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Analyzing dilemmas encountered by Korean special school teachers for students with intellectual disabilities in implementing transition services : a qualitative analysis based on the dilemmas framework

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ANALYZING DILEMMAS ENCOUNTERED BY KOREAN SPECIAL SCHOOL TEACHERS FOR STUDENTS WITH INTELLECTUAL DISABILITIES IN IMPLEMENTING TRANSITION SERVICES: A QUALITATIVE ANALYSIS BASED ON THE DILEMMAS FRAMEWORK

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CERTIFICATE OF APPROVAL

PH.D. THESIS

This is to certify that the Ph.D. thesis of

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ABSTRACT

Although most special education teachers in the United States and Korea recognize that it is crucial to provide systematic transition services to students with disabilities, the implementation level varies according to teachers' backgrounds, and many barriers keep teachers from effectively implementing these services. I understood these barriers as the Dilemmas explained by Windschitl, who defines four main categories of dilemmas that teachers encounter. These categories include conceptual, pedagogical, cultural, and political dilemmas.

Therefore, this study focused on the dilemmas encountered by Korean special school teachers for students with intellectual disabilities (ID) when they implement transition services for students with ID. These dilemmas framework are used to explain why special educators have difficulty implementing transition services even when they perceive the importance of these services. In addition, this study identified other dilemmas that special educators experience in practice, which are not categorized by the four dilemmas framework.

The purpose of this study was to understand: 1) perceptions about transition services of special school teachers who work with students with ID and 2) dilemmas these teachers have encountered when implementing transition services in Korea and the most important factors for solving these dilemmas in order to improve teachers' implementation of transition services. I conducted qualitative in-depth interviews with 35 Korean special school teachers for students with ID who are currently implementing transition services. I then used the constant comparative analysis for data analysis in order to: a) investigate categories within the interview data, b) identify properties and

dimensions of the categories, and c) demonstrate how these categories are related to one another.

The results of the interviews showed that Korean special school teachers for students with ID perceived transition services as a critical component for helping students with ID to live independent adult lives. Teachers felt that transition services can provide these students with the essential skills necessary to gain and maintain employment and to successfully integrate into society, both crucial factors to living independently. However, despite the fact that they perceived the importance of transition, their perceived implementation of transition services was relatively low because of several dilemmas they encountered. Until now, most special education teachers have been criticized for their low implementation levels, which are often considered to result from teacher negligence or fault. However, through this study I wanted to identify the dilemmas that keep special school teachers from effectively implementing transition services.

In place of being critical of educators, it is important to provide them with an environment that allows them to work effectively. Active participation and cooperation by school administrators, parents, government organizations for people with disabilities, and legal services would be most helpful in providing an atmosphere in which special educators could ensure successful transition services for their students. In addition, it would be more effective to provide professional development training for these educators and to prepare the educational and social infrastructure to enhance their implementation of transition services for students with ID.

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CHAPTER I
INTRODUCTION

The current trend in special education is toward integrating students with disabilities into society. Effective integration means helping students with disabilities live successful and meaningful adult lives as contributing members of society. Thus, most special education teachers and parents of students with disabilities have recognized the importance of preparing these students for high school graduation and independent adult life through secondary school education (Kraemer & Blacher, 2001). In fact, Luckner (1992) suggested that preparing all students to live productively when they leave high school should be one of the major goals of education.

Transition services are defined as a coordinated set of activities for students with disabilities; these services focus on improving the academic and functional achievement of those students and facilitating their movement from school to post-school activities (IDEIA, 2004). These post-school activities may include postsecondary education, vocational training, integrated employment/supported employment, adult education, adult services, independent living, and community participation. According to Bakken and Obiakor (2008), assisting students with disabilities to achieve their career and life goals and to become active members of their communities is the goal of transition services. Titus-Schmahl (2010) insisted that appropriate support for the transition of students with disabilities from high school to adult life is significant for the later success of those students.

However, transition to postsecondary adult life is a serious challenge for students with disabilities (Shandra & Hogan, 2008; Wehman, Inge, Revell, Erickson, Butterworth, & Gilmore, 2006). Poor transition services will have a negative influence on students and

can contribute to negative outcomes when they move from high school to adult life (Titus-Schmahl, 2010). According to federal mandates addressing this transition in the United States, students with disabilities have shown significantly poorer post-school outcomes in the last two decades in areas such as employment, post-secondary education, and independent living than their peers without disabilities (Wagner, Newman, Cameto, Garza, & Levine, 2005). Students with disabilities drop out of school at significantly higher rates, and have poor academic skills and low employment rates (Pugach & Wagner, 2001; U.S. Department of Education, 2004; Wagner et al., 2005).

According to Ligon (2009), lower rates of enrollment in post-school vocational programs were most evident in students with ID. In addition, post-school success in terms of education, employment, and independent living also was reported as least likely for students with ID. Although these students were employed in post-school situations, they earned less than minimum wage (Kohler, 1996).

High school graduates with disabilities face a similar situation in Korea, where post-school outcomes for these students are not very different from those in America (The Department of Education and Human Resource, 2006). Only 35% of students with disabilities who graduated from high school in Korea were employed (Jung, Kim, Jung, Jung, & Kim, 2005).

Although most special education teachers in the United States and Korea recognize that it is crucial to provide students with disabilities systematic transition services, the quality of implementation of these services is quite low (Benitez, Morningstar, & Frey, 2009; Seo, 2008). Two Korean studies support this contention. The overall results of a study by Seo (2007) indicated that Korean special education teachers

felt somewhat unprepared to conduct transition servcies, were somewhat unsatisfied with professional development related to transition services, and rarely performed transition services.

Similarly, the results of a more recent study by Park (2011) indicated that Korean special education teachers recognized the importance of implementing all categories of outcome-oriented transition services such as transition cooperation, transition training, and transition planning. However, their implementation of transition services was relatively low.

As shown in figure 1, several factors influence the effectiveness of transition services, including special education teachers' knowledge of transition services, the type of leadership available to teachers, family cooperation, teacher work experience, and existence of social networks (Wittenburg & Maag, 2002). Students' transition experiences are also negatively impacted by special education teachers who do not have enough knowledge of transition competencies (Benitez, Morningstar, & Frey, 2009).

Special education teachers' self-efficacy is also one of the factors that influences student transition achievement (Curry, 2012). Self-efficacy is defined by Bandura (1995) as having confidence in one's capability to organize and implement the set of actions needed to manage a prospective situation. Gibson and Dembo (1984) have demonstrated that teachers' self-efficacy influences students' achievement:

> Teachers who believe that student learning can be influenced by effective teaching, and who also have confidence in their own teaching abilities would endure longer, provide a better scholastic focus in the classroom, and exhibit different types of feedback than teachers who have lower expectations concerning their ability to influence student learning. (p. 570)

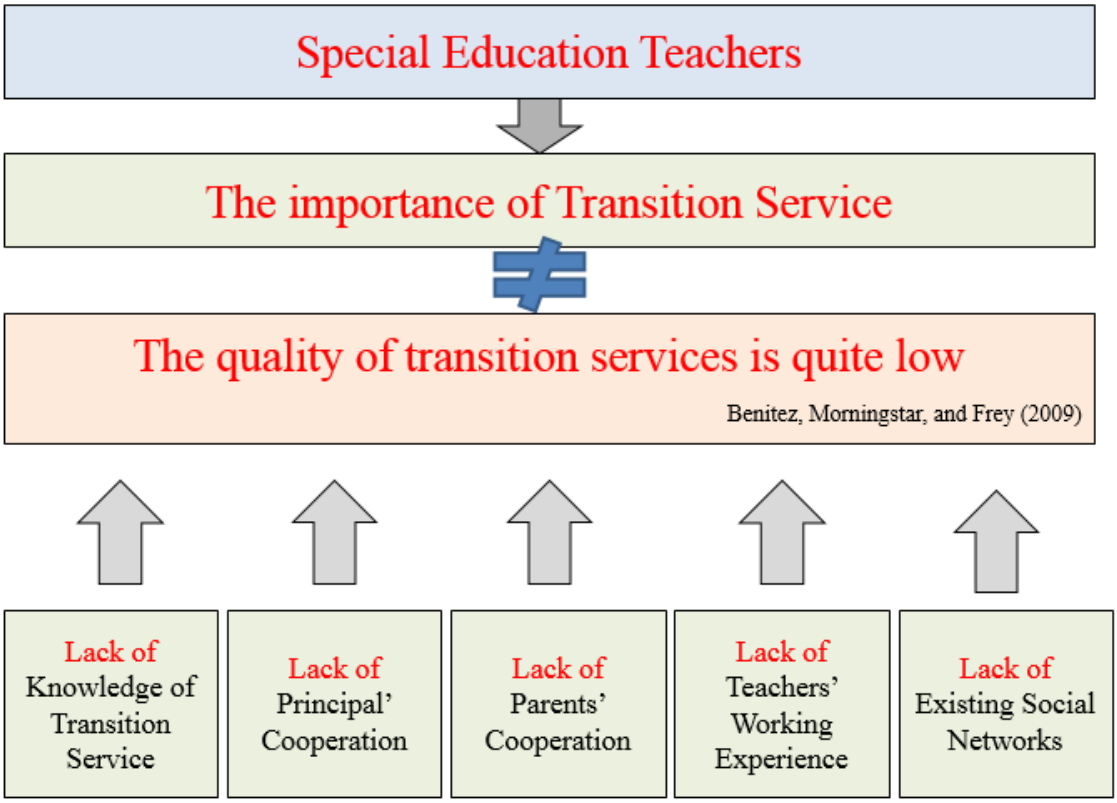

Figure 1. Factors Influencing the Effectiveness of Transition Services Implementation

In addition, the school principal and the focus of his or her instructional leadership (DiPaola, Tschannen-Moran, & Walther-Thomas, 2004) and the influence of parents also play key roles in the successful transition of students with disabilities (Titus-Schmahl, 2010; Grigal & Neubert, 2004). In fact, most specialists feel that transition outcomes are strongly influenced by student and family characteristics, economic conditions, community contexts, and the availability of services (Chomokos, 2005). Building close communication and sharing information among the various groups impacting student transitions are crucial steps in ensuring a seamless transition from high school to adult services in the community (Kochhar-Bryant & Izzo, 2006).

Despite these studies, however, traditional approaches most often blame special education teachers for low implementation levels of transition service (Figure 2). We

need to adopt a different approach that examines the reasons teachers might have difficulty implementing transition education.

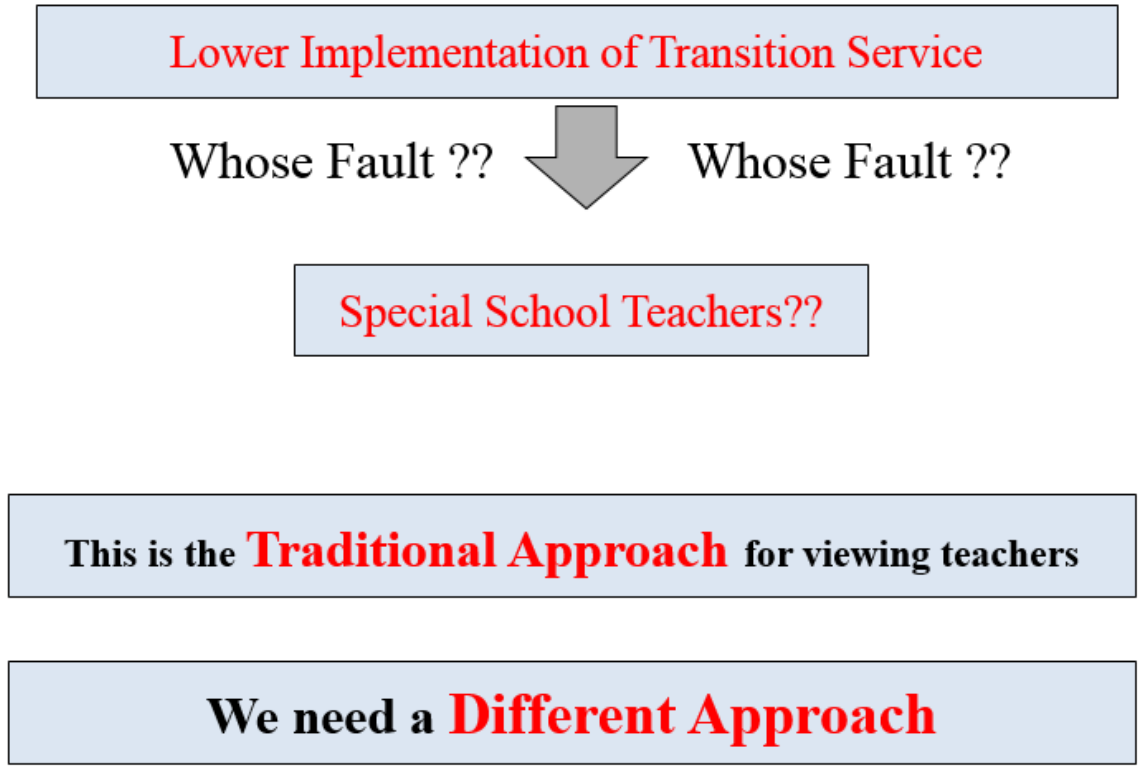

Figure 2. The Needs of Different Approach for Viewing Teachers

Based on previous research, it would appear that inadequately prepared teachers, lack of support from principals, negative relationships between teachers and parents, and the severity of the disability can be considered challenges or barriers that prevent special education teachers from effectively implementing transition services. These challenges or barriers can be understood as 'Dilemmas' as explained by Windschitl (2010), who defines four main categories of challenges that teachers encounter. These categories include conceptual, pedagogical, cultural, and political dilemmas (Figure 3). Conceptual dilemmas occur as a result of teachers' lack of knowledge in a given area, such as transition definition, models, or processes. Pedagogical dilemmas arise from the

complexities involved in the various approaches to designing curricula and creating meaningful learning experiences. In other words, it is the dilemma of how to apply knowledge of teaching to actual classroom practices from which students will learn. Cultural dilemmas emerge between teachers and students while drastically reorienting classroom roles and expectations in order to accommodate and achieve learning objectives. Last, political dilemmas arise when institutional norms and authority are questioned by various stakeholders in school communities like the principal or parents.

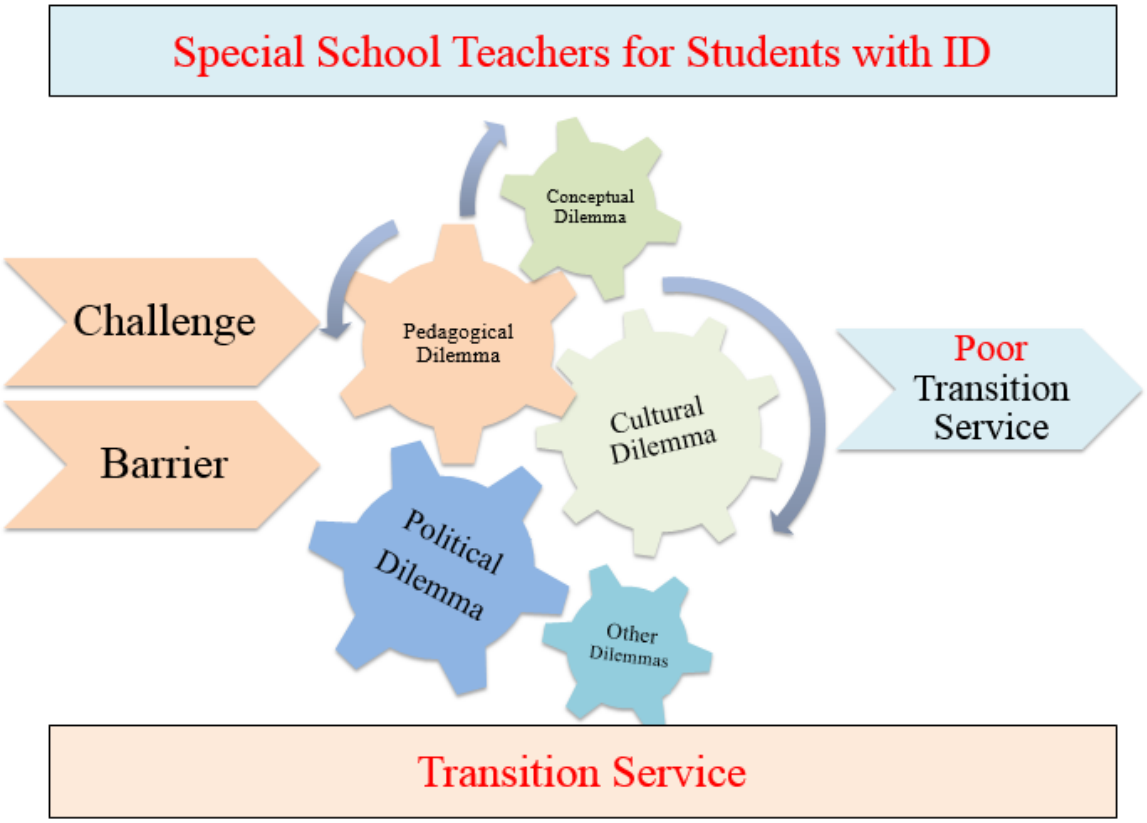

Figure 3. Categories of Dilemmas Encountered by Special School Teachers

These four dilemmas can be applied to special education teachers' attempts to implement transition services. As discussed, students with ID encounter many challenges as they transition from high school into postsecondary education and/or adult living.

They are more likely to have lower rates of enrollment in vocational programs and lower success in employment, education, and independent living. Therefore, this study focused on the dilemmas encountered by special school teachers for students with ID when they implement transition services. These dilemmas framework are used to explain why special education teachers have difficulty implementing transition services even when they perceive the importance of these services. In addition, this study identified other specific dilemmas uncategorized by the four dilemma framework that special education teachers experience in practice.

Purpose of the Study

Most special education teachers agree that transition services are important for students with ID who are in transitional periods. However, the implementation level varies according to teachers' backgrounds, and many barriers keep teachers from effectively implementing these services. Thus, I investigated how special school teachers of students with ID in Korea perceive: a) the purpose of transition services, b) the importance of transition services, and c) their performance in implementation.

Second, I investigated the dilemmas special education teachers encounter in school settings. I hypothesized that special education teachers also experience four types of dilemmas explained by Windschitl (2010) in implementing transition services in schools, which could influence their implementing of transition services. I also expected to find other specific dilemmas special education teachers experience in implementing transition services.

Last, I investigated what factors are most important for solving the dilemmas teachers face in order to improve their implementation level of transition services.

Therefore, this study is designed specifically to answer the following questions:

1) How do special education teachers of students with ID in Korea perceive: a) the purpose of transition services, b) the importance of transition services, and c) their implementation of transition services?

