

## Discussion and Analysis

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### Patterns:

Most of the respondents agree that teachers play an important role in successful Transition Planning. However, the degree of their involvement varied teacher to teacher with some feeling that they play a pivotal role and others feel that families and job coaches need to do more.

Parents were also seen as important in achieving successful Transition Planning. Most respondents felt that parents need to be more proactive and work with teachers in developing appropriate goals.

In regard to students most of the teachers who were interviewed felt that students need to play an active role in determining their future however, the extent of their involvement appears to be dependant on their r level of cognitive functioning.

Job coaches were unanimously seen as integral partners in finding the right job or career for graduating students. The only difference was to what extent they should be involved- from shadowing students to assisting in the process.

The majority of the respondents felt that career opportunities are variable and include education alternatives yet some teachers did offer possible alternatives they believed did not exist.

### Themes:

Some of the themes I was able to identify included terms I previously listed. These included Teachers, parents, as well as job coaches as “pivotal people”. The term “Proactive” was mentioned more than once and included the above stakeholders and to a lesser extent students themselves. The use of a “mediation “ approach as well as a “buddy system” in serving as possible positive role models was discussed by a number of the respondents. Finally, the statement of setting “realistic goals” was found to be important to the majority of those interviewed. The discrepancy came with who needs to be more realistic? Parents, Students Teachers or even the job Coaches themselves.

### Discrepancies:

In reviewing the eight teacher respondents, some differences in opinions or discrepancies were observed. There was no universal consensus on how should take the lead in teaching job related skills. Some felt it was the teacher’s responsibility while others felt it was the Job coach’s role. Even parents were not excluded in this argument. The role the family should ply in successful Transition Planning was also not in 100% agreement. Some felt the family should be proactive while others felt that teachers should make these initial decisions. Some respondents saw the role of Job Coaches differently. Although all saw their need some felt that they are too involved and foster

dependence on their assistance while others felt that they need to do more especially in corresponding with teachers and possible employers. In regard to students themselves some respondents felt that they need to discuss their ideas with teachers to develop and work on appropriate career goals while some others felt that in order to become more independent, students need to take on a more active role in looking and securing employment. As to the overall success of the program it was said by some that it is a positive program with successful accomplishments, but others felt that there was little follow up with students once they leave school, or lose a job they may have lost due to a move or layoff.