

# **Planning successful transition from school-to-work for students with mild intellectual disability in Singapore.**

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## **Abstract**

Transition from school-to-work is important for people with disabilities because they have shown a pattern of overwhelming low expectations and are particularly vulnerable to unemployment. How effective are the students with disabilities prepared for school-to-work transition is not yet evaluated in Singapore. Results of the inquiry would add to the body of knowledge on transition planning and aid transition planners to make progress towards transition services. The purpose of this study was to identify the success factors in increasing the employability outcomes and barriers faced in implementing school-to-work transition for students with mild intellectual disability in two schools from the Association for Persons with Special Needs. The schools, a secondary and a post-secondary school, were selected as they were successful in providing transition services for students aged 16 to 21 years. Using the mixed methods research paradigm, data were collected for the study. The views of 16 employers, 16 parents and 84 students who were involved in the transition planning were sought. The findings of the study recommended an integrated approach to transition planning comprising four key elements: prevocational and vocational training, transition assessment and counseling, home-school-community partnership and work experiences. The study also provided grounds to advocate for a competency-based training model in advancing life-long planning for individuals with mild intellectual disability to prepare them for employment.

Keywords: transition planning, employment, disabilities, transition assessment.