2) What kinds of dilemmas do special school teachers for students with ID in Korea encounter when implementing transition services and what do special school teachers for students with ID consider to be appropriate methods for solving those dilemmas they encounter in order to improve their quality of implementing transition services?

CHAPTER II
LITERATURE REVIEW

While most special education teachers agree that transition services are vital to ensuring that students with ID succeed in their adult lives, many dilemmas keep teachers from effectively implementing these services. This chapter first examines the legislation that mandated transition services in the United States and in South Korea. It then discusses various definitions of transition and transition models that have shaped how such services have been conceptualized. Next, it discusses literature related to various aspects of implementing transition services, including transition assessment, transition planning, transition training, cooperation with families of students with ID, and accommodation. Last, it addresses the challenges that special school teachers face in their attempts to effectively implement transition services, and explains Windschitl's framework of the four dilemmas.

Transition Service Legislation in the United States

Special education legislation in the United States commenced with the 1966 amendments to the Elementary and Secondary Education Act of 1965 (ESEA). These amendments (PL 89-750) stemmed from aspects of the American Civil Rights Movement of the 1960s (Harden, 2012) and added Title VI to the ESEA. After that initial legislation was established, several later policies and laws were enacted specifically to ensure that transition services are provided in public schools for students with disabilities (Muñoz-Lorenzo, 2012) and to support the larger goals of those services. For example, the Rehabilitation Act of 1973 (P. L. 93-112) afforded equal opportunity without discrimination to individuals with disabilities in education, employment, and various other settings such as colleges, universities, and postsecondary programs that receive

federal funds (Muñoz-Lorenzo, 2012). Section 504 of the Rehabilitation Act indicated that:

> No otherwise qualified handicapped individual in the United States, as defined in Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Two years later, a free and appropriate public education in the least restrictive environment for all children ages 5 to 21 was mandated by the Education for All Handicapped Children Act (EHA) of 1975 (PL-94-142). The EHA provided the underpinnings of special education services and is the precursor to the Individuals with Disabilities Education Act (IDEA) (Harden, 2012). Thus, the EHA is viewed as the cornerstone of the special education field and has been revised over the years to include transition services (Muñoz-Lorenzo, 2012).

The significance of preparing students with disabilities for postsecondary life was more completely recognized when Congress passed and implemented the Education of the Handicapped Act Amendments of 1983 (EAHCA) (Portley, 2009). By establishing new services and programs, these amendments facilitated transition training that would provide high school students with disabilities with essential vocational, independent living, and competitive employment skills (Harris, 2006, p. 26). Such objectives were further supported by the institution of the Carl Perkins Vocational Education Act in 1984, which enabled students with disabilities access to career (vocational) and technical programs, providing all students the opportunity to learn vocational skills that could support their transition into adulthood (Threeton, 2007, pp. 67- 68). This Act was amended three times, in 1990, 1998, and 2006, mandating that all career and technical

education programs be aligned with current academic and technical standards (Myers, 2011).

The end of the 1980s also marked a new focus on the argument that special education should include a community-based service approach (Ligon, 2009). Researchers emphasized that educators should focus more on increasing community opportunities, such as partnerships and networking with agencies that exist outside school settings. The movement for affecting positive adult outcomes for people with developmental disabilities ultimately provided all students with disabilities better access to coordinated transition activities (deFur, 2003). In addition, special education focused on transition began to consider individual student choices and postsecondary needs, rather than focusing on disability-deficit or categorical services (Kohler & Field, 2003).

The next decade continued the trend of special education legislation, beginning in 1990 with the renaming of the Education for All Handicapped Children Act of 1975 to the Individuals with Disabilities Education Act (IDEA; PL 101-476). IDEA mandates transition services be provided to students with disabilities no later than age 16 (Muñoz-Lorenzo, 2012) and requires that these services be included in students' Individualized Educational Programs (IEPs). Importantly, the Act also stipulated when teachers should build transition plans and where they could access transition services (Harden, 2012). The Rehabilitative Act Amendments of 1992 (PL 102-569) supported the mandate of IDEA to empower students with disabilities to attain economic self-sufficiency, achieve independent adult lives, and successfully integrate into society (Chomokos, 2005).

The School-to-Work Opportunities Act of 1994 (PL103-239) was another significant piece of federal legislation for the purpose of assisting all students to acquire

the knowledge, skills, and abilities to successfully transition to career-oriented work or postsecondary education (Myers, 2011). The main components of this legislation included integrating career guidance and various work-based learning and training activities into students' academic experiences (Threeton, 2007).

The IDEA of 1997, known as P.L. 105-17, mandated that transition planning should be started at age 14 and continued throughout the high school years. Although the idea of transition services was revisited in this legislation, its definition remained largely the same, with only a few exceptions to the related services (Chomokos, 2005). The 1997 IDEA was expanded to provide transition services based on each students' interests, preferences, and needs (Myers, 2011). It provided equal access for students with disabilities to the general academic curriculum and prepared them for future employment and independent living (Muñoz-Lorenzo, 2012). The significant added component of IDEA 1997 was requiring each state education agency to have appropriate procedures for hiring qualified special education teachers and to have a plan for teacher training, evaluation, and improvement of related personnel (Harden, 2012).

The No Child Left Behind Act (NCLB) (2001), which emphasized students' achievement outcomes (Ligon, 2009), was another piece of milestone education legislation (Myers, 2011). The NCLB Act includes four basic tenets: 1) Stronger accountability for ensuring that all students—including those with special needs—become academically proficient; 2) More freedom for states and local school districts to channel federal funds toward their individual systemic needs; 3) Use of research-based data to determine the most efficient programs, methods, and practices to improve student

learning and achievement; and 4) Allowing parents to send students to higher-achieving schools (U.S. Department of Education, 2001, p. 1-3).

NCLB requires all states receiving federal school funding to develop assessments in basic skills (Myers, 2011). It also stipulates that all students should be included in standardized testing for accountability, and accommodations should be provided in order for students with disabilities to succeed in testing (Wenning, Herdman, Smith, McMahon, & Washington, 2003). However, the testing requirement created concern about whether students with disabilities could meet the standards of proficiency. Lower than desirable results could influence students' academic outcomes and ability to transition from secondary to postsecondary settings such as vocational training, postsecondary employment, and education (Myers, 2011). Meek (2006) argued that the main emphasis of NCLB was on the test rather than on teaching students, and pointed out that failing those tests could have lifelong consequences. Emphasizing the inclusion of students with disabilities in regular classrooms and providing alternative assessment are two key components of overcoming the barriers of NCLB and preparing students with disabilities for the testing the law requires (Myers, 2011).

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) was a reauthorization of the IDEA of 1997 that included several significant and essential changes related to transition planning and delivering services for students with disabilities (Myers, 2011). This law mandates that assessment and planning should be included in individual students' IEPs. The purpose of the transition mandates was to build a plan for providing a number of possible outcomes toward postsecondary education, vocational training, employment, and independent living. One of the requirements of

IDEIA 2004 was that special education teachers should be well-qualified to teach content in order to ensure better academic preparation for standardized tests and preparation for successful transition into postsecondary life (Smith, 2005). In order to address this, the law added two important components: the necessity of interagency collaboration for identifying professionals who could assist with transition planning (Oertle & Trach, 2007, p. 36), and family participation in educational planning (Nickerson, Salamone, Brooks, & Colby, 2004).

Transition Service Legislation in South Korea

While historically there is extensive legislation in the United States regarding transition services, an interest in the transition from school to work did not arise in Korea until the middle of the 1990s (Seo, 2007). The country's education policy began to change rapidly as a result of this political shift, and one of the outcomes of this change was the attempt to develop more equal educational opportunities for all students, including those with disabilities (Park, 1997, p. 2).

At this time, the term "transition" came to mean the "transition from school to adult life," which included all aspects of adult life such as independent living, leisure activities, integrated community participation, and employment (Kim, 2001). The increased interest in transition in Korea was directly related to the necessity of providing transition services for students with disabilities as a result of the 1990 enactment of the Law of Promotion of Employment of People with Disabilities, which allowed for the development of effective vocational programs for those with disabilities (Kim & Kim, 2003). This law included the term "transition education" and mandated that transition

programs be included in special education curricula throughout the school years, and especially during secondary school (Seo, 2007).

The current legislation in South Korea related to students with disabilities is called the Special Education Laws for Persons with Disabilities and Others (2007). Unlike the 1990 law, this legislation does not directly address the issue of transition services or use the term "transition services." Instead, transition services are implied under the category of "career and vocational education," which stipulates that school administrators should provide vocational assessment, vocational education, support for employment, and follow-up services for students with disabilities in order to ensure effective career and vocational education based on students' characteristics and needs. In addition, the law states that school administrators should provide the appropriate equipment and/or facilities necessary to implement career and vocational education effectively.

Despite the fact that the term "transition services" is not incorporated into current Korean law, most teachers consider the majority of work related to career and vocational education to constitute transition services, since this term is more comprehensive than "transition services." Thus, in order to comply with the national regulations for persons with disabilities, special education teachers implement transition services at school. These teachers are referred to as "transition service teachers," and the term "transition services" is used often in practice in educational settings. Transition service teachers are responsible for building individualized transition plans as part of individualized education plans for students with disabilities beginning in middle school. In summary, all work related to career and vocational education in Korea is considered to be transition service

even though the term is not incorporated into national legislation regarding students with disabilities.

Definitions of Transition Service

Like the changes in transition legislation, there have been a number of historical developments in how transition has been defined. Each definition has reflected changes in the needs of students with disabilities and the difficulties they have experienced while preparing to transition into postsecondary settings (Myers, 2011).

Will (1984) defines transition as "an outcome-oriented process encompassing a broad array of experiences that lead to employment" (p. 3) and uses the image of a bridge to define how transition connects school and postsecondary life, education and employment. This pivotal process covers not only high school and graduation, but also postsecondary education, adult services, and the first few years of employment. She suggests that transition, like a bridge, requires adequate support both during and at both ends of the process (Will, 1984), and contends that transition should not be seen simply as services provided in high school to help a student move to adult life, but rather that these services should encompass a student's full transition into adult living. The bridge metaphor is used to argue that it is just as necessary to provide strong sources of support for students at the adult/end of the transition period as it is for those at the beginning/high school stage.

Will's (1984) concept of transition was later expanded by Brolin and Schatzman (1989), whose definition reflected transitions into several different types of work roles including those of "students, homemakers, family members, volunteers, and retirees, as well as productive recreational, vocational, and leisure activities."(p. 22-23) They note

that periods of transition can be difficult for all adults, but in particular for those with disabilities, who can have a harder time solving problems and making decisions on their own. This definition also notes additional service needs of transition, including the importance of career development to this process (Brolin & Schatzman, 1989).

As special education legislation in the United States became more prevalent in the 1990s, legal definitions of transition built on and expanded the definitions put forth by researchers. For instance, Section 602(a) of IDEA states the following definition of transition services:

> A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation (Education of the Handicapped Act Amendments of 1990, P.L. 101-476, Section 602(a) [20 U.S.C. 1401(a)]).

This definition clearly includes elements of Will (1984) and Brolin and Schatzman's (1989) ideas, but it also builds on those earlier definitions by mandating that transition services include plans for each student that specifically take into account an individual's needs, preferences, and interests.

Halpern's (1994) definition emphasized the additional need to begin transition planning as early as possible in elementary school and to involve students in this process. His definition is the most commonly cited within transition literature (Sobel, 2010), and it has been used as the basis for many transition-related organizations and services.

Following is his definition as it was adopted by the Division of Career Development and Transition:

> Transition refers to a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in postsecondary education, maintaining a home, becoming appropriately involved in the community, and experiencing satisfactory personal and social relationships. The process of enhancing transition involves the participation and coordination of school programs, adult agencies, and natural supports within the community. The foundations for transition should be laid during the elementary and middle school years, guided by the broad concept of career development. Transition planning should begin no later than age 14, and students should be encouraged, to the full extent of their capabilities, to assume a maximum amount of responsibility for such planning. (p. 117)

The biggest difference from the previous definition is that Halpern stressed the importance of beginning transition services from an early age. Specifically, this definition suggested that transition planning should be started no later than age 14.

The IDEA Amendments of 1997 revised the definition of transition service defined in IDEA of 1990 as follows:

> [Transition] is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community privation; (B) is based on the student's needs, taking into account the student's preferences and interests; (C) includes instruction, related services, community experiences, the development of employment and other post-school objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. (section 602)

Despite a few minor changes, the language here is very similar to the 1990 definition of transition services. However, this amendment did make one important change to the definition, adding the term “related services” to its list of what is included under “outcome-oriented” transition. This terminology indicated that even if

such services had yet to be specified, if students had need of any services the law mandated that they be provided.

Levinson and Ohler (1998) used a similar definition in which transition serves as the facilitating process for post-school adjustment of students with disabilities through several kinds of services and experiences. One year later, Hasazi, Furney, and DeStafano (1999) added to these definitions a focus on providing students with the skills necessary to become active agents in their own lives; they maintain that transition services should be designed to ensure that students receive the skills, opportunities, and support to pursue employment and/or postsecondary education, but also to participate socially in their communities and to make their own decisions as adults

IDEIA of 2004 echoed this earlier research by mandating that transition planning and services concentrate on academic abilities and outcomes that support students with disabilities when those students transition from high school to post school activities. In addition to defining transition as a "results-oriented process…focused on improving the academic and functional achievement of the child," it required that students be at the center of transition programs by taking their needs, strengths, preferences, and interests into account (Holtz, Owings, & Ziegert, 2006).

Recent definitions of transition have been even further expanded to make central to the process not just students but also their families. For example, the Virginia Department of Education (2010) defined transition as "the process students and their families use to think about life after high school to identify their desired outcomes, and to plan their community and school experiences to assure that the students acquire knowledge and skills to achieve their goals" (p. 1).

In Korea, transition services are defined as continuous services that are provided to help students with disabilities successfully move from secondary education to adult lives in society (Cho 2005). Because the legislative and academic focus on transition is still so recent in South Korea, currently most researchers adopt U.S. definitions of transition; very few researchers have redefined transition services for their studies.

While there are many differences between transition definitions, they do share some common elements. As shown in Table 1, transition definitions can incorporate three major features: 1) the information on which transition goals are based; 2) the specific goals of transition; and 3) the specific services that transition should provide. Legal definitions of transition, like those included in the IDEA legislation, are often by nature more comprehensive than other transition definitions and tend to include language related to all three of these areas. Most other transition definitions do not state the information on which they have based their determination of transition goals.

All transition definitions include a statement of the specific goals of transition services, although these goals can vary widely according to the organization or research that has generated the definition. However, there are some common themes in the transition goals. Almost every definition includes the goal of preparing students with disabilities for employment. In addition, the majority of later transition definitions also include goals of community participation and postsecondary education.

The federal legislative definitions of transition all include language stipulating the services that should be provided as part of transition. These legal definitions most often mention instruction, services leading to employment, services supporting the development of employment, functional vocational evaluation, and related services.

Other definitions mention the specific services that fall under transition to a lesser extent, but when they do include them they often focus on services not specifically mentioned in legal definitions, such as participation in school programs, adult services, “opportunities,” and “support.”

Table 1. *The Components of Transition Definitions*

		Will, 1984	Brolin & Schatzman, 1989	IDEA 1990	Halpern, 1994	IDEA 1997	Hasazi, Furney, & DeStafano, 1999	IDEIA 2004	Virginia Department of Education, 2010
Based on	Student interests			X		X		X	
	Student needs			X		X		X	
	Student preferences			X		X		X	
	Student strengths							X	
Outcomes	Academic achievement							X	
	Community participation			X	X	X	X	X	
	Daily living skills			X		X			X
	Employment	X	X	X	X	X	X	X	
	Functional achievement							X	
	Learning to function as a family member		X						
	Learning to be a homemaker	X	X		X				
	Independent adult living			X		X		X	
	Leisure activities		X						
	Postsecondary education			X	X	X	X	X	
	Building personal and social relationships				X				
	Learning how to volunteer		X						
	Vocational training			X		X			

Table 1 continued

		Will, 1984	Brolin & Schatzman, 1989	IDEA 1990	Halpern, 1994	IDEA 1997	Hasazi, Furney, & DeStafano, 1999	IDEIA 2004	Virginia Department of Education, 2010
Services included	Adult services				X				
	Community experience			X		X		X	X
	Development of employment			X		X		X	
	Functional vocational evaluation			X		X		X	
	Instruction			X		X		X	
	Participation in school programs				X				X
	Related services	X				X		X	
	Support	X					X		

Transition Models

In general transition models have three common features (Botterbusch, 1989). First, these models maintain that transition refers to both an outcome and a process. The outcome refers to the products of education, such as vocational placement, enjoying leisure time, and integration into a community; the outcome of transition should be successful community adjustment (Wehman, Krengel, & Barcus, 1985). The process refers to the types and levels of support needed to assure that the most normalized living conditions are provided and includes forming and implementing individual transition plans and coordinating cooperation between agencies (Wheeler, 1987).

The second common feature of transition models is their focus on cooperation between services, agencies, and providers. Such cooperation has many benefits, including sharing of resources between team members, fewer problems with communication, and integration of service for workers (Botterbusch, 1989). Last, transition models share in common an emphasis on creating individualized transition plans, individualized rehabilitation plans, and guidance for a worker through vocational rehabilitation services (Botterbusch, 1989).

While they share many of the same general features, a number of different transition models have been developed over time to correct the deficiencies of earlier models, emphasize diverse aspects of transition services, and address the specific needs of particular organizations. Some of the most well-known of these include outcome models like the OSERS model and the Halpern model, as well as process models like the Wehman model and the transition service integration model.

The OSERS Model

One transition model that includes all three of these features is the OSERS model, which has been used as the basis for many other transition plans. Will (1984) and the Department of Education's Office of Special Education and Rehabilitation Services (OSERS) staff created the OSERS model. This “Bridges from School to Working Life” model emphasized the importance of adult outcomes and living purposes (Will, 1984) and focused on meeting the needs of employment for individuals with disabilities regarding service provision and adjustment (Brolin & Lloyd, 2004). OSERS’ continuum of three levels of services assures the successful transition from school to the world of employment based on individuals’ needs and abilities (Mueting, 2006). In order to develop students’ employment skills, this model suggests assessing each student to determine the suitable level of service necessary: 1) no special education services needed, 2) time-limited services, and 3) ongoing services. However, a limitation of the OSERS model is that it defines transition as it relates only to a vocational outcome (Wheeler, 1987), and it pays less attention to the outcomes that occur as students transition from one system to another (Zhang et al., 2005).

The Halpern Model

In order to solve the shortcomings of Will’s (1984) OSERS model, Halpern (1985) developed a model offering a broader viewpoint of transition that includes a community participation factor (Ligon, 2009). Halpern’s model therefore emphasizes successful community integration and outcomes interconnected with: 1) employment, 2) residential living, and 3) social and interpersonal relationships (Lehman, Clark, Bullis, Rinkin, & Castellanos, 2002). In Halpern’s model, each activity has equal significance,

thus the absence of any one domain could affect the outcomes of the other domains. For instance, a lower employment outcome could bring about fewer social and interpersonal networks and fewer opportunities for independent living. Thus, for assessing the extent to which a person is an active community member, the combined influences of employment, residential environments, and social/interpersonal networks are a significant factor (Ligon, 2009).

The Wehman Model

The Wehman model proposes that students with disabilities go through three transition stages: school instruction, planning for transition, and gainful employment (Wehman et al., 1985). In this model, in order for all students to achieve goals such as independent living and employment, the secondary school must include: 1) a functional curriculum in harmony with the community's current employment needs; 2) integrated schools to encourage interpersonal skill development between person with disabilities and person without disabilities; and 3) community-based instruction in which students participate for progressively longer periods of time (Botterbusch, 1989, p. 68).

Transition Service Integration Model (TSIM)

TSIM was developed for students with significant disabilities who stay enrolled in a public school until age 21 (Harden, 2012). It was designed to ensure successful transition for students who needed supported employment services and for whom significant job customization was required in order to maintain employment (Certo & Luecking, 2006). This model hypothesizes that support for employment is continued by a community rehabilitation agency (CRA) after secondary school via direct collaboration between the secondary school and CRA (Harden, 2012). TSIM is completely community-

based in direct-hire jobs and in this model employment specialists support students who are graduating from secondary school in order to ensure them a seamless transition into employment (Certo & Luecking, 2006).

As these models demonstrate, transition is a complex process that involves many different components and relies on the cooperation of numerous agencies and personnel to ensure successful transition outcomes for students with disabilities. While these models emphasize various aspects of the transition process, they all share in common the idea that the outcome of transition should be successful employment of students with ID, and that various types and levels of support are needed to achieve this goal. The components of that support are provided within the different steps of the transition implementation process.

Approximately ten years ago, the special education field in Korea became interested in the post-school outcomes of students with disabilities. As a result, researchers have started to argue the necessity of transition services in Korea. These researchers have introduced U.S. transition models into the Korean special education field, where those models are often adopted just as they are used in the U.S. The general transition model in Korea is to first assess students, and then build a transition plan, provide transition training for students according to the transition plan, place students in employment, and then provide follow-up services.

Implementation of Transition Services

To properly implement transition services, educators need to conduct a number of different tasks. These tasks begin with transition assessment and are followed by

transition planning, transition training, cooperation with families, and accommodation, respectively.

Transition Assessment

Liss (2009) defined transition assessment as the process of collecting information from students in transition periods in order to assist their successful transition. However, the details and definitions of transition assessment have changed continually over time (Neubert, 2003). In special education, the most prominent definition, from the Division on Career Development and Transition (DCDT) of the Council for Exceptional Children (CEC) is as follows:

> The ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, education, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP). (Sitlington, Neubert, & Leconte, 1997, pp. 70-71)

Clark (2007) defined transition assessment based on the idea that transition occurs across students' entire life spans. He therefore argued that transition assessment should include obtaining, organizing, and using information to assist individuals with disabilities of all ages and their families to make decisions that will create meaningful lives.

Transition assessment was mandated for the first time by the authorization of IDEIA 2004 (Liss, 2009), which includes the stipulation that assessment should be initiated no later than 16 years of age, and that it should be updated annually. Furthermore, the legislation mandates that this assessment include "appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills" (IDEIA 2004, Sec. 614). IDEIA 2004 also includes language about the particular

preparation related to transition assessment and IEP development. It mandates that transition assessment should be the basis for the transition services students attain through IEP (Sitlington et al., 2007). When transition assessment is implemented, age-appropriate assessment should be used to develop measurable postsecondary goals. There are 13 types of formal transition assessments, which include "learning style inventories, academic achievement, intellectual functional assessment, adaptive behavior scales, aptitude tests, interest inventories, personality scales, quality-to life scales, social skills inventories, prevocational/employability scales, vocational skills assessments, transition knowledge and skills inventories, and medical laboratory procedures" (Clark, 1996, p.40).

Regardless of the type of assessment model used, it is important to incorporate students with disabilities as critical transition team members. In order for this to work effectively, special education teachers need to teach students with disabilities how to actively participate in transition assessment meetings (Halpern, 1994). One common assessment model is the adaptive behavior assessment.

Adaptive Behavior Assessment

Adaptive behavior is defined as daily activities that are age-appropriate according to social standards (Harrison, 1987; Sparrow, Ballad, & Cicchetti, 1984), and adaptive behavior scales measure individual students' adaptive behavior skills in their environment (Emerson, 1995). Adaptive behavior scales can be mapped into six domains including independent functioning, physical development, self-direction, personal responsibility, economic-vocational activity, and functional academic skills (Gresham & Elliott, 1987). In many cases, adaptive behavior assessments are used in conjunction with

intelligence assessments in order to categorize an individual's disabilities (Harrison, 1987; Gresham & Elliott, 1987; McCarver & Campbell, 1987). For example, the American Association of Intellectual and Developmental Disabilities (AAIDD) uses adaptive behavior assessments to define individuals with ID and other developmental delays. Special educators can also measure areas of student performance via funcational assessments.

Functional Assessment

Functional assessments help students to compare their current performance levels to the level needed for successful transition outcomes (Juan, 2008). In these assessments, students' individual functions—such as academic performance, behaviors, and vocational performance—are assessed in their surrounding environment. Through the information collected, students can then be provided with proper lessons, training programs, and activities that help them to transition successfully. Functional assessments may be accompanied by vocational and career assessments.

Vocational and Career Assessment

Vocational and career assessments are used to collect relevant information related to a student's strengths, preferences, interests, and needs (Juan, 2008). Personnel related to these students, such as parents and teachers, also participate in the vocational and career assessment process, which includes "interviews and questionnaires, observations, ecological and environmental inventories, situational assessment, curriculum-based vocational assessment, interest inventories, vocational profile, and portfolio assessment" (June, 2008, p. 42). This information assists students as they make decisions about their future roles in the workplace and community (Sax & Thoma, 2002). While assessments

help to collect information that is important to assuring successful transition outcomes, family involvement in transition is another critical aspect of this process.

Transition Planning

IDEIA 2004 mandated that schools should have transition planning meetings in order to ensure that all students with disabilities have access to services that are designed to meet their special needs and prepare them to successfully transition into further postsecondary education, employment, and independent adult living (Curry, 2012). IDEIA 2004 stated that transition planning should begin no later than age 14 with cooperative efforts between the school and agencies that provide services and support in the community. However, many schools do not comply with these transition meeting requirements in spite of IDEIA's mandates (Kohler & Greene, 2004). For instance, during the 2009-2010 school year in the state of Georgia, only 5.5% of schools in 18 districts had written measurable transition goals. In addition, only one district out of those 18 had correct IEPs.

One possible reason for this lack of compliance is that transition planning is a complicated process that includes many components. While a number of studies have discussed these components in detail and have stipulated what constitutes best practices in transition planning, many special education teachers feel that they have not had enough training to learn the skills necessary to facilitate this planning, which is a large barrier to their ability to adequately implement this stage of the transition process.

Components of Transition Planning

Halpern (1994) discussed four major aspects of transition planning including postsecondary transition goals, relevant school experiences, self-determination, and self-

evaluation, and indicated that whenever transition plans are implemented, these aspects must be included in the process to achieve successful transition. He explained that "1) post-school transition goals refer to the notion that students' needs and interests should be the primary determinant in selecting those goals for the future that will guide the transition planning process, 2) self-determination involves helping students to gain a sense of empowerment with respect to their own transition planning, and 3) self-evaluation involves teaching students with disabilities how to evaluate themselves, taking into consideration a variety of assessment areas and findings" (pp.118, 119).

In 2001, Blanchett conducted a survey about the essential skills special educators should use while engaging in transition planning meetings. Seventy five special educators from Pennsylvania participated in this study, 95% of whom believed that most important are communication skills and the ability to teach residential daily living skills. In addition, 90% of special educators thought that cooperating with other educators as a multidisciplinary team, providing future employment skills, building social skills, and teaching daily living skills are important facets of the transition planning process.

Best Practices of Transition Planning

During the transition planning process, students should understand that they are causal agents in their own lives, able to express their preferences and choose their own futures (Wehmeyer & Schwartz, 1997). In other words, students should take the central role and responsibility in the process of transition planning (Halpern, 1994). In order for students to identify their preferences in setting individual goals for postsecondary life, student-focused planning is necessary (Powers, Singer, & Sowers, 1996). LaCava (2006)

took this argument one step further by insisting that students can successfully transition only when provided with as much autonomy as possible.

Repetto (2003) reinforced the importance of student-centered transition planning, but added the argument that transition could only succeed if planning centered on students' self-determination began early. Other researchers have also argued that in order for students to successfully transition into postsecondary adult life, preparation should begin from early childhood, and four main skill areas focused on academic, career & vocational, social, and independent living skills should be included in this planning (Chomokos, 2005).

Using technology is one of the essential factors in the transition planning process (Curry, 2012), and assistive technology is an important component for improving the chances of success in transition (Oesterreich & Knight, 2008). Transition planning teams should include the use of assistive technology during transition planning itself, while students are still in secondary education settings, and students and special educators should be trained in how to provide the best use of technology in the transition process.

Barriers

Although the majority of special education teachers receive training related to transition services, around half feel that they are not being prepared to assist in the transition process (Sobel, 2010). Thus, providing pre-service training including the needed skills for implementing transition planning is significant because it helps special educators to practice using their knowledge. Cooney (2002) conducted a qualitative study involving 9 students with disabilities, 9 parents, 7 teachers, and 8 adult agency professionals in which he interviewed each of the participants in depth to understand the

different viewpoints involved in transition planning. While professionals considered transition meetings as resources available to find and address the needs and limitations of students, the results of the interviews showed that the professionals were limited in their ability to support students and their families in the transition process; it was therefore apparent that the lack of training and resources related to transition planning is clearly a barrier to supporting families and students during this process (Sobel, 2010). In addition, Cooney (2002) indicated that teachers and parents had different viewpoints about the transition goals of students. Thus, in order to bridge the discrepancy between parents' and teachers' transition goals, the importance of working as a collaborative team should be stressed while creating a transition plan.

In addition, much literature has indicated that there is a serious shortage of special education teachers (Curry, 2012). These shortages could also influence the ability of special education teachers to manage transition planning (Nougaret, et al., 2005; Sutherland, Denny, & Gunter, 2005; Thomas, 2005).

Transition Training

Once a student's individualized transition plan has been established, transition training begins in order to achieve the determined goal. Even if a suitable transition plan is set up according to the student's needs, if appropriate transition training does not occur, the student will not be able to achieve effective transition outcomes. Thus, all of the education, services, and processes of action taken for achieving the personal transition plan can be considered transition training.

In order to accomplish the core goal during transition training, the many goals of students with disabilities need to be prioritized. This can be achieved by identifying what

has to be accomplished immediately versus what should be taught over a long period of time (Cho, 2005). A skill that is less important but is needed right away, for example, should be a higher priority than a skill that is very important but needs to be taught over an extended time period.

The domain that students have to learn through transition training can be divided into many categories, but it includes academic skills, occupational skills, career development & education, and life skills (Cho, 2005). For example, an adolescent student with learning disabilities who plans to attend university does not need to be given intense job training, but specific academic skills such as writing for college admission and campus adaptation are needed. On the contrary, students with severe cognitive or physical disabilities need to focus on developing the basic life skills necessary for independent adult living. It is important to remember to give students enough time to practice and become better at these skills during transition training, especially in terms of academic skills, which can be applied throughout students' lives to diverse learning environments.

Academic skills are an important component of the basic skills required to help students with disabilities move from secondary school to a position in college, employment, or the community. Students rely on the diverse skills they have acquired during the entirety of their studies, from elementary to high school, throughout their lives (Kim & Jung, 2001).

Academic skills include reading at various speeds, listening, note taking, outlining, writing assignments, oral presentations, using graphic visual aids, test taking, time management, and behavior management (Kim & Jung, 2001). If these academic

skills are properly acquired, students can use them effectively in diverse learning environments; this is why it is essential that they obtain such skills.

The area of academic skills should be comprised of a functional curriculum, which consists of educating students about the concepts and skills needed for adapting in real life situations (Kim, 2000). According to Kim, functional skills are the most basic skills necessary to meet the needs of daily life. However, despite the importance of teaching these skills, current special education in South Korea strongly adheres instead to a traditional curriculum. It has been shown that students being educated in a traditional learning environment may experience a lack of motivation and interest, and in severe cases, even be at risk of dropping out (Cho, 2005). Employment rates for students who have dropped out are much lower than for those who graduate, and they also have a lower average salary. To prevent students from dropping out of school, the curriculum should be comprised of more real life skills that can increase motivation and interest (Cho, 2009).

In order to provide more training in functional skills, Merlone and Moran (2008) developed a curriculum that included lessons related to special education, the characteristics of specific disabilities, various coping strategies, and advocacy relevant to students with disabilities. Their lessons focused on students' strengths in learning and reframing negative presumptions about their educational programs. Through this curriculum, they hoped that students would: understand more clearly why they were given special education services; develop positive feelings about their strengths; and become empowered to overcome any new challenges when they move to subsequent transition stages.

Other research has focused specifically on how to teach functional skills that support the transition from secondary to postsecondary education. For example, Peters (2011) investigated the significant transition skills for supporting first-year college students with learning disabilities. His study identified: specific academic and social skills these students need when they move from high school to college; what the students consider to be the most important academic and social skills; and how academic and social transition skills helped students adapt to college. The researchers implemented a qualitative study through instruments such as interviews, a transition skills checklist, and transition knowledge and skills statements. The results showed that time management, self-advocacy, and cognitive skills were considered the most important. The concept of the "essential skills campus" has also been introduced to provide resources to help postsecondary students build their academic, career, and personal goals; use their personal goals and strengths; and support successful college experiences. Through lessons, students learn to problem solve academic, career, and individual issues; recognize individual strengths and challenge areas to improve; develop goals based on personal profiles that the students create; learn about campus resources to help achieve these goals; and become self-advocates (Franklin, 2013).

Some studies have concentrated on identifying the competencies and skills necessary for students with special needs to successfully transition into the workforce and local communities. For example, the social skills program developed by the Secondary Transition and Employment Project (STEP) of Idaho helps students with mild disabilities acquire job-related social skills; to accomplish this, it identified the skills considered significant or socially useful; defined the cognitive and performance components of each

skill, assessed skill competence; and developed intervention strategies for maximizing skill generalization (Baumgart & Jane, 1987). Similarly, the General Handbook, Delivering Transition Skills to Special Populations across the Curriculum (1991), was created to help teachers develop the skills necessary for their students to successfully transition from school to work. This handbook grouped the needed skills into six competency areas: mathematics, communication, job-specific skills, employability skills, work-related skills, and self-help/independent living skills. Vocational education at the secondary level is another necessary component of successful transition from school to employment. The Trade-Related Academic Competencies (TRAC) program was designed to help special education teachers provide a positive first work experience for students with learning disabilities (Minskoff & DeMoss, 1993). The goals of transition training can also be supported after students graduate from high school by aspects of accommodation.

Cooperation with Families of Students with ID throughout the Transition Process

Families of students with severe disabilities play a significant role throughout the period of transition from adolescence to adulthood (Fields, 2011). In fact, parents are the principal factor influencing transition outcomes (Grigal & Neubert, 2004). Because parents significantly influence the quality of life of individuals with severe disabilities, it is necessary that they be involved in the entire transition process. Families provide consistent support for children with disabilities and often assume many of the responsibilities of putting together a network of support to help their children achieve independent adult lives (Ankeny et al., 2009, p. 28). Parents often search for needed services, help to develop those services, and act as teachers of their children (Han, 2004).

In addition, family members themselves are also affected by the transition process and its outcomes, and therefore should be included in decision making within this process. Their perceptions of transition could be used to help transition teams develop post-school outcomes that are supported by students' families (Chambers et al., 2004).

The importance of family involvement in the transition process has been recognized through legislation and school policy. For example, IDEA 2004 mandates parental involvement in transition planning meetings (Geenen, Powers, & Lopez-Vasquez, 2003). The positive effects of family involvement have also been empirically documented through a number of studies. Students whose parents actively participated in the transition process were found to be more likely to have successful employment outcomes than students whose parents were not involved in the process (Schalock, Wolzen, Ross, Elliott, Werbel & Peterson, 1986). Schalock and Lilley (1986) further examined the relations between parental involvement and successful outcomes by evaluating the employment and living status of 108 moderately to individuals with severe disabilities who had graduated between 1979 and 1983 from rural schools. The findings indicated that students whose families were involved in the transition process moderately to highly showed significantly better outcomes on both variables.

Research on the significance of family participation in the transition process continued in the following decades. Halpern, Yovanoff, Doren, and Ben (1995) argued the importance of family involvement during transition as a significant predictor of post-secondary success, and their viewpoint was supported by many other studies. In 2001, Cotton and Wikelund reviewed 41 papers on the benefits of parental involvement in

education. Their findings indicated that parental involvement is the most influential factor to educational success.

> Other studies have sought to explain the specific results of active parental involvement. For example, it was found that students whose families are involved in transition are less far behind grade level in reading, tend to receive better grades, and are more involved in organized groups and individual friendships than those whose families are less involved (Newman, 2004).

Other studies found that parental involvement has positive effects such as increased academic achievement, motivation, and self-confidence, and reduced dropout rates (Blacher, Kraemer, & Howell, 2011). In addition, Education Partnerships, Inc. (2013) investigated what steps can be implemented to ensure successful transition from middle school to high school. They identified five components of effective high school transition programs, one of which is providing more opportunities for parental involvement in the transition process.

Accommodation

Postsecondary education programs should provide reasonable accommodations in order for students with disabilities to achieve successful outcomes (Levinson & Ohler, 1998). The purpose of accommodations is to minimize the barriers encountered by students with disabilities. The Rehabilitation Act and ADA offer such accommodations, especially as related to the examinations and activities in college (Latham, 2003). Extended testing time is the most common request under these rules. The extended time helps students to complete exams and re-check their answers, and overall decreases the anxiety of taking a high-stakes test (Gordon & Keiser, 2000).

Usually such modifications are built on the basis of students' unique needs. The most commonly used accommodations include preferential seating, assistance with note-

taking, peer tutoring, extensions on assignments, open-book tests, alternative projects, adjusted class schedules, frequent breaks, use of a day-planner, referrals to a counselor, defined limits, parental contacts and establishment of cues with the student. A comprehensive transition plan should be designed as part of these accommodations (Chomokos, 2005). In addition to accommodation, successful transition outcomes for students with disabilities can be achieved through proper assessment throughout the transition process.

Despite the many important factors that can aid in the transition process, teachers face a number of challenges or barriers that prevent special education teachers from effectively implementing transition services. These challenges or barriers can be understood as 'Dilemmas' as explained by Windschitl (2010), who defines four main categories of challenges that teachers face.

Dilemmas in Implementing Transition Services

Teachers experience a number of barriers as they implement each stage of the transition process. In order to categorize these challenges this study adopted Windschitl's (2010) Four Dilemmas Framework. These dilemmas can greatly impact teachers' self-efficacy of implementing transition services in the classroom and can contribute over time to teacher burnout, which can have a negative impact on student transition outcomes.

Barriers to Implementing Transition Services

In 2000, a report indicated that the majority of states did not meet the IDEA regulations for transition services (National Council on Disabilities and the Social Security Administration). This occurs for a number of reasons that can include issues

with funding, scheduling conflicts, and a lack of sufficient community-based instruction, teacher training, and community services (Chomokos, 2005). It can also occur because it is difficult for special educators to control many of the variables that affect transition outcomes. As no recent studies have reexamined whether this pattern has continued since 2000, research should be conducted to identify current state compliance with these laws.

Regardless of whether most states currently comply with IDEA regulations, research has indicated a number of reasons that special educators find it difficult to implement transition services. Teachers who fail to educate themselves in effective transition practices will be less helpful when transitioning special education students from high school to adult life (Benitez, Morningstar, & Frey, 2009). In addition, large caseloads and lack of time were also mentioned as major barriers to teachers engaging in best practices in this area (Curry, 2012). Harden (2012) conducted a qualitative phenomenological study in which special education teachers indicated that barriers such as lack of curriculum and resources contributed to their difficulties in implementing the transition process. Collet-Klingenberg and Kolb (2011) distributed a survey to special educators who taught in rural school systems in Wisconsin to identify what they perceived as the barriers to implementing transition services. Through their findings three primary barriers were identified which included a lack of transportation, lack of funding for staff and programs, and lack of community options for students with disabilities.

Lubbers, Repetto, and McGorray (2008) administered an open-ended survey to 2,000 middle and high school teachers and 70 school district transition contacts to determine teacher working knowledge of transition best practices, using the Transition

Programs and Services (T-PAS) survey. One of the questions asked what barriers exist to hinder the transition process. The results indicated that the top four barriers were the lack of resources, lack of stakeholder involvement, systems and policy issues, and information and training. In addition, most special education teachers had only a moderate level of knowledge about transition services. A number of teachers mentioned their complex responsibilities and stated that they do not feel they have sufficient knowledge in order to understand their roles fully. Wandry, et al. (2008) further found that lack of confidence about their knowledge and skills in assessment, accountability, post-school outcomes, and student-focused planning are teachers' perceived barriers for implementing effective transition services, and lack of time to keep up to date and attain transition skills is also a significant barrier in this area (Morningstar & Liss, 2008).

This prior research has revealed that several challenges can prevent special education teachers from implementing transition services effectively. Thus, although most special education teachers agree that transition services are important, the implementation of such services varies according to teachers' backgrounds, and the overall frequency with which they actually implement transition services is low (Benitez, Morningstar, & Frey, 2009). One way to categorize the challenges that special education teachers face is by applying them to Windschitl's Four Dilemmas Framework.

Windschitl's Four Dilemmas Framework

Although special education teachers may want to implement transition services, many barriers prevent this from happening in practice. These challenges or barriers can be understood as "dilemmas" as explained by Windschitl (2010), who defines four main categories of challenges that general education teachers face in educational settings.

These categories include conceptual, pedagogical, cultural, and political dilemmas. This study hypothesized that these four dilemmas could also be applied to the barriers special education teachers face when implementing transition services for students with ID. Windschitl's dilemmas framework could then be used to explain why special education teachers ineffectively perform transition services even when they perceive the importance of these services.

As defined by Windschitl, conceptual dilemmas occur as a result of teachers' lack of knowledge in a given area, such as processes, models, or assessment. Pedagogical dilemmas arise from the complexities involved in the various approaches to designing curricula and creating meaningful learning experiences. In other words, it is the dilemma of how to translate knowledge of teaching into actual classroom practices from which students will learn. Cultural dilemmas emerge between teachers and students while drastically reorienting classroom roles and expectations in order to accommodate and achieve learning objectives. Last, political dilemmas arise when institutional norms and authority are questioned by various stakeholders in school communities like the principal or parents.

This study also identified other specific dilemmas that special education teachers experience in practice which fall outside Windschitl's framework. These dilemmas can decrease special education teachers' self-efficacy for implementing transition services and can eventually lead to teacher burnout.

Lack of Self-efficacy in Implementing Transition Services

Many factors affect special education teachers' self-efficacy. One of those factors is teachers' knowledge about transition services. Research indicates that special

education teachers need to be aware of the services that are available in order to adequately support the transition needs of students with disabilities (Lindstrom, Paskey, et al., 2007) and that they must have sufficient knowledge and skills to support the successful transition of students with disabilities (Harden, 2012). However, many teachers feel they do not possess this knowledge, which in turn impacts their ability to effectively implement transition services.

For example, in a survey of 557 secondary special education teachers in the United States, Benitez et al. (2005) asked educators to identify their perceived levels of preparation, satisfaction, and frequency of providing 46 transition activities. The survey questions about preparation used a 4-point Likert-type scale that ranged from 1 = very unprepared to 4 = very prepared. The mean level of preparedness among the special educators was rated between somewhat unprepared and somewhat prepared (M=2.69, SD=.65). The teachers were also asked to rate how often they engaged in transition activities on a 4-point Likert-type scale ranging from 1 = never to 4 = frequently. The overall mean was closest to the rating of "occasionally" (M=2.70, SD=.56). The researchers were interested in whether the level of preparedness was related to the frequency with which the teachers performed transition activities. A large positive correlation was found, indicating that teachers who are better prepared are more likely to implement transition activities.Many secondary special education teachers do not feel that they are prepared to assess students' transition needs or have enough knowledge to implement effective transition services (deFur & Taymans, 1995). About half of special educators also recognize that they are unprepared to meet their students' transition needs (Blanchett, 2001). These results are important because there is a connection between

teachers' self-efficacy and students' transition outcomes (Melby, 1995) as well as between poor transition outcomes for students with disabilities and special education teachers' perceived capability in planning and delivering transition services (Ashton & Webb, 1986). And in a national survey assessing whether the level of preparedness is related to the level of frequency in implementing transition services, Benitez (2005) found a positive correlation, indicating that special education teachers who are well prepared tend to implement transition activities more.

Student participation in class also influences teachers' self-efficacy (Ying, Laura, Brook, & Virginia, 2011). Ying et al. studied 48 preschool teachers to investigate how classroom characteristics predicted their self-efficacy and found that student engagement could affect teacher self-efficacy. Bandura (1997) found similar results, supported by strong theoretical evidence. Self-efficacy is improved significantly when teachers recognize that students actively participate in class activities (Ying et al., 2011). For example, it has been found that secondary teachers with highly engaged students have higher self-efficacy than those who teach students that are less engaged in class activities (Newman, Rutter, & Smith, 1989). Teachers' perceived self-efficacy has also been related to students' academic achievement, in that teachers showed higher self-efficacy in classrooms that contained high-achieving students. It is difficult for teachers to engage low-track students, and this lack of engagement decreases teachers' perceived self-efficacy (Raudenbush, Rowan, & Cheong, 1992; Rose, Cousins, & Gadalla, 1996). Similar classroom challenges have also been shown to contribute to teacher burnout.

Teacher Burnout

Many studies have reported that special education teachers experience burnout due to classroom factors, such as student misbehavior (Hill, 2011). Burnout has been defined as a syndrome of emotional exhaustion, depersonalization, and decreased individual achievement (Maslach, Jackson, & Leiter, 1996), and it has been suggested that such burnout can predict teachers' attrition rates and intentions of leaving their jobs (Leung & Lee, 2006; Hill, 2011).

Despite experiencing severe burnout, special education teachers can continue to work in their positions. However, this situation can negatively impact student outcomes (Hill, 2011). Emotional exhaustion and depersonalization are negatively correlated with work ability (Hakanen, Bakker, & Schaufeli, 2006). Burnout can also negatively impact teacher self-efficacy (Chwalisz, Altmaier, & Russell, 1992; Evers, Brouwers, & Tomic, 2002; Skaalvik & Skaalvik, 2007).

While the previous studies have investigated these issues within the U.S., much research remains to be conducted on how such issues impact special educators in Korea. Therefore, my study was designed to identify the major dilemmas affecting Korean teachers' effective implementation of transition services, because such dilemmas can decrease special educators' self-efficacy for implementing transition education and can eventually lead to teacher burnout.

CHAPTER III
METHODS

I conducted a qualitative research study to analyze the data collected through semi-structured interviews with Korean special school teachers for students with ID. Qualitative study is research about "people's lives, lived experiences, behaviors, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations" (Strauss & Corbin, 1998, p. 11). Qualitative inquiry facilitates studying interesting issues in more detail and depth. Thus, qualitative research focusing on people's views and voices contains a complex description and interpretation of a problem (Creswell, 2007). In this study, qualitative inquiry was used to extract details about phenomena such as special education teachers' perceptions of transition service and dilemmas encountered when implementing transition services.

Purpose of the Study

The purpose of this study was to understand 1) perceptions about transition services of special education teachers who work with students with ID and 2) dilemmas these teachers have encountered when implementing these services in Korea. Qualitative in-depth interviews provided insight into the Korean special school teachers' perceptions of transition services, dilemmas they encountered in practice, and strategies for solving these dilemmas to improve their performance level for implementing transition services. Furthermore, the findings of this study constitute foundational knowledge for solving such dilemmas and may facilitate teachers' ability to effectively implement transition services.

Research Questions

This study was designed specifically to answer the following questions:

1) How do special school teachers of students with ID in Korea perceive: a) the purpose of transition services, b) the importance of transition services, and c) their implementation of transition services?

2) What kinds of dilemmas do special school teachers of students with ID in Korea encounter when implementing transition services and what do special school teachers of students with ID consider to be appropriate methods for solving those dilemmas they encounter in order to improve their quality of implementing transition services?

Significance of the Study

Most special education teachers agree that transition services are important for students in transitional periods. However, the implementation of such services varies according to teachers' backgrounds, and the overall frequency with which they actually implement transition services is low (Benitez, Morningstar, & Frey, 2009). Although special education teachers may want to implement these services, many barriers prevent this from happening in practice. These challenges could also decrease the self-efficacy of special education teachers in implementing transition services, and importantly, low self-efficacy among teachers can have a negative influence on students' transition achievement (Curry, 2012).

Windschitl (2010) delineated four dilemmas teachers experience in school settings: conceptual, pedagogical, cultural, and political. These are discussed in detail in the literature review. A hypothesis of this study is that special school teachers for

students with ID in Korea also experience these dilemmas in implementing transition services in schools, and the dilemmas could therefore directly influence the teachers' self-efficacy and students' transition success.

Thus, this study addressed which dilemmas affect special school teachers while implementing transition services and the degree to which these dilemmas affect this process, focusing especially on how the dilemmas affect teachers' implementation of transition services. The qualitative data supplied by semi-structured interviews with special education teachers allowed me to investigate these dilemmas in depth and to address how they influence special education teachers' implementation of transition services. Through this study, then, I addressed whether these four dilemmas could be useful for explaining why special education teachers in Korea do not implement transition services very well in school environments, as well as whether there are other specific dilemmas experienced only by special school teachers who are working with students with ID when implementing transition services.

Design of the Study

I collected data through in-depth interviews with special school teachers of students with ID and analyzed the data using the constant comparative method (Glaser & Strauss, 1967; Taylor & Bogdan, 1998). The interviews were conducted over a three-month period from June 2013 to August 2013. Because the purpose of this study is to understand the perceptions of special school teachers who work with students with ID about transition services and dilemmas they have encountered when implementing these services, I used the semi-structured interview method, which guides researchers to a greater exploration into the implications and significance of what is taking place in the

research context (Thew, 2011). Moreover, investigative interviewing focused on a specific topic allows researchers to learn about the whole story of individuals' experiences (Rubin & Rubin, 2005).

To collect the data, I interviewed 35 special school teachers for students with ID in South Korea until I obtained saturated data. I continued to interview the participants until I could get enough data to reach saturation.

For data analysis, I used the constant comparative analysis method, which is appropriate for analyzing data from multiple participants (Bogdan & Biklen, 2007). Through inductive data analysis, the patterns, categories, and themes of these interviews were created "from the bottom up." I worked back and forth between themes in order to shape them and to elicit the meaning of phenomena from the participants' viewpoints and perspectives. Windschitl's (2010) theoretical framework of dilemmas teachers encounter in practice was used for interpretation.

Context of the Study

This qualitative study addressed the perceptions of special school teachers who work with students with ID about transition services and the dilemmas they have encountered when implementing these services. In South Korea, students with ID have the option to enroll in special schools that only contain students with ID or in inclusive classrooms of general education schools. These special schools for students with ID have separate buildings on the same campus for elementary, middle, and high school, and they typically teach academic as well as vocation-related skills. There are 107 special schools for students with ID in South Korea (Annual Report of Special Education, 2013). Only

special school teachers who teach students with ID were asked to participate in this study. Table 2 provides the total number of special schools for students with ID in South Korea.

Table 2. *Special School for Students with ID in South Korea*

Area	N of Special School	Area	N of Special Schools
Seoul	15	Gangwon	5
Busan	11	North Chungcheong	3
Daegu	3	South Chungcheong	5
Incheon	4	North Jeolla	7
Gwangju	3	South Jeolla	6
Daejeon	3	North Gyeongsang	6
Ulsan	2	South Gyeongsang	6
Kyungki	26	Jeju	2
Total	107		

In addition to providing elementary through high school education to students with ID, these special schools also offer postsecondary vocational programs based in their high school buildings. Until recently, there were no postsecondary education (PSE) programs for students with ID at a higher education level in Korea. Therefore, students were given the option to participate in postsecondary vocational programs in special high schools. In these programs, special education teachers focus primarily on teaching vocation-related skills to students who are not planning to attend universities. Now that college PSE programs are becoming available to students with ID, the current practice is that students graduating from high school can choose to participate in a postsecondary vocational program in a special high school or in a PSE program at a university. Because students with ID have different needs and backgrounds, both systems have been managed cooperatively in Korea.

Participants

Participants for this study were selected using a purposive and snowball sampling technique intended to maximize the likelihood that the issues of interest could be covered by a range of special education teachers who are working with students with ID (Fults, 2011). Because I wanted to specify phenomena in terms of conditions that give rise to them and how they are expressed through action/interaction, I tried to find participants who had experiences related to the phenomena being studied. Such experiences included dilemmas related to the implementation of transition services, such as a lack of professional development and conceptual or pedagogical knowledge, difficulties cooperating with parents, administrators, or student employers, and challenges associated with teaching students with ID.

Through this sampling process, 35 secondary special school teachers who are currently implementing transition services for students with ID in special high schools or in postsecondary vocational education programs in these high schools were selected to participate in this study. Because I wanted to investigate the perceptions of special school teachers regarding helping students with ID to transition from secondary school to adult life, the participants in the study consisted only of teachers who taught 12^{th} grade or postsecondary vocational education programs. Compared to teachers of other grades, these educators usually focus on vocational transition through transition services, thus I thought they would be more appropriate participants for my study. While I was unable to interview all teachers who fit this category, I attempted to choose a sample of teachers from various demographic backgrounds and schools across Korea that evenly represented participants from urban and rural communities and cities of various sizes. Therefore, the

opinions of the participants in this study could be considered to generally represent those of Korean special school teachers for students with ID. Table 3 provides participant demographic information.

Table 3. *Participant Demographic Information*

Teachers	Gender	Grade	Years of Teaching	Private/Public
1	Female	PVEP	12	Private
2	Female	PVEP	9	Private
3	Female	PVEP	10	Private
4	Male	12th grade	5	Private
5	Female	12th grade	17	Private
6	Female	12th grade	9	Private
7	Male	12th grade	23	Private
8	Mele	12th grade	16	Private
9	Female	PVEP	10	Public
10	Female	PVEP	14	Public
11	Male	PVEP	23	Public
12	Female	PVEP	12	Public
13	Female	PVEP	16	Public
14	Female	12th grade	10	Private
15	Female	12th grade	13	Private
16	Male	12th grade	5	Private
17	Male	12th grade	7	Public

Note: PVEP = Postsecondary Vocational Education Program

Table 3 continued

	Gender	Grade	Years of Teaching	Private/Public
18	Female	12th grade	11	Public
19	Male	12th grade	8	Public
20	Female	12th grade	7	Public
21	Male	12th grade	9	Public
22	Male	12th grade	20	Private
23	Male	12th grade	6	Private
24	Male	12th grade	14	Private
25	Male	12th grade	17	Private
26	Male	12th grade	15	Private
27	Male	12th grade	8	Private
28	Female	PVEP	10	Public
29	Female	PVEP	6	Public
30	Male	PVEP	5	Public
31	Male	12th grade	5	Public
32	Male	12th grade	16	Private
33	Female	PVEP	8	Private
34	Female	PVEP	5	Private
35	Female	PVEP	9	Private

Note: PVEP = Postsecondary Vocational Education Program

Sampling Process for Participants

After receiving Institutional Review Board (IRB) approval from the University of Iowa, I needed to find potential participants to ask whether they could participate in my study. In order to recruit participants, I contacted special education professors at Daegu University and colleagues who are currently working as special education teachers in Korea. Special education professors introduced me to the principals of twelve special schools for students with ID. Through those principals, I was able to find the 20 potential participants who work at special schools for students with ID. In addition, my colleagues who are working as special education teachers introduced me to 15 potential participants who work with students with ID. I sent a recruitment email to these participants, and after they had agreed to participate in the study and had signed a consent letter I began the interviews. The recruitment email is provided in both English and Korean versions in Appendix B. Table 4 provides the number of special school selected for this study.

Table 4. *Selected Special Schools for Students with ID in South Korea*

Area	N of Special School	Area	N of Special Schools
Seoul	1	Gangwon	0
Busan	1	North Chungcheong	1
Daegu	2	South Chungcheong	1
Incheon	1	North Jeolla	1
Gwangju	0	South Jeolla	1
Daejeon	1	North Gyeongsang	2
Ulsan	1	South Gyeongsang	1
Kyungki	2	Jeju	0
Total	16		

Data Collection

Among various types of data collection used in qualitative studies such as interviewing participants, examining documents, and observing and interpreting behavior, I used a semi-structured interview. Semi-structured interviews with special education teachers who are working with students with ID were used to investigate special school teachers' perceptions of transition services and the dilemmas they have encountered in implementing these services. Throughout this study, I used the main interview questions verbatim, but I employed an open-ended approach, which allowed me to gain clear and rich descriptions through elaboration, clarification, and steering probes (Rubin & Rubin, 2005). Semi-structured interviews guide researchers to a greater exploration into the implications and significance of what is taking place in the research context (Thew, 2011). I developed the interview questions based on the literature review and in consultation with my advisor (see Appendix A). Before interviewing, questions were reviewed by professors and special education teachers who had doctoral level expertise in transition services in order to determine whether any changes or clarifications were necessary.

I prepared several broad questions and followed them up with specific questions. I began the interviews by asking a broad question. If participants did not talk enough or did not know what they were supposed to say, I asked prepared specific questions. However, if they explained their ideas in enough detail to answer the broad question, I let them tell their own stories without further prompting. In gathering interview data for this study, I took notes and used digital recording via iPad during the interviews. Following each interview, I immediately transcribed the interview data for coding.

Transcription

I transcribed the interview data after finishing each interview. Because my participants were Korean special school teachers, I conducted interviews with them in Korean. Thus I transcribed the interview contents first into Korean, and then I translated the Korean transcriptions into English. In order to review the interview transcriptions reliably, I tried to find a person who had a good understanding of South Korea's educational context, knew about the special education field, and spoke both Korean and English well. I asked that this reviewing work be completed by Saeyeol Yoon, Assistant Professor, Science Education Program at Delaware State University. Yoon obtained his PhD from the Science Education program at the University of Iowa. We had worked together previously, publishing papers together in special education journals in Korea. Because he studied science education in South Korea, as well as completed a five-year science education program in the U.S., I thought he was an appropriate person to review my interview transcripts. He also used qualitative research methods for his dissertation. In addition, I found an entirely bilingual person, Soojung Kim, to review the usage and idioms of my translations. Kim was born in the United States and spent her early childhood there. However, she attended 1st-6th grade in Korea. After she returned from South Korea at middle school age, she has lived in the U.S. and studied here until the present. She is now a third year undergraduate studying elementary education. Because her mother and father are Korean, throughout her life she has spoken Korean at home, and this fluency is why I asked her to review expression, usage, and idioms in my translations.

Data Analysis

I conducted all interviews with my research participants in Korean because Korean is our native language. Each interview took between an hour and one and one-half hours. Thrity five interviews were recorded and transcribed verbatim. The transcription of the interviews yielded a total of 245 single-spaced pages of raw data. I transcribed all of my interview data in Korean and used the Korean version of transcripts throughout my data analysis to keep all delicate meanings in the responses. The interview transcripts were translated into English for the purpose of writing the dissertation. During data collection, I regularly organized data and my analysis memos. Due to the amount and the range of my data, conducting data management in a timely manner was crucial work for this qualitative study. I reviewed the collected data with an eye toward emerging themes, recurrent patterns, or meaningful components for my inquiries. As many guidebooks in the field of qualitative research suggested (e.g. Richards, 2005; Merriam, 1998), I looked for connections between my data and my research questions.When I found any emerging themes and recurring patterns of meaning, I highlighted those parts and added marks or color-tabs. I also jotted down potential coding categories in my analysis memos.

I used the constant comparative analysis approach in order to: a) investigate categories within the interview data, b) identify properties and dimensions of categories, and c) demonstrate how these categories are related to one another (Bays, 2001). The constant comparative analysis approach is described by Schwandt (2001), who stated that "data in the form of fieldnotes, observations, interview, and the like are coded inductively, and then each segment of the data is taken in turn and (a) compared to one or

more categories to determine its relevance and (b) compared with other segments of data similarly categorized. As segments are compared, new analytic categories and new relationships between categories may be discovered" (p. 30). Through this process, I tried to find common themes or phenomena about special school teachers' perceptions of transition services and dilemmas they encountered. I began analyzing the interview data with the initial interview data collection, and emerging theme categories allowed me to guide future data collection (Bays, 2001). As analytic strategies, the constant comparative analysis approach included: a) taking one piece of data, stating one theme and b) comparing this theme with other data from others who had similar or different thoughts to develop a conceptualization of the possible links among various data pieces (Thorne, 2000). Thorne suggested adopting the constant comparative analysis approach because this analysis could be used "to study those human phenomena for which the researcher assumes that fundamental social processes explain something of human behavior and experience" (p. 69).

I coded my data by sentence in Korean into NVivo. NVivo is a computer software program for qualitative data analysis. I used it to assist the management and analysis of data during the coding, categorizing, and interpretation process. Interview transcriptions were imported into the software and coded by using open, axial, and selective coding steps of the grounded theory methodology. However, my research study was not identical to a grounded theory study, because I conducted semi-structured interviews by using interview questions that had already been categorized to some extent. However, although I had categorized some areas before the interviews, I followed similar steps to grounded theory for data analysis. I used limited open coding analysis to initially categorize data

within the four dilemmas framework. Within that framework, I used open coding, then selective coding, and axial coding.

NVivo allows coding the raw data into different types of "nodes" called free nodes and tree nodes. Free nodes are the basic unit of analysis which forms the concepts. A concept is an abstract representation of an event, object, or interaction. These conceptual labels are the building blocks of a theoretical framework and are developed by constant comparison. To form the concepts in open coding, the interview data were broken down into more discrete ideas, incidents, or events and compared for similarities or differences (Bays, 2001). Main concepts and the tentative linkages between concepts were determined in this stage.

This process occurred through a line-by-line analysis and memoing. Each sentence in each interview was coded by constantly comparing the data and grouping similar data under the same free node label in NVivo. After the open coding of interview transcriptions, writing memos helped to internalize what each concept meant or what it stood for. Memoing is a key analytic strategy of the grounded theory approach to record thoughts and ideas as they evolve throughout the study (Trochim, 2001). By free writing in-depth reflections and interpretations, the researcher can use memoing to help recognize meanings in important concepts and to identify connections in the data. NVivo software allowed me to link memos with the nodes and to save them in text format. Through these extensive notes, I discovered and developed new sets of categories. Units of meaning that are conceptually similar were collected as more abstract concepts or category groups (Bays, 2001). Through this process, a label was given to each category, and subcategories were also identified.

After the categories were identified, their properties and dimensions were explored via axial coding, where concepts that emerged from open coding were grouped into larger categories and sub categories and the relationships between these categories were determined. Axial coding is the "act of relating categories to subcategories along the lines of their properties and dimensions. It looks at how categories crosscut and link" (Strauss & Corbin, 1998, p. 124). Axial coding generates categories through the same analytic process of making comparisons to highlight similarities and differences used to produce lower level concepts. In the axial coding stage NVivo software allowed the merging of similar concepts together into larger categories and relating of the categories and sub categories to each other using the tree nodes option. Tree nodes help to organize data into a tree structure where relationships between concepts and categories can be managed. It basically functions as a helpful tool to sort the data into groups.

During this coding, a central category about special school teachers' perceptions of transition services and dilemmas was identified. The theme that was most extensively discussed by the participants appeared as the central category (Hachtmann, 2010). After this central category was selected, the other existing categories were reassembled in order to demonstrate the relations among them.

In this study, axial and open coding occurred as ongoing processes while collecting and comparing new data with prior data and emerging categories (Bays, 2001). Integrating and refining existing categories into a larger scheme was executed through selective coding (Bays, 2001), which is the process of "integrating and refining the theory" (Strauss & Corbin, 1998; p.143). Data are transformed into a theoretical framework at this stage as a result of immersion in data over time. During this process I

wrote a storyline that connects the categories (Hachtmann, 2010). This storyline offered the theoretical proposition indicating the relations between them. Integration toward a theory began with initial data collection and continued until the final writing of the thesis.

Categorization

Using constant comparative analysis, I categorized the interview data by similar meanings through exploring the relevance of the collected data (Kang, 2008). The categories I found had "internal convergence and external divergence" (Marshall & Rossman, 1999, p.154). Through the constant comparative method, I tried to identify the similar and different categories used by South Korean special school teachers of students with ID. In addition, I waited until I found categories that appeared from the interview data (Kang, 2008).

Trustworthiness of Data

Qualitative research, such as that conducted in this study, relies on four constructs to judge issues of reliability, internal validity, and external validity in the data (Newton, 2011). These four constructs include credibility, transferability, dependability, and confirmability. Each of these constructs is explained in detail in the following sections.

Credibility

Fults (2011) explained credibility as how well and accurately the phenomena of interest are analyzed and explained by the researcher. He suggests seven methods to increase credibility: "prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy, and member checking" (p. 48).

For peer debriefing, I took the interview data and findings to other qualitative researchers to check the rationality of interpretation and idea development. During this

process, each category was described along with its subcategories, properties, and dimensions. Once the peers understood the categories, I presented the emerging relationship between the categories and subcategories. During the peer debriefing, my colleagues asked questions about some of the terminology of the categories and subcategories. I responded by stating that the terms chosen are an effort to capture the description shared by the participants. Category names were clarified once the theory was presented to participants through member check procedures.

Negative case analysis took place when I carefully scrutinized any interview data that seemed to contradict emerging hypotheses. For referential adequacy, I recorded and transcribed all interviews before analyzing the data. After I finished transcribing, I listened to the recorded files again to ensure that all of the interview data were accurate.

Last, I shared emerging themes with participants to add credibility to the findings by ensuring the accuracy of the data. The emerging themes were presented to each participant and the participants were encouraged to comment on them and to describe how they saw their experience captured in the categories, subcategories, properties, and dimensions.

Transferability and Dependability

According to Fults (2011), transferability is:

> The degree to which the findings are applicable in a similar situation, and is closely related to the third criterion, dependability, which addresses the issue known in quantitative research as reliability, or the extent to which the findings could be duplicated in a similar scenario." (p. 49)

I addressed these issues by providing rich and thick descriptions in the study. I recorded my impressions and thoughts about the participants for each interview in order to present

thick descriptions of the context in the final report. Thus, the readers of this dissertation will be able to compare the context of the study to their own context, and therefore to determine the relevance of this study (Mertens & McLaughlin, 1995). In addition, I interviewed special school teachers from different demographic backgrounds, settings (private, public), and regions of the country (urban, rural). The teachers' demographic backgrounds differed by gender, length of time teaching, credentials, and grade level taught.

Confirmability

Confirmability addresses whether or not the data and results reported by the researcher are evident (Lincoln & Guba, 1985). In other words, confirmability is ascertained when the results can be confirmed or corroborated by others (Merriam, 1998). Therefore, I fully described every aspect of the findings. Then, I checked whether my findings, emerging themes, and interpretation could be confirmed or supported either theoretically or actually, by comparing my own results to the findings of other authors' literature. In addition, I used "peer debriefing" and "member checking" to address the confirmability of this study.

CHAPTER IV
RESULTS

This chapter presents the results of this study as they are related to each of the research questions. These questions deal with special school teachers' perceived purpose of transition, perceived importance of transition, perceived implementation level of transition, and the dilemmas they encounter while implementing these services as well as their perceptions of the best way to overcome those dilemmas in order to provide more effective transition services for students with ID.

It is important to consider the participants' responses through the lens of the Korean culture. Some cultures may view these responses as paternalistic and not empowering of individuals with disabilities. However, when viewed through the lens of Korean culture, where a sense of family, community, support, and protection is important, the participants' comments are consistent with their cultural context.

Research Question 1a: How Do Special Education Teachers of Students With Intellectual Disabilities in Korea Perceive the Purpose of Transition Services?

When asked about the purpose of transition services, the special education teachers in this study primarily discussed the goal of helping students with ID to live successful adult lives. Their responses also addressed some specific themes related to this general outcome, which included helping students to live independently, helping students to gain employment and the essential skills to maintain employment, and helping students to pursue postsecondary education.

Helping Students to Live Successful Adult Lives

Most teachers perceived the main purpose of transition services to be assisting and educating students with ID so that those students can successfully transition from

school into adult society. As one participant noted, “To me transition becomes a realistically comprehensive word, so I see the transition to be helping the process of adapting from school to society… I think the most realistic and urgent part is the transition into our society” (24). After graduating from school, students with ID must adopt many new roles and responsibilities as adults. In order to adapt to these new roles, it is essential that students be capable of successfully fulfilling their adult responsibilities.

While each teacher held different views on what factors constitute a “successful” adult life for people with ID, most agreed that effective transition is marked by living similarly to those without disabilities. One teacher explained that it is important to remember that adults with ID experience the same emotions and desires as others in their communities:

> Life for a normal person is like this: after birth you go to school, get a job, have a baby after marriage. Children with disabilities are the same… for example, male students who fall in love with their pretty female teachers. So they marry and of course living like that in society will require lots of help but isn’t that human nature? (27)

Another teacher pointed out that adults with ID can perform many of the specific responsibilities that are necessary to maintaining communities, such as “sweeping the streets, picking up trash, or raking the leaves, things like that. [These activities] could seem to be very insignificant, but they will help people think that our students, despite their disabilities, can still do things for our society” (23).

While some teachers focused on performing tasks that could contribute to communities, many also voiced the opinion that to live successfully as adults, it is also important for people with disabilities to enjoy leisure time, and they therefore felt that part of the purpose of transition was to help students learn how to enjoy leisure

activities. For example, one participant noted that while " being able to live independently in all aspects of life should be the top priority…to meet and form relationships with peers and other personal relationships" (28) is an important component of successful transition into adult life. Another participant went so far as to argue that leisure time is more important than other aspects of adult life, saying:

> After going out into general society, getting a job is important, but it is important to enjoy leisure as well. I think that's most important. It's impossible to work constantly without leisure time, even just listening to music or watching movies. (27)

As this participant suggests, leisure activities are known to produce many benefits. For example, they can help people relieve occupational stress and regain energy in life. People with disabilities can benefit from these aspects and also use them as motivation toward pursuing their career or occupation.

However, it can be difficult for students with ID to enjoy leisure activities naturally like those without disabilities. In order to teach them how to do this, many teachers echoed the sentiment that "it's vital to expose them to and let them experience lots of leisure life throughout school" (27). These teachers often used their time during school to introduce students to various leisure activities and encouraged them to make use of their weekend time to participate in their community's activities. One teacher explained:

> Pairing them with active and outgoing friends and giving them, I wouldn't call it homework, going out on the weekends to watch a movie… after doing that once, it seems like they find joy from it on their own. The first time I paired them together… and [now] they continue to go out every weekend. (29)

Teachers who felt that leisure was an important component of successful transition counted teaching such skills to their students as one of the purposes of

transition services. However, some teachers believed that successful transition to adult life requires more than forming friendships and enjoying leisure activities; these participants maintained that it is crucial that people with disabilities get married at an appropriate age. As one interviewee put it, "It is possible for our children to have a married life with just a little support. If parents or social workers care for and help them maintain a normal marriage, it is possible" (11). As this teacher notes, maintaining a successful marriage is contingent upon active and intensive societal and parental support, a theme that was echoed by other participants in this study. Providing such support was thus seen by some special education teachers as an important purpose of transition services. Many teachers observed how crucial such support is for the success of the entire transition process; as one participant said, "Although they have a disability, that's just a disability. People with ID need to be allowed to enjoy everything like those without disabilities. Deficiencies should be made up by society. Societal support is needed" (11). Support from outside sources is a crucial part of transition services and is one of the factors that helps teachers carry out another goal of such services: helping students to live independent adult lives.

Helping Students to Live Independently

It is important that students with ID have the opportunity to live independently after graduation. However, this independence does not mean that they do not need any help from outside resources. The teachers in this study thought that there should be different levels of support for students depending on the degree of individual disability. One teacher commented:

> Of course it would be best for them to marry and make a family on their own independently, but even if it weren't like that, I think that it would be good for our

> children to have programs or organizations they could live with throughout their lives…Really there are children who need lifelong care. (14)

Many teachers agreed that outside support is a necessary component of helping those with ID both transition to and then maintain independent adult lives, and they stressed that the independence of those with severe disabilities could be hampered by a lack of support. As one teacher stated, "Leaving [people with severe disabilities] alone physically and socially is not giving them independence. It's negligence" (16).

Teachers mentioned that therefore, one of the critical purposes of transition services is to help students with ID find resources that can provide appropriate support after graduation. One teacher labeled this as the true meaning of independence, stating that, "The most ideal independent life is not isolation from all support resources. Finding available support and using it on their own while living…Getting adequate help from surroundings and applying it in life… this is independent life" (18). Other teachers mentioned the importance of social welfare as a resource of support, suggesting that South Korea's social welfare system needs to be strong enough on a national level that those with ID may confidently and comfortably request help. One teacher explained:

> Living independently for people with ID is hard. Despite that, I think there's a need for a transition to an independent life. I'm saying that people with ID should be given the necessary social support to maintain an adult life. (2)

Teaching Students the Essential Skills to Gain and Maintain Employment

Many teachers stressed the goal of helping students to find an occupation as part of the purpose of transition, but were careful to also point out that support services should be provided to help those with ID maintain their jobs:

> For me the ideal life for students with ID in the future is first successfully getting a job, but as you know it's difficult for our students to maintain a job. Just like

> they got support from a lot of programs in the process of getting a job, they need much more support afterwards in order to keep it. (24)

Many teachers stated that maintaining employment is often difficult for students with ID, and pointed out that students need the skills required for the job itself and also the appropriate attitude and manners if they want to maintain their jobs. One of the purposes of transition services, according to these teachers, was therefore to help students with ID gain the essential skills necessary to find and maintain employment. The following response is indicative of the teachers' belief that proper job skills are essential to maintaining an effective workplace:

> At least the skills to execute the job are needed. Our students usually go to small-scale workplaces. They carry out 2-3 small-scale jobs… If there are errors in that process then it's damaging others' property, so they always have to be cautious. Efficiency is needed. Have to meet deadlines. These are things we train for. (11)

This teacher predictably notes that it is important for those with ID to have the skills necessary to be efficient and meet deadlines in order to succeed in employment; therefore, one of the purposes of transition services is to train students in these skills. Other teachers remarked that, depending on the workplace, some jobs also require a degree of cognitive skill that can make it more difficult for students to obtain jobs. For instance, one teacher recalled that, "A student was unable to get a job because he couldn't answer 11 x 8. At first we couldn't understand why that was being asked. It was because workers have to count 11 things and put them in one box." The teacher went on to explain that when the student was unable to learn these basic math skills, "we had to send him to companies of a lower level. That's the reason why they have to have the job skills" (22).

However, job skills are not the only important factor for maintaining employment. Another that was most commonly cited was students' social skills. Students with ID can enhance their social skills through transition training. One teacher argued that transition services should focus even more on teaching social skills than job skills, because "If the student cannot establish good relationships, has aggressive behavior and cannot maintain any interaction, then putting production aside, working together is impossible" (33). Another commented that even though in the past transition training has focused on job-related skills:

> Recently many students have often been employed and returned. For these students, it's not that they aren't skilled enough, but most importantly it's their social skills. It's that important for them to be able to greet others and get along with them. In the company's point of view, now they get government assistance for hiring people with ID. They know that there are things they have to be considerate of and so they can let some deficiencies slide. But about human relationships, it's hard to work when there are social barriers between workers. The social aspect, work etiquette, these are the important things now. (17)

For this teacher, as for others, a major purpose of transition services was thus to provide students with the social skills that are increasingly important to their ability to maintain employment in their adult lives.

Just as important as social skills is attitude; many teachers expressed the opinion that employers seek the same kind of commitment in those with ID as they do from their other employees, and suggested that positive behaviors could be even more important for those with ID, since they may help to mitigate situations where their job skills might not be fully adequate. Therefore, the teachers suggested that transition training needed to instill the proper attitude in students so that they could maintain employment once they found jobs. For instance, one teacher said, "If [students with ID] are dedicated, any organization they are sent to praises them about their kindness and devotion. That's why

they're able to continue" (13). Another noted that students with ID need to avoid tardiness, laziness, and other behavioral problems that could disturb other workers, because "The majority of students come back to school because of their insufficient work attitude, not their lack of job skills. Eighty to ninety percent is that their work behavior is not good, or because they are unable to cooperate with other workers" (5). The teacher went on to comment that even though employers might initially be willing to overlook such behavioral issues, if those issues are not resolved the students "are mercilessly fired" (5). Because of the importance of positive attitudes and behavior, many teachers focus on training students in these areas through the school curriculum. As one teacher explained, "I try to get them to participate diligently in every job in transition training. Then these things follow them as they go out into the workforce... I'm focusing on leading them to build a hard-working and persistent attitude" (29).

While preparing students to gain and maintain employment was one of the major purposes of transition mentioned by special education teachers, they also remarked that these services should prepare students to pursue postsecondary education.

Helping Students to Pursue Postsecondary Education

Some students pursue PSE upon graduation from high school. In general, special educators agreed that the decision to undertake a PSE program should be based on each student's abilities and the severity of their disabilities. However, they emphasized that adequate preparation is essential to ensuring students' successful transition to PSE programs and saw this preparation as one of the purposes of transition services.

Special educators recognized that the experiences acquired in PSE can support students later in life as they seek to gain and maintain employment. Because students

with ID generally have limited career options after high school, the added education obtained in PSE can help to extend those options. In addition, one teacher noted that "With more experience as their foundation, it would provide a higher success rate in thriving in their work environment in the future. If possible, I would like them to experience as much as they can before pursuing employment" (29).

In the environment of the public education system, students are encountered with many limitations by law, but educators recognize that allowing occupational training programs through flexible PSE curricula can help to extend the possibilities for education. For example, one teacher told the story of a student with ID who was in his third year of college. The teacher said:

> [He] is attending internship training. The PSE program had somehow managed work suited for our students. It is admirable. The flexibility has allowed the student to fill in needs that were not met through high school alone. College has helped them acquire skills to help each individual, over a longer period of three years. (20)

The success of such programs has recently led many parents to request the PSE approach for their children, and some colleges in South Korea have begun to operate PSE for students with developmental disabilities. These potential positive aspects of PSE are the reason that teachers felt preparing students to pursue such programs was a valuable purpose of transition

Research Question 1b: How Do Special Education Teachers of Students With Intellectual Disabilities in Korea Perceive the Importance of Transition Services?

All educators agreed that it is important for students with ID to be offered transition services. This perception was based on the many positive outcomes that result from such services. One of the largest of these, according to educators, is related to

occupation. They suggested that before a student finds employment, it is important that the individual understands the reason they are working. One teacher stated, "…students with ID [need] to have a good work ethic and understand that I need a job like everyone else, and in order to work, there are things I need to accomplish…students have a longing to find work" (1). Transition services help students to realize this idea. They also help to increase students' awareness of the breadth of professional opportunities available to them. For instance, an educator noted:

> With transition services, students can explore career options. There are many cases in which the student does not know what they like. Career exploration helps students discover interests for certain jobs, and also provides them with experiences to help them build credentials and make sure that they are suitable for certain jobs. (18)

The educator went on to explain that parents can also benefit from transition services because they receive the same information as their children during career guidance meetings, and suggested that this is one of the most important functions provided by transition services.

The other major effect of transition services is that they help students to function independently. When students with ID become adults, they aim to become fully included in society through independent living and employment. However, this sort of full integration is not possible if there is no point of contact between individuals with ID and their communities. The vocational and independent living skills acquired through transition services thus serve an essential role in forming this point of contact. As one educator succinctly stated, "A long time ago, there were students who did not receive any education. Currently, our students receive a lot more education, and through transition

services, it is possible for our students to ultimately live independently, and that's why it's necessary" (29).

While there are many benefits of employment for students with ID, the benefit that was mentioned most often was economic stability. As one teacher noted, "What's experienced is financial. Students don't need a separate explanation about the financial benefits because the pay itself means a lot" (29).

However, this teacher went on to say that it is not just the pay that is important; equally important is how that money facilitates opportunities to expand personal relationships and a sense of accomplishment. The teacher notes that, "There was a natural connection between receiving the money and using it as a base to go out with their friends to watch a movie or for other leisure activities" (29). Other teachers echoed these ideas; one suggested that maintaining a job allows those with disabilities not only to learn about financial planning, but also to become motivated to achieve life goals connected with earning money, and to feel a sense of pride in accomplishing those goals:

> Then he feels the need to earn money. He likes working at McDonalds right now so much and talked about how later he wants to buy a house… I said then don't complain that you're tired and work hard… These things are their reward. They do things on their own and have things to tell their mom about; they feel proud about the money they earned on their own. (20)

Teachers also suggested that occupations allow those with ID to meet other people, which enhances their interpersonal and social skills, and expressed the opinion that if students do not interact with others they will become more isolated and find it more difficult to adapt to living in society. As one participant stated, "Students without a job don't do anything after graduation… they're just trapped inside their houses. But

getting a job will force them to go into society and interact… by going out they can learn many things" (35).

Last, teachers noted the positive impact that employment can have on the families of those with disabilities. One observed that, "The parents experience a lot of hardships. Think about the relief they get when their children go out and work because of the support that generates" (11). Another talked about the positive emotional aspects of the ability to work, noting that for many parents:

> It doesn't matter how much or how little [the person with disabilities] makes… what counts is that they did something on their own and through that they can buy their own ice cream or their parent's birthday present. Being able to do these things carries so much meaning. (20)

This teacher recalled that many parents did not even rely on the money their children brought home, choosing instead to put it in savings accounts that could benefit the child later on or allowing the child to buy what they wanted to with their own earnings. These parents experienced joy simply from watching their children build confidence and live independent adult lives.

Research Question 1c: How do Special Education Teachers of Students with Intellectual Disabilities in Korea Perceive Their Current Implementation of Transition Services?

When asked whether special school teachers were ready on site to implement transition services for students with ID, many stated that they were lacking in the skills necessary for this task. They expressed that they felt undereducated about transition services and how to apply them most effectively to each individual student's needs. One educator stated that, "Transition services as a whole are so comprehensive, even if I had

majored in this field of study, I wouldn't know everything about it" (19). Another asserted that:

> Generally speaking, no one is going to feel like they're fully ready [to provide transition services]. There are lots of students who are able to successfully find employment, but return. In those cases, the students didn't have problems performing the tasks needed in their job, but rather had difficulty adjusting to their surroundings, or just struggled with trivial things. The fact that we weren't able to guide them in that area is regrettable. I always have that kind of feeling. (28)

Even though special education teachers recognized the importance of transition services, their self-reported implementation level was not high. This was primarily due to a perceived lack of self-efficacy and a perceived lack of performance in implementation. Overall, teachers' comments about their implementation fell into six categories related to various specific aspects of transition services: transition assessment, transition planning, transition training, transition cooperation, placement, and follow-up services.

Transition Assessment

Many educators noted the importance of transition assessment. Such assessments can help to determine an individual's strengths and interests, and educators believe they are thus a useful tool to help students identify career paths. Yet despite their perceived importance, most special school teachers felt that they were lacking in their ability to implement more exact transition assessment for their students, and indicated that more professional training was required in this area. One pointed out that, "Professionalism is lacking. For transition assessment, we usually have people go to 'Korea Employment Agencies for the Disabled.' Through the in-service training, we learn how to assess the simple test, but we can't conduct more professional assessments" (1). Another noted that, "I am the weakest at transition assessment. Whether it be job evaluations or adaptation to society, these seem to require a little more professional care" (6). Instead of conducting

assessments themselves, many educators were thus commissioning professionals to help with the process, believing that, “Results from an organization are more trustworthy” (5).

The evaluations of the professional organizations are being used as groundwork for more accurate educational assessments. However, educators believe that these evaluations should not be the only basis of student assessment. Because professionals spend only a short amount of time with students and offer objective opinions, educators felt that their input should also be included in the conclusion of the evaluations. One teacher explained:

> Once we get the evaluations completed through the specialized organization, I try to interact directly with students at school. For a year, I keep an eye on the students, having them participate in various tasks to see which would guarantee them a higher success rate. It’s also a way for me to see their work behavior. (18)

Educators like this one spend a longer amount of time with students and know them on a personal basis; they thus are more knowledgeable about their individual abilities. This is why educators felt that their feedback should be included in transition assessments, even though they did not all feel comfortable providing such assessments on their own. Like assessments, another place where educators felt they were lacking in their implementation was in the area of transition planning.

Transition Planning

Some of the educators who participated in this study were unfamiliar with transition planning. Although many had been active in building individualized education plans (IEPs), fewer were accustomed to individualized transition plans (ITPs). As one teacher noted, “there aren’t a lot of people who are familiar with the concept of ITP” (1). In addition, some special school teachers considered ITPs to be merely a formal

documentation process, and viewed them more as a requirement than as a process based on the needs of educators and students. One teacher commented that:

> We are currently building transition planning... to formally draw up documentation…if we were to complete one, there could be a behavioral change in a student or a change in skill, and if that happens we would have to re-write and re-plan the document… this could take up to a year, and it is quite inefficient. (24)

The educators who were familiar with transition planning believed that the educational curriculum should include more practical skills related to real life. They also discussed the need for connecting a student's experiences from year to year. One teacher explained that, "When they advance to the next grade, it's important to connect what they have learned the previous years to their upcoming years to help them proceed as much as they are able" (3). The most effective transition planning, this educator suggested, is that which provides students with an integrated educational experience throughout their time in school.

When asked about their implementation level of transition planning, educators stated that it was higher than their preparations for building transition planning. This is due to the necessity for creating transition plans despite lacking in the necessary skills. As one educator stated, "I think I am working on more things than I know. When the semester begins, I need to build transition planning despite my transition planning readiness" (29). Because educators were unprepared to build transition plans, their plans involved much trial and error. One teacher noted that the extravagant plans he had made at the beginning of the year included expectations that were too high based on the students' abilities, and that therefore the plans included a lot of error. Despite such obstacles, however, many educators attempted to build appropriate individual transition plans based on the skill level of each student.

Transition Training

Many teachers connected the idea of transition training with the goals of vocational training—to obtain employment after graduation. Because having to return to their families after graduation wasn't considered a successful transition, teachers thought that transitional training should focus on helping students acquire a job. In addition to training for practical job skills, however, teachers also felt that vocational training should include instruction in behavior, attitude, and independent living skills. One teacher remarked, "The teaching has three parts. One is the preparation of appropriate behavior or attitude. And independent living skills are important too… Also working behavior is important. Things like manners and posture… need to be taught as well" (6). Educators used many different approaches to teach skills like manners and etiquette. One teacher explained that she would arrive early so that she could lead her students to the school entrance where they could greet the other students as they arrived. She said, "They would stand at the school gates or entrances and say, 'Hello, have a good day' to everyone that comes and goes" (12). This educator felt that such instruction was an important part of education "Because these things like greetings are basic manners not only in jobs but also in daily life" (12).

Due to the important role students' physical health plays in their ability to support the work they have to do, teachers also treat physical training as one of the most important parts of the transition program. One teacher recalled the demanding physical nature of their vocational training system:

> The most basic things worked on are physical health and assembling practice. These are the most fundamental things needed. When the students come to school in the morning, we have them exercise for two hours. After they're done exercising, they work standing up for nearly five hours a day, repeating the same

> operation the whole time. We try to simulate an atmosphere as similar as possible to the actual workplace. (12)

Such transition training programs are selected through consultation between teachers and parents, incorporating current job-market situations into the establishment of the program. One educator noted that:

> …before we administer a new curriculum we conduct a survey to parents and teachers. Things like "What kind of program for job training would be better next year?" Because trends change annually, we try to reflect the most common results of the survey as much as possible. (1)

No matter what program the transition training follows, however, teachers believe that professional job training facilities and the proper equipment and resources are a necessary component of being able to effectively train their students.

Some teachers noted that their schools lacked adequate training facilities, and argued that transition education is most effective when students go out to the actual workplace in their local community and train through real working experience. One educator commented that his school sent students out twice a month into outside sheltered workshops, and that the school had also made arrangements with businesses so that students could gain job experience but also "spend time fitting in with the other workers" (14).

Real-world training is not only important for the students, but also for local communities. Once students finish transition training at school, the community will play a large role in their future success. The teachers emphasized that no matter how hard the students prepare and train, if their communities are not ready to accept them, they will have nowhere to go after graduation. When successful connections are forged between transition training programs and their surrounding communities, then local businesses,

factories, and companies can provide resources for actual vocational training, and after going through such training, students can be hired by them directly. One teacher explained this process in her school:

> Our vocational classrooms have assembling activities. The process of assembling parts from Hyundai was made into a transition training program for the students, and feedback is given from that. From community businesses and their jobs, the students get to experience and train for real job skills, and later even become actually employed. (29)

Transition Cooperation

Teachers mostly agreed that transition requires the cooperative effort of many experts. In order for smooth cooperation to take place, the teachers were working with a "management committee" made up of experts related to transition services including "ordinary organizations connected to employment, employment agencies for the disabled, research institutes for vocational education and training, welfare centers, government organizations, and the City Hall" (5). The members of such committees cooperate to connect students with employment opportunities.

While teachers admitted that initially it could be difficult to collaborate with other experts and businesses, they generally felt that the process gradually became smoother over time and therefore in general they felt that their implementation of transition cooperation was relatively high. Teachers suggested that this occurred, in part, because of the mutual benefit of working together. As they continued to work with employment agencies for the disabled, more students were placed in occupational settings, which improved employers' understanding of students with disabilities and in turn increased their willingness to hire more students. This then motivated other businesses to do the same, increasing the number of workplaces available. As a result of this success, the

employment agencies were revitalized and received positive evaluations of their work, which encouraged their employees to work even harder to place students with disabilities in occupational settings.

Despite these success stories, however, many teachers still find it problematic to cooperate with others, noting that it is often difficult to reach an effective consensus between many personnel with different ideas. One teacher explained that, "Cooperation… [occurs] between teachers, parents, and disability centers all working together, but it's not easy to agree on one idea… In many areas related to the students, they each have different ideas" (29). This statement was indicative of the reason some teachers felt that their implementation of transition cooperation was not as effective as it could have been. Those feelings were mirrored in their statements about their ability to implement transition placement.

Transition Placement

Teachers generally felt that it is difficult to appropriately place students in PSE or employment after graduation. They saw one of the greatest challenges as finding the right job for each student. For a student to obtain a satisfying job, there needs to be a wide range of jobs to choose from. However, the reality is that the number of available jobs is limited, and students often end up working in areas that have nothing to do with their true interests. As one teacher noted, "When we look at students with ID or any kind of disability, there are many cases where dream jobs are different from current jobs" (18).

Teachers also commented that there were many cases in which they believed, after years of observation, that they had paired students with appropriate jobs only to have things not work out because unpredicted problems got in the way of the students

being able to maintain those jobs. This is frustrating for teachers, but more importantly, as they note, it is potentially very detrimental to the students. One teacher commented that "the students' lives may depend on their job. That's why we struggle with arranging the proper job" (13). A lack of effective implementation in this area, teachers pointed out, can have a drastic impact on students' transition outcomes.

The educators made it clear that training students and also getting them employed in an appropriate job is "a substantial problem" (21) and felt that therefore their implementation level of transition placement was not very high. Many hoped that national organizations would step in to support their own efforts in this area. One teacher expressed, "It's too much for teachers to have to arrange and help students get jobs after graduation. Employment agencies for the disabled, government organizations, social welfare systems, and the Department of Labor should cooperate with each other to help the teachers" (21). While many teachers noted a perceived lack of implementation regarding transition placement, they also felt that they lacked the ability to effectively implement follow-up services once students had been placed in an appropriate post-school option.

Follow-up Services

Most teachers recognized that follow-up services are a crucial component of transition services; some even called them "the most important" of these services. One remarked that, "If follow-up services aren't adequately provided then the students will quit working in the middle." The teacher went on to contend that students with ID cannot control their feelings like those without disabilities, and that therefore it is necessary for teachers to help them overcome instances where they do not want to work. The teacher

concluded by noting that, “Through follow-up services, there’s push and pull to be able to maintain the job; that’s why follow-up services are so important” (13). Other teachers described the psychological impact of such services on students, pointing out that when students are at school, they are surrounded by people they know. But at work this is not the case, so just seeing a familiar face can ease their stress and motivate them to work. One teacher said:

> I visited once a week for one, two, and even three months…It means a lot for them to have their teacher visit. We also tell their parents to go from time to time and give them fruit or drinks, just even to greet their co-workers… Then the student will become more comfortable. (15)

Despite the importance of follow-up services, many teachers discussed how difficult they were to provide. One of the most common difficulties is that teachers’ work hours overlap with the time they have to conduct such services. As one teacher explained:

> What’s keeping me from it is… The students go home at 3:40pm. After they go I have to stay and take care of schoolwork. We have to work until 4:30pm. So basically my working hours are theirs as well… going to their actual workplace during their working time is [therefore] difficult to match up. (1)

Because of such difficulties special school teachers have had to become creative about how to conduct these services, and have looked for ways to follow up on students that do not involve physically visiting them on site. For instance, some teachers make phone calls or use smart phone messaging applications. One teacher said that if she hears about a student showing up late or causing disturbances at work, she immediately calls him to offer guidance, while another said that she regularly talks to students and asks them, “Are you having a hard time?”, “What’s giving you a hard time?” (13) to try to head off problems before they occur.

One special education teacher discussed how she conducted successful follow-up services with the active support and encouragement of her school. The school had offered many incentives to make things easier on the teachers, such as:

> We get off work early and go home after looking after our classroom students. This year we even established a budget to buy snacks to take over there… We even bake cookies during our vocation training and give them to students' colleagues to share. (3)

Another strategy teachers thought would be useful for activating follow-up services was having specialized vocational teachers who were only responsible for such services. One teacher remarked that, "A thought I always had is having specialized vocational teachers who only work for follow-up services. They would be responsible for developing occupational categories and follow-up services, a teacher who's able to completely focus on leading their students during employment" (1).

Research Question 2: What kinds of dilemmas do special education teachers of students with intellectual disabilities encounter when implementing transition services, and what do they consider appropriate methods for solving those dilemmas and improving their implementation of these services?

Despite recognizing the purpose and importance of transition services, special education teachers perceived that their implementation of these services often was not very effective. They noted many different dilemmas they encountered while attempting to implement transition services. These dilemmas largely corresponded to the four main categories of dilemmas identified by Windschitl: conceptual, pedagogical, cultural, and political dilemmas.

Conceptual Dilemmas

The teachers in this study felt that a large barrier to their ability to effectively implement transition services was their lack of conceptual knowledge about these services. This occurred in part because they did not learn enough conceptual knowledge in their academic preparation for teaching and in part because the knowledge they did receive was often too theoretical and lacked practical applicability. The teachers also noted that they were hindered in their ability to retain and learn new conceptual knowledge because of time constraints, and worried that as parents continued to learn more about transition services they might question the teachers' lack of knowledge and thus be less willing to cooperate with them. To overcome these barriers, teachers felt they needed to balance their conceptual knowledge with practical experience, and they looked for ways to increase their conceptual knowledge through in-service training.

Lack of Conceptual Knowledge about Transition Services

Many of the special education teachers lacked a conceptual understanding of transition services and felt that their undergraduate education had not thoroughly prepared them to provide these services. One teacher recalled that her college education had included "some transition theories… or in-service training" (13), but that it wasn't much, and that conceptually she had not pushed herself to think about or study those theories more deeply than was necessary to prepare for the national test required to become a special education teacher. Even though many educators go on to study transition services in graduate programs or participate in in-service training as needed after they become special education teachers, there still are not many opportunities for them to fully acquire conceptual knowledge about the subject, and the experience they

gain in school settings is more general. They perceived theoretical and professional knowledge about transition services as more specialized knowledge, and thus as needing more academic instruction.

There are numerous reasons why educators might lack in their conceptual understanding of transition services. One reason many cited was that much of the teacher training related to transition was being presented too formally. A teacher noted:

> The education provided by the school regarding transition services, and in-service training, in my biased opinion, I think is too formal. They aren't skills I can acquire and put into practice, but we just talk, sit and listen… Unless the individual makes a concerted effort to find something to help them understand and put into practice, it is not easy to acquire new skills that are relatable and applicable at school. (12)

One of the problems this educator encountered during transition training was that it focused too much on theoretical and conceptual ideas that were unusable in a realistic school setting. He was not able to put this knowledge into practice, and therefore the knowledge was not successfully retained.

Other educators echoed the complaint that, "There is usually a lot of theory in the training sessions, and lacking in real life practice. Because we are only aware of theories, it makes it difficult to put into practice" (35). They also found that reality often clashed with theories, when attempting to put those theories into practice. While a number of useful transition models exist, educators noted that "no matter how great the framework, when we attempt to carry it out, it doesn't work so well. There are some benefits, but in order to reap those benefits, there needs to be a combination of the model and reality" (23).

It appears that educators also have difficulty retaining conceptual knowledge because they are not continuously reminded of this knowledge and do not have time to

study it regularly. They remarked that even when they attended helpful training sessions where they learned about useful models, theories, and ideas, they didn't have time in their regular workday to revisit that material. One teacher commented, "…we bring reading material back with us with the intention of using it as a future reference. But upon our return from teacher training, we don't have the time to actually look back and read [it]" (3).

In addition, educators pointed out that parents are increasingly becoming more knowledgeable about transition services, which causes them to ask more specialized questions about the process. The teachers realized that their lack of conceptual knowledge about transition could be interpreted by these parents as a lack of ability and quality, which might then affect the willingness of the parents to cooperate with educators. Therefore, they felt it is especially important to overcome their lack of conceptual knowledge in order to show parents that they can have confidence in teachers' ability to effectively help their children through transition services.

Overcoming Conceptual Dilemmas

Practical experience with students in the classroom was considered by most educators to be more valuable and influential than purely conceptual knowledge. One teacher noted that "Theories are good to have as background knowledge, but realistically we aren't working with our students based on those theories" (33). However, some teachers felt that a balance of conceptual knowledge and real-life experiences would allow them to provide more systematic and effective transition services for their students. For instance, one teacher asked:

> Shouldn't they go side by side? In my case, I didn't really put a lot of emphasis on theory and relied on real-life experiences…but then systematic theories were

> researched, and if there had been a "this is better" and "this approach is effective," it would have been possible for me to provide more effective transition services and there probably wouldn't have been as much trial and error. (26)

For this reason, special school teachers felt they would benefit from learning more conceptual knowledge regarding transition. A teacher explained that when teaching vocational skills, there is a real difference "between teaching something I am knowledgeable on versus just trying my best to teach what I do not know... If I knew more, I think I would be able to provide a variety of means and methods for my students" (8).

In order to compensate for their lack of conceptual knowledge related to transition services, educators participate in in-service training, through which they broaden their knowledge as a whole by learning theories and sharing stories of successful methods with other educators. Just as importantly, such training can motivate educators to perform to the best of their abilities in implementing transition services. One teacher remarked, "when we go to these trainings, a lot is learned. It is difficult for me to study every aspect of transition services, but during break I go and renew my heart once in a while" (3). Some educators also study conceptual knowledge through research papers, and the increasing number of foreign dissertations and papers that have been translated into Korean is making it easier for these teachers to continue to educate themselves about transition.

Pedagogical Dilemmas

During their interviews, the teachers in this study also mentioned pedagogical dilemma that affected their implementation of transition services. Like the conceptual dilemmas, these pedagogical dilemmas often stemmed from a lack of knowledge and

experience with various elements of transition. The teachers explained that they encountered pedagogical dilemma because the general evaluation techniques, transition planning strategies, and training strategies they had learned did not correspond to what works in the classroom for dealing with individual students. They sought to overcome these dilemma by increasing their practical experience and seeking help from "experts."

Limited Pedagogical Knowledge about Implementing Transition Services

Many special school teachers indicated that they have difficulty assessing students' interests, abilities, and needs; using this information to set up a transition plan; and providing transition training. This is because each student has diverse and complex characteristics, so there is no set framework that is applicable to teaching all students, and teachers do not have specialized strategies for implementing individual plans and training. One educator discussed the difficulty of using a set of common standards to assess unique individuals:

> It is hard for teachers to use concrete standards to decide what the student is doing well and what isn't working out. After assessment, we can take out something they do well enough from the curriculum and put in more of what they're lacking. But it's not that easy…[For example,] our students could be good with their studies but lack in job skills or just not want to work. In contrast, there could be a student who can't keep up with studies or be inarticulate in speech but could have excellent concentration while working. (15)

Teachers also find it difficult to adjust transition services for unexpected problems. For instance, a student who excels in schoolwork might be expected to excel in job skills as well, and thus would be taken to a job site to work, only to then have problems concentrating on-site. These types of unpredictable situations often mean that the current transition plan is no longer a good fit. Teachers noted that students can perform very differently, even given the same training, according to their conditions and

the surrounding environment. As one remarked, "it often happens that a student who is good at something can get very bad results in a different environment" (19).

Teachers who do not have much experience in implementing transition services lack not only the ability to assess individual students, but also a variety of skills for teaching different students and a clear understanding of appropriate educational curricula. Many teachers acknowledged that their lack of pedagogical knowledge about transition services made it difficult to assess what skills students needed to acquire, and they felt they didn't have appropriate strategies for implementing these services effectively.

Why Teachers Encountered Pedagogical Dilemma

Most teachers put their knowledge to use in the classroom setting. Through this process they experience and learn through practice, and become more confident in providing transition services. However, in many cases teachers lose confidence because the evaluation techniques, transition planning strategies, and training strategies they have learned are not in sync with what works in the classroom. One teacher commented:

> I have a dilemma about using what I learned in real situations…Theoretical evaluation methods I learned didn't work out. The plan kept having to be modified with changes in the students, but I didn't really learn about that, and training the students could not be done in a consistent way; different students needed different methods too. (16)

The pedagogical knowledge related to teachers' actual evaluating, planning, and training strategies seems to influence their self-efficacy. As one teacher remarked, "If I know how I'm going to evaluate and teach the students and have confidence in those ways, then I can provide more successful transition services" (13). However, if teachers lack this self-confidence, they become passive and their lack of confidence affects student outcomes. In order to overcome these dilemmas, teachers attempted to increase

their practical experiences with transition services, and some sought training from "experts" in the field of transition.

Overcoming Pedagogical Dilemmas

Many teachers believe that building experience in the educational setting is more important than conceptual knowledge. Such pedagogical knowledge plays a larger role in executing transition services than theoretical knowledge. Educators recognized that theoretical knowledge is useless if they do not know how to apply that inner knowledge to practice. One teacher stated:

> If you think about it, theoretical knowledge is useful too but knowing how to apply it effectively in an actual classroom setting is much more important. It is apparent when the teacher meets the students and doesn't know what to do. I think the ability to lead the students confidently comes from the teacher's pedagogical power. (18)

The majority of teachers build "pedagogical power" through real experience with evaluating, planning for, and training students. Such pedagogical knowledge is not learned from other teachers, but is self-built through a base of knowledge and continual experience with the students. Teachers felt that experience and learning through a process of trial and error were the best ways to increase pedagogical knowledge, though some also said they would turn to teaching manuals and guidebooks or "expert" opinions when they felt they were lacking in pedagogical knowledge, especially regarding "specific strategies or specific evaluation methods for certain areas" (1).

Some special school teachers felt that it is essential to get expert training in order to implement transition services because they are the ones who will actually carry out these services. One teacher declared that, "It's not right to try and solve things without really knowing about what's going on" (12). She felt she needed training from an expert

who could provide knowledge about transition services and also train teachers "on how to apply the knowledge in the actual situation through systematic transition training programs" (12). Other teachers echoed this desire, commenting that, "We need specialized in-service training… on transition planning and evaluation from an instructor with professional skills. The teachers can take it on themselves after being trained and provided with actual and applicable knowledge in implementing transition services" (17). Most educators receive this training during breaks or learn through online training. Through such training, they learn a variety of evaluation methods and teaching strategies, as well as how to set up individualized transition plans. Many teachers felt that such training was useful and motivating, like one who remarked, "When I learn some pedagogical knowledge or strategies through the training, I try to apply it in a real educational setting the next school semester. When I… build confidence, then I can devote my efforts toward providing transition services" (18).

Cultural Dilemmas

Special education teachers mentioned a number of challenges to their transition service implementation that could be classified as cultural dilemmas. The majority of these included issues related to the classroom and work environments, such as the severity of students' disabilities, student behavioral problems, student personality characteristics, and the role high enrollment plays in exacerbating these challenges. To overcome such challenges, teachers suggested that it would be helpful to have more structured transition training, to establish relationships with business owners and their students' coworkers, to decrease classroom enrollment, and in instances of severe or multiple disabilities, to increase the number of teaching assistants in the classroom.

Class Size

Individualized transition services needs to be provided to students with disabilities. However, many teachers felt that there were too many students under their direction for them to comfortably manage the classroom and support individual students. One teacher remarked, "It'd be hard enough just teaching one of those students, but when there are ten of them, I can't tell if I'm supposed to educate them or just have it be like a daycare" (17). This problem is compounded by a lack of special education teachers, and also by the fact that the educational curriculum cannot be individualized for each student. As one teacher noted, "All students' abilities are different... [but] we follow the same program for all. I do feel a little regret because there are students that are not a match with our program, but we have no choice but to go along" (1). A majority of teachers felt that the issue of high enrollment was exacerbated by the severity of their students' disabilities.

Students' Disabilities

When teachers were asked about the difficulties they encountered while providing transition services, the topic raised most often was the degree of the students' disabilities. Most special education teachers take disabilities to a certain degree as a matter of course. However, some teachers expressed frustration over the fact that their students' disabilities were so severe that it was difficult to maintain any sort of educational experience. For instance, one teacher noted that some of her students lacked the skills even for basic personal care such as using the bathroom. It is very difficult to help students who cannot take care of basic needs such as bathroom issues to transition into adult society, and such

issues also make it difficult to teach. One teacher described why it was so difficult to focus on transition in the most severe cases:

> Well our classroom students are the lowest level children. And so frankly it'd be hard for a lot of them to get employed in businesses and such…How could we get them employed when they can't use the toilet properly? And so there are many students who we can't even think of providing transition services to, instead focusing on independent living skills and personal care skills. (12)

In such cases special school teachers often lose their motivation to provide transition services because of the students' limitations for improvement. The educators remarked that they became discouraged when encountered with such limitations. Teachers also felt reservations over the best course of action to take with students with severe disabilities, questioning whether it was "right" to give these students job training when it was unclear whether or not they would even be able to get jobs and retain those skills well enough to apply them in an occupational setting. Some teachers questioned whether these students might be better served spending time on self-care skills rather than job skills.

Many teachers find themselves in a difficult situation when they are evaluated based on how successful they are in getting students employed and in their degree of transition outcome. Schools desire successful transition outcomes such as employment or entering PSE programs, but in the case of students with severe disabilities, the high expectations of parents and school principals further contribute to teachers' discouragement and flagging motivation. Compared to the effort that teachers put in, the transition outcomes of their students are often not as good, and so there is little satisfactory return on their efforts. As one teacher put it, "If I put in 10 different efforts, then at least 6-7 positive results have to show up for me to feel like my work is paying off. There are often times where my efforts almost don't show up at all" (24). While it is

frustrating to see little result in students' abilities, teachers also feel that it is unjustified and unfair when they are evaluated by the success of these students' transition outcomes. In addition to these challenges, teachers often mentioned the difficulty of dealing with students' behavioral problems in the classroom.

Behavioral Problems

One of the many hurdles that special education teachers face while providing transition services is problematic behavior. The teachers generally expected mild behavioral problems and noted that those issues usually didn't affect other students in the classroom. However, at times behavioral issues become extreme. One teacher described a student who had anger issues. When he lost his temper, he would display a number of extreme physical behaviors such as falling over and running into things on purpose, repeatedly attempting to break windows and doors, and practicing other methods of self-harm. With these types of issues it is nearly impossible to continue teaching, and providing transition services is out of the question when the teacher is forced to look out for a student's physical wellbeing. However, behavioral problems are just one of the student characteristics that can affect teachers' ability to provide effective transition education.

Student Characteristics

The number of students under one teacher depends on the school and grade level, but classes can reach up to 12 students, a number that one educator said he doesn't think is "appropriate…to provide individualized education" (12). These students have different disability levels and various behavioral characteristics, making it difficult for one teacher to instruct all of them. Many students are sensitive to changing environments, and an

environment that is suitable for one student could be inappropriate for others. These types of challenges make it difficult to implement transition services.

Individual characteristics also play a role in whether students succeed at transitioning into adult society and becoming employed. Teachers discussed the fact that many students cannot handle the physical strain of occupation, which is often much more demanding than what they have experienced in the classroom. They also mentioned the emotional and psychological strain; for instance, one noted that, "At school, the students can socialize and eat with friends, meet different teachers throughout the day, look at comics, and have their personal time, but it's very different at an actual workplace" (20).

In some cases, students come from families that are well enough off that the children do not have to work. When students with ID know that their parents can provide for them and solve their financial problems, they do not feel the motivation to continually work. These cases also cause difficulties for teachers trying to provide transition services focused on employment. However, a lack of student motivation was not the only challenge facing teachers, many of whom experience a decrease in their own motivation as the result of dealing with cultural dilemmas.

Influence of Cultural Dilemmas on Teacher Motivation

Some teachers stated that the severity of a student's disability should not affect the ability to provide transition services. For instance, one educator commented:

> Honestly speaking, it's easier with milder disabilities. But I think that's our given mission. If the disability is severe, then we should match up to it. I don't think the disability itself is a big deal. I think severe disabilities should have been expected from the beginning, so we should be able to handle them. (17)

However, most special school teachers acknowledged that severe disabilities, behavioral problems, and student characteristics influence their performance in providing effective

transition services. First, supporting the transition from graduation to a job is not easy for a student with severe disabilities or who lacks job skills. Even if job skills are not a problem, if community business owners are reluctant to employ these students, some teachers lose their desire to teach occupational knowledge and skills.

In addition, in a successful transition outcome the students succeed in becoming employed. However, behavioral problems can make it difficult for a student to maintain a job, and in these cases the student often ends up having to return to her family. A number of teachers recalled specific instances of students who had seemed like they would succeed, only to lose their jobs because behavioral problems like stealing and fighting made it impossible for employers to retain them. One teacher discussed a student who had Down syndrome:

> …which has the characteristic of being very stubborn. If he doesn't like something, he becomes sulky and gets into fights with people around him; he shows actions like that too often. Those kinds of problems are hard for regular people to understand. Up until now the school and house members understood him and tried to eliminate the cause, but regular people don't want to have to deal with that. (5)

Such difficulties, in addition to being detrimental to students, disappointed the special school teachers responsible for providing transition services, and decreased their motivation to continue their work. Because of the negative impact of these difficulties on teachers' attitude and motivation, many of them looked for ways to overcome cultural dilemmas.

Overcoming Cultural Dilemmas

The role of the special education teacher is very important when it comes to helping students with severe disabilities or problematic behavior achieve positive

transition outcomes. One teacher constantly tried to understand the underlying causes of problematic behavior, and in that way attempted to adjust her teaching:

> I take a step back when it's too difficult. And I ask, what's the motive of their actions right now?...There's definitely a reason for the hitting. Whether they want attention, they're exhausted, or they don't want to do it, the cause needs to be figured out first. (13)

Other teachers felt that transition training needs to be more structured. Without systematic training programs, it is difficult to prepare students for employment in the current job market. Teachers observed that the number of jobs available to students with ID is actually steadily increasing thanks to improving societal perceptions, a rising number of businesses willing to hire these students, and governmental laws and policies that set employment quotas governing how many people with disabilities businesses must hire. The problem, these teachers point out, is that there are not enough students who are prepared to take these jobs. One teacher noted:

> If they were trained well enough, there are lots of workplaces they could go to. So I think programs for training students need to become more systematically organized. Not just training them with whatever comes along, but a systematic process that allows the students to go to the actual business; an organized program needs to exist. (13)

It is also necessary for special school teachers to establish relationships with the business owners and co-workers where students are employed. When just beginning a job students may feel uncomfortable in an unfamiliar environment surrounded by people they do not know. To overcome this, teachers felt that they should be involved in helping the students to socialize and form relationships with their coworkers. Through these relationships an environment is created where students can receive more understanding about their disabilities and thus have a better chance of retaining their jobs and achieving positive transition outcomes.

In addition, teachers felt that decreasing the number of students in the classroom would help them better overcome cultural dilemmas and provide more effective transition services. They noted that:

> If individualized education can't take place, the teacher proceeds to teach in a fixed and formal manner, and so ultimately the students' transition outcomes are low and the teacher doesn't really want to do it anymore. Also having too many students causes the teacher to burn out and prevents implementing high-quality transition services. (34)

In addition to decreasing the number of students for which each teacher is responsible, educators felt that in instances of severe or multiple disabilities, increasing the number of teaching assistants would alleviate problems with implementing transition services. Teaching assistants could help to provide professional support to individual students, thus decreasing the likelihood of behavioral problems and the potential that class time would be disturbed by such problems.

Political Dilemmas

When special education teachers implement transition services, this process is significantly influenced not only by internal factors such as conceptual knowledge, pedagogical knowledge, and relationships with students in the classroom, but also by factors outside of the school. Of these external barriers, those that were brought up most often were principals, parents, businesses, government organizations, and legal and policy challenges. The teachers offered many specific suggestions for overcoming the often difficult barriers in these areas.

School Administrator

Above all, special school teachers saw the school principal as the most influential external factor in implementing transition services. Most teachers talked about how it was

important for the principal to contribute by playing an active role in providing these services. Because the principal controls the school's general organization and the administrative management process, without his or her help, it is difficult to implement effective transition services. One teacher noted that, "If the school's organizational areas and administrative procedures aren't modified, then the implementation of transition services becomes only a formally-made documentation process" (17).

Teachers who felt that their principals actively participated in transition services usually talked about the principal's high awareness of these services and willingness to cooperate with teachers:

> I think that our principal is pretty knowledgeable about transition services, thinks positively about job training for students with ID, and cooperates well with our requests. He's very actively involved with internal and external processes of transition services and is very encouraging (14).

Other teachers mentioned how helpful it was that their principals actively supported real-world job training as part of the transition process. These principals recognized that job training within the community is an important component of providing students with the skills to succeed once they graduate from high school, and thus they encouraged students to take part in activities that occurred outside the school, in the local communities.

However, while there are principals who contribute very actively to transition services, some teachers felt their principals were not supportive, which made it difficult to implement proper transition training. Even though some of these principals recognized the importance of implementing transition services, the teachers commented that problem arose when the principals felt differently than the teachers about issues related to students entering the community, completing internships, or undergoing job training. These

principals worried more about the safety of the students than about effective transitioning and so did not allow them to have any vocational training outside the school. One teacher stated that she had proposed several transition training programs involving external job training, and the principal put up barriers to her plans because of worries about student safety. “If he pulls back because of safety,” she remarked, “there’s nothing we can do” (20).

Limitations imposed by principals because of potential safety issues were a common theme in special educators’ discussions of the barriers caused by school administrators. Despite the fact that principals often understand the benefit of real-world job training and the opportunity it allows for students to generalize their learned skills, safety concerns ultimately outweighed the perceived benefits. One teacher complained that rather than forbidding these activities outright, her principal continually put restrictions and limitations on transition activities:

> Because it’s run by rules, if teachers try to plan on-site experiences or job internships for transition training, [the principal] sets limitations about them. But it’s not forbidding them to go outside; he just keeps setting limitations. And that’s not necessarily wrong. But if the limitations keep pushing and pushing at the plans, then the teachers become low-spirited about it and end up giving up. (8)

As this teacher notes, the constant limitations imposed on teachers’ plans has a very detrimental effect on their willingness to perform transition services, often leading them to abandon their attempts to integrate effective job training components into transition education.

Another issue teachers encountered was principals’ lack of knowledge about transition services. Because such services have not been developed until recently, current

principals who studied special education long ago do not know about transition unless they have taken the time to learn about it on their own.

Along with this lack of awareness often comes an unwillingness to be involved with and cooperative about implementing transition services. Teachers complained that while principals want transition to produce "good" results, they do not want to take charge of the process of getting students employed, which is difficult for teachers trying to implement transition services. As one teacher reported, "There are no clear-cut rules about interning outside of school so it's completely under the principal's determination. So we request permission. He knows it's important, and he likes when they get employed. But he doesn't easily allow the mid-process" (33). School principals were not the only barrier to teachers' attempts to implement transition; teachers also encountered challenges from students' parents.

Parents of Students with Disabilities

After the principal, the next biggest factor affecting special school teachers' ability to provide transition services is the parents. Parents can be the biggest support in educating and implementing transition services, but they can also cause the largest difficulties. As one teacher pointed out, "Regarding the students' education, transition services, and taking them into the community for an internship, the parents' consent is very important. Without the parents' consent, nothing is possible" (27).

Special educators rely on a combined effort with parents to ensure the successful employment of their children, and to increase the rate of maintaining employment. But sometimes, the most effective tool in this process can also be a stumbling block. Educators remarked that in many cases parents worry more about the image their children

are portraying rather than about their children's futures, which causes them to set unrealistic career goals for students with ID. One teacher explained that because of his professional experience he was able to see clearly what types of jobs students with ID needed in order to succeed at work and live comfortable lives. However, he felt that parents' expectations differed greatly from his own, and often encompassed unrealistic ideas of what occupations would be appropriate, what tasks are involved in those occupations, and how much money their children should make. He understood why parents felt emotional about their children's job choices, explaining that the parents "think it's just sad in general to have [their children] sit around doing simple tasks all day. They want to be able to have them participate in something greater and meaningful" (7). But he noted that the jobs parents preferred did not always result in meaningful tasks or high enough pay. The educator stressed that he would like "to provide realistic training for jobs. But parents don't like how dirty some jobs might be and how it doesn't look appealing and good to others. In this way, educators and parents will clash" (7).

Parents' unrealistically high expectations can also cause miscommunications between parents and teachers. Many parents want their children placed in ideal occupations regardless of the child's capabilities, which makes it difficult not only for teachers to find them the right job after graduation, but to provide other transition services as well. One teacher recalled how difficult it is to respond to parents who believe that their children are capable of jobs that would be too challenging for them:

> They have false dreams about the policy of social welfare. They must've heard about unrealistic things and not any truth. Many mothers listen eagerly to those things. But there is a huge difference between how the mothers perceive severe disabilities compared to how the policy makers perceive them. (15)

The teacher goes on to say, though, that despite these miscommunications she cannot simply say, “Mrs., your child is not capable of that level” (15), as this would upset the parents. Therefore, the parents’ unrealistic expectations are left intact.

Despite such challenges, the teachers reported that for the most part parents are actively helpful in implementing transition services. Because teachers’ implementation is related to students’ transition outcomes, one teacher commented that:

> The parents put a lot more trust and faith in us. For example, they give permission whenever I ask to take the students somewhere. They completely trust us. So I didn’t have any trouble with the parents...And I worked as hard as they trusted me. So the plan was executed pretty well and the student’s outcome wasn’t bad. (10)

Parents were especially actively supportive when they knew that employment would help their child find a place in the community instead of having to return home without anywhere to go after graduation. Teachers said that parents wanted their children to be able to work, even though they no longer receive basic living supplies once their children become employed.

However, there are cases where parents barely care about their child at all. There were many cases where parents did not actively participate in their child’s education or were not very interested in their future after graduation. These parents did not attend orientation meetings, and their awareness of transition services was low. Teachers pointed out that this was a large obstacle to implementing effective services, as the family needs to play an active and consistent part in these services.

According to teachers who provide follow-up services to students who are currently working, some parents are not at all interested in the students’ hard work, but only in the money they bring home, which they fully exploit. One teacher told a story about how she had been contacted by a business that was concerned that a child’s parents

were taking the money he had saved up without asking him. The teacher called the parents, who then accused her of intruding and told her to mind her own business. The teacher regretted the fact that beyond this attempt to mediate the situation, because of her limited rights there was nothing more she could do for the student. Teachers also remarked that parents' financial problems can cause them to be uncooperative; many parents are struggling to survive, and thus "don't have time to be concerned about the student with a disability. They have almost no knowledge about transition services, and just let the teachers do what they want… They just leave the students to the school" (18).

Teachers also experience difficulties when parents do not want their children to work. Some educators reported that there are often times when parents will simply bring their children home if they think a working environment is too harsh. This has a negative impact on teachers' relationships with business owners, who "lose trust in the teachers, [which] makes it difficult for other students to work as interns or become employees there" (1). The importance of teachers' relationships with business owners was highlighted by their discussions of the challenges they encountered when working with businesses to secure jobs for their students.

Businesses

Recently, there has been an increase in occupational positions available to people with ID. In part this increase has occurred because of governmental stipulations that businesses with a certain number of workers are required to employ a set percentage of people with disabilities. If they do not meet this quota, the businesses are required to pay "allotment for mandatory disabled employment" fines.

The educators mentioned that many major businesses have chosen to hire the required number of workers with disabilities rather than pay these fines, and speculated that this was due to two developments. First, as more people with ID have entered the workforce, employers have grown in their understanding of ID, and thus have become more willing to hire persons with disabilities and cooperate with teachers. Second, the teachers noted that as the number of workers with ID has risen, general societal perceptions of them have also improved. In order to enhance their image in society, therefore, businesses are choosing more often to employ people with ID. Teachers commented that this increasing awareness and understanding on the part of employers allowed for more effective transition services to take place, and increased overall transition outcomes. As they noted, "Students with disabilities need lots of actual job experience in real workplaces for successful transition services…These kinds of experiences widen [students'] range of experience… So for effective and successful transition services, the cooperation of community organizations is crucial" (18).

Nevertheless, some businesses continue to be very uncooperative, and employ students with disabilities only because the law requires them to. Consequently, they often do not pay much attention to these workers and do not try to understand them. This situation causes many difficulties for teachers, who reported that when they initially meet with these business owners to explain the nuances of their students' personalities and disabilities, the employers just ignore them, telling them to simply leave the students and go. One educator recalled, "There are many [employers] who just dismiss everything we say. It's hard to handle these kinds of business representatives" (27).

Similar stories were told by other teachers, who generally felt that the understanding of people with ID was low in many businesses. These teachers noted that despite some success stories, students often end up returning to school after they have begun a job, even though the teachers had thought that the businesses would be able to understand their students. They felt that this occurred because:

> The atmosphere of our society has not developed enough to understand people with severe disabilities. If the school has close connections with the business, then it's possible to send the students, but if there aren't any ties, then it's almost impossible. Our students don't match up to a typical business' demands. It's because our students don't match up to the level of other people without disabilities. (27)

Even when students managed to become employed, teachers worried that sometimes the focus was too much on gaining and maintaining employment. They noted that just as important was that these students "be treated fairly and humanely" (33) by their employers, and that they live a quality life while establishing relationships with other people. Ensuring that students "be treated fairly and humanely" and that they have access to jobs in their communities are just some of the examples of critical junctures where governmental organizations could support transition services.

Government Organizations

For students with ID to be able to find an appropriate job after graduation, the teacher, school, and students have to work hard. However, because there are limits to what they can do, they also need assistance from government agencies. Several teachers mentioned that they would find it helpful if there were more national systems in place to coordinate transition activities among multiple organizations.

Currently, most teachers mentioned that they receive help from the Korea Employment Agencies for the Disabled. The agency supports the teachers' attempts to

connect with local businesses and get their students employed. Teachers commented that this agency was crucial in introducing their students to the businesses, and that multiple parties benefitted as a result. One educator termed this "a mutual relationship" (13) that was continuing to improve, explaining that as more students were placed in occupational settings, the agency's performance record for placement improved. At the same time, because the student placements were successful, a greater range of businesses was willing to hire students with ID, which in turn provided students with more job opportunities and also stimulated the corporations involved. Because of this mutual benefit, the teacher noted, "everyone is trying harder with each other" (13).

While there were success stories with this particular governmental agency, teachers also pointed out the selfish aspects of other "Korea Employment Agencies for the Disabled" that are concerned only with their performance records and not with the wellbeing of the actual students. Teachers reported that such agencies would not cooperate with them when requested, but were very active when they needed the teachers' help. For instance, one teacher recalled:

> If there is an opening in the business, then they would come to us only if it would help their record… If we ask them for help first, they don't do anything but send us a couple of brochures. Because of this, we feel a considerable gap between us. It's frustrating because if they put in just a little more effort, more of our students could graduate and find jobs, but they only call us when they need us. (23)

Similarly, teachers complained that while the Ministry of Education was encouraging of transition activities in theory, it did little to actively support transition in any concrete way. One teacher said, "they just want the school board, the school, and the agencies to partner up and have win-win models. But there are no specific guidelines and they don't provide appropriate conditions" (21). In addition to the lack of support,

teachers remarked that this government agency continually evaluated their work, setting demands on how it was conducted, but did not provide the environment necessary to meet those demands, which was a considerable burden to the teachers.

Last, teachers commented that there exists a lack of established government systems that would effectively help individuals in need throughout their lives. Even once students become successfully employed, one educator noted:

> It does not end with employment. There needs to be a continuous support program. There are issues that extend beyond employment. There is marriage, children, and just overall problems that arise from pursuing a family. Just because people with disabilities are employed, that's not all of it. Our society needs to create more programs to help assist these individuals to pursue as normal a life as possible continually for their whole lives. (24)

Educators cannot be responsible for providing such continuous support; they felt that society should also bear some of the responsibility for these students. This lack of institutional support was also reflected in teachers' comments about the challenges posed by transition laws and policies.

Law and Policy

Most teachers did not know about specific laws or policies regarding transition services. As a result, they did not recognize the influence of these laws on the implementation of transition services. One teacher commented that since she was not learning about changes in governmental policy during training, in many cases she did not understand these laws very well, and she and her colleagues "usually just leave it be" (18).

Although most teachers did not have a detailed understanding of transition-related laws, one important policy they commonly discussed was rules about student field training. As has already been noted, in order for students with ID to find employment

after graduation, it is essential for them to build actual job experience in a workplace most similar to an actual work setting. However, school rules often make this type of vocational training difficult to provide. One educator remarked that, "There aren't any specific rules regarding field training according to the law… But certain high school rules only allow the three months prior to graduation for field training" (6). The teacher went on to explain that rules like this were established because students in public education were required to fulfill school attendance mandates. But he regretted the impact this rule had on students' transition training, noting that some students were capable of handling work experience much sooner than their final year of school, yet were required to wait.

Some teachers also complained about what they believe to be unfair governmental policies. In particular, they were upset that public schools were being favored in the many opportunities regarding the government's employment policy for students with ID. The teachers remarked that special education students exist at private as well as public schools, and that private school students with ID were thus not provided with the same opportunities as others. One educator commented that when he went to complain about such policies he was effectively ignored; he said, "all they could say to me was how they were sorry and they would try next year. We will have to see if that really happens" (24). While special educators felt that policies like this one were detrimental, they also noted instances where a lack of legal policy could potentially be harmful to students with ID. Teachers argued that because these students are at a disadvantage due to their reasoning abilities, they need more protection under the law to shield them from employers who might take advantage of them. For example, one teacher described a situation where an employer was paying a worker with disabilities less than minimum wage, arguing that the

student did not do the amount of work required to receive the base hourly pay. The teacher commented that it can be difficult to deal with such situations; if more laws were in place to govern them, things would be easier.

Another instance in which greater legal support would be useful involves the obligation of businesses to hire a fixed percentage of people with disabilities. While teachers recognized the usefulness of this law, they commented that in practice employers often find ways to twist it to their own benefit, harming students in the process. One educator explained that some businesses hire students with disabilities so that they can avoid being fined. However, the businesses "often don't state the duration of the student's contract and easily fire them for a better student who comes up" (10). Because of situations like this, the teacher argued that, "we need more realistic ways to protect our students" (10).

These types of external challenges made it very difficult for teachers to provide their students with positive transition outcomes, and the seriousness of the issues caused teachers to look for ways to address and overcome such dilemmas.

Overcoming Political Dilemmas

The teachers offered many specific suggestions for dealing with the political dilemmas that affected their implementation of transition services. These suggestions included finding ways to enhance cooperation with parents and businesses, as well as creating new laws and policies and effectively using the national budget to provide necessary support for transition.

Cooperating with parents. Parents' active participation in their child's education plays a crucial role in improving transition outcomes, and so teachers are making an

effort to encourage such involvement. One of the many ways they do this is through actively building a relationship with parents. Teachers noted that such relationships often produce greater cooperation from parents. In addition, one teacher suggested that parents "eagerly help with the school activities only if the teacher truly appears to be interested in the child" (11). Teachers, therefore, can play a large role in convincing parents to become more involved in transition activities.

Because of the importance of parents to transition education, many special education teachers make an effort to communicate with them regularly and to both give and receive information from them. One teacher advocated that in order to facilitate the transition process teachers should repeatedly inform parents about what this process is and "actively provide the parents information about [the students'] educational activities and check up to make sure they fully understand everything" (6).

Teachers also felt that it is important for parents to receive continuous parental education. Through such education, one teacher explained, parents "are encouraged to spend a lot of time with their child, which helps them to find out what they like, what they're good at, and to figure out exactly the level of their child's abilities" (33). This type of knowledge about their children, educators suggested, will serve as a good basis of cooperation between parents and teachers as both strive to teach life skills to students with ID. A student's functional life skills and living habits are not built in one day. Therefore, teachers recognized that parents, who spend the most time with the students, can play an important role in the transition process. One teacher commented:

> I think the parents need to stand at the center of the transition process. The parents can actually take [students] out to the market and tell them, this is a pumpkin, how much is it? A dollar? Thank you. What number bus do we need to take?

> Number 508… We can only do this once or twice during class but the parents can constantly do this… I think the parents are the most important. (20)

Teachers educate the students, but this education can be offered continuously with the cooperation of the family, thus providing more effective transition outcomes. Another area in which teachers strive to establish stronger relationships is with businesses.

Cooperating