

Transition from school to adult life has recently become a significant concern for policy makers, educators, administrators, and families who have a child with special needs. How individuals understand this transition can be important source of information for efforts in this area; yet little or no specific data currently exist on how transition services are being provided and whether or not they facilitate successful outcomes for young adults with disabilities. This research is part of the study of Transition Services Model for Students with Special Needs in Secondary Education from the Aspects of Learning, Independent Living, Vocation, Welfare, and Integrated Related Services. The purpose of this research is to discover how vocational training transition from school to adult life is experienced and understood by particular young adults with disabilities, families, and service providers. Quantitative and qualitative methods will be utilized over a four-year period to gather and analyze data on the transition process for secondary students with disabilities. Implications for policy making regarding transition will be discussed and recommended service practices will be offered.