Abstract
This qualitative study examines the perspectives of special education/resource teachers in Winnipeg on current transition services to prepare high school students with disabilities for adulthood. The data were collected by individual in-depth interviews with 6 teachers responsible for coordinating transition services. The main themes emerging from these interviews were the roles of schools and teachers; extended period of high school; student and family involvement; functional and comprehensive instruction; inclusive placements and experiences; and inter-personnel and interagency collaboration in the transition process in Manitoba. Interviewees identified barriers to effective transition services including limited supports and information for families, teachers, and government workers for transition services; lack of agreement concerning certain roles; delayed adult services; and lack of systematic approaches for student involvement and inclusive placement.

Thank you.

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