Disabilities is based on the qualification of respondents (one-way ANOVA test).

Qualification	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2698.609	2	1349.304	7.731	.001
Within Groups	50787.840	291	174.529		
Total	53486.449	293			

*P < .05 Level of Significance

From the above table, it is concluded from the ANOVA test that the opinion of teachers has significant difference (.001<.05) for current awareness of assistive technology for children with disabilities and this is concluded based on the Qualification of respondents.

Table 9 The difference in the opinion among teachers about Factors Affecting the Transition Planning of Children with Disabilities based on Area of Specialization of respondents (one-way ANOVA test).

Area of Specialization	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5411.522	4	1352.880	8.133	.000
Within Groups	48074.927	289	166.349		
Total	53486.449	293			

*P < .05 Level of Significance

From the above table, it is concluded from the ANOVA test that the opinion of teachers has significant difference (.000<.05) for current awareness of assistive technology for children with disabilities and this is concluded based on Area of specialization.

Table 10 The difference in the opinion among teachers about Factors Affecting the Transition Planning of Children with Disabilities is based on the division of respondents (one-way ANOVA test).

Name of Division	Sum of Squares	df	Mean Square	F	Sig.
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Between Groups	4344.671	8	543.084	3.150	.002
Within Groups	49141.778	285	172.427		
Total	53486.449	293			

*P < .05 Level of Significance

From the above table, it is concluded from the ANOVA test that the opinion of teachers has significant difference (.002<.05) for current awareness of assistive technology for children with disabilities and this is concluded based on divisions of Punjab.

Table 11 The difference in the opinion among teachers about Factors Affecting the Transition Planning of Children with Disabilities is based on the experience of respondents (one-way ANOVA test).

Experience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7068.802	3	2356.267	14.721	.000
Within Groups	46417.647	290	160.061		
Total	53486.449	293			

*P < .05 Level of Significance

From the above table, it is concluded from the ANOVA test that the opinion of teachers has significant difference (000<.05) for current awareness of assistive technology for children with disabilities and this is concluded based on Experience.

Table 12 The difference in the opinion among teachers about Factors Affecting the Transition Planning of Children with Disabilities based on Type of School of participants (one-way ANOVA test).

Type of School	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	274.169	3	91.390	.498	.684
Within Groups	53212.280	290	183.491		
Total	53486.449	293			

*P > .05 Level of Significance

From the above table, it is concluded from the ANOVA test that the opinion of teachers has no significant difference (.684>.05) for current awareness of assistive technology for children with disabilities and this is concluded based on Type of school.

Findings & Conclusion

Our study aimed to investigate the Factors Affecting the Transition Planning of Children with Disabilities in Punjab, Pakistan. For this purpose, five Likert scales were used. It was concluded that the role of Students, Teachers, Parents, Research and Development, Community attitude, School infrastructure & Cocurricular activities is crucial regarding the transition planning of Children with Disabilities. 98% of teachers responded that student involvement in transition planning plays an active role in successful transition planning. 96 % of teachers agreed that Self-monitoring of teachers plays an important role in successful transition planning. 94% of teachers concluded that parents' preferences for non-disabled children affect the transition planning of disable children. 94% of teachers concluded that the role of Research and Development is important in Exposing students to advance technologies to help them plan better for their future endeavors.90% of teachers show that community attitude plays a vital role in Learners with disability views on cultural barriers affect transition planning.

Discussion

Transition planning is most important in the life of children with disabilities. The basic purpose or motivation behind this study was to explore the factors which are the key to make transition planning successful. Students, Teachers, and Parents are the person who has a leading role in this regard. The discussion of this study also indicates that the role of Research and Development & Community Attitude toward transition planning is also important. If the school environment is supportive and children are active in co-curricular activities then this could also help in this regard. Previous research also supports our findings. Thoma, Rogan & Baker (2001) explore that Student Involvement in Transition Planning is very important. Research conducted by Sharon, Mary Todd-Allen & Elizabeth (2001) evaluates and develop effective practices for involving families in the transition planning process.

Recommendations

Recommendations made for future research are listed below;

- The sample size should be increased to get more accurate results.
- Qualitative research would also help to explore better results and understandings.

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