

Introduction

- Federal law mandates that all individuals who qualify for special education have transition goals be discussed at their IEP meeting by age 16.¹
- Person-centered transitions are one model of transitions which advocates for keeping the individual and their family at the center of care.²
- For individuals with moderate to severe intellectual disabilities (ID), most have parents who are their primary caregivers.³
- Research has identified what influences parent's decisions after the transition. However, it has failed to examine these factors before their child's post-secondary transition.⁴

Research Question

1. What factors influence parent's post-secondary transition decisions for their child with intellectual disabilities?
2. When do parents first think about the post-secondary transition?

Method

Study Design: Grounded Theory

Parents: Parents of three individuals with moderate to profound ID.

Data Collection: Two, 30-60 minute, semi-structured interviews

Data Analysis: Line by line, initial, and axial coding.

Participants	SES	Child	Age	Diagnosis of Child
Elaine	Lower Middle	Edward	12	Down Syndrome, MID
Annette and Andrew	Middle	Charles	21	ASD, MID
Mary	Upper Middle	Clara	22	Global delays, SID

Table 1. Participants Description. This table presents demographic information of participants and their children.

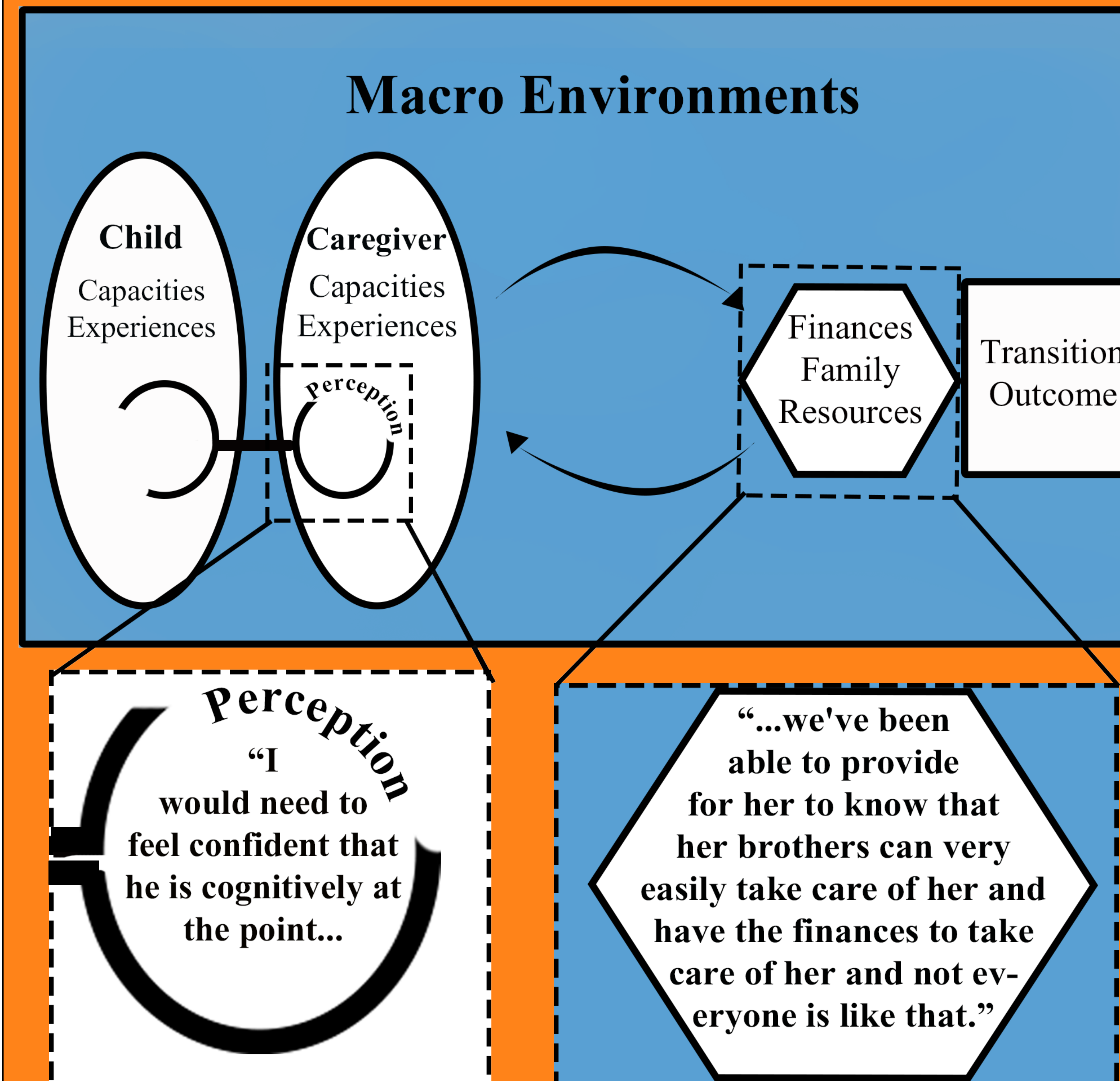


Figure 1. Model of Transitions. This model represents the themes.

Themes

1. *"We realized ...she wasn't going to grow up"*
Participants first began thinking about their child's post-secondary transition once they accepted their child's disability.
2. *"We never found out what happened"*
Negative experiences from their child's history were significant factors in determining their child's transition location.
3. *"Society's inability to really accept kids like [him]."*
Political, cultural, and social contexts all grounded the transition decision.
4. *"If I was in a different situation"*
The transaction between parent, family, and the child's capacities and the perception of those capacities were significant contributors in transition decisions.

Implications

- This research provides a model to explain the factors influencing parents' transition decisions for their children with ID.
- More information is needed to better understand how therapists can support parents to involve their children with moderate to severe ID in the transition process.

References

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