The reference for the published article is:


**Abstract**

For students with intellectual disabilities and their families, planning for the transition from school to adult life can be a complicated process. Successful planning is sometimes made more challenging when post-school options and opportunities are not well known or understood. The purpose of this study is to seek out the perspectives of educators on effectively preparing students with intellectual disabilities for positive transitions to adult life. The study uses qualitative research methods to identify keys to post-school success and barriers to fuller community participation. It also examines how information on post-school options and opportunities is received by educators and passed on to students and families so that effective and meaningful transition planning can take place.

The link to the website is [http://www.uofaweb.ualberta.ca/eec/](http://www.uofaweb.ualberta.ca/eec/).