

The purpose of this study was to investigate the satisfaction and needs of employment transition services for students with mental retardation in special schools. A total of 149 subjects, including 58 teachers, 45 significant others of the senior students, and 46 significant others of graduate students, were selected for the samples. Two self-developed questionnaires of employment transition services were used to collect the research data. There were 5 dimensions in the questionnaires, including vocational assessment, curriculum instruction, vocational placement, and follow-up guidance. The results were summarized in the following: 1. The highest satisfaction was the vocational assessment in five dimensions of employment transition services for three groups. All three groups were satisfied with current services which scores were above the median 2.0. 2. There was no significant interaction between the two factors, group and dimension, when the scores of satisfaction for employment transition services was analyzed. 3. The average score of the teacher group was above the median 2.0, when the scores of needs for employment transition services were analyzed. The results also included the needs of services for the teacher and the significant others of the students. 4. There was no significant interaction between the two factors, group and dimensions, when the scores of needs for employment transition services were analyzed. The results also showed that there were significant differences among the three groups and five dimensions. 5. The scores of needs were higher than the scores of satisfaction for the employment transition services, when the differences between the two variables, needs and satisfactions were compared. The results suggested more employment transition services need to be provided to the students with mental retardations in the future. Based upon the findings, the implications for practice and research were also discussed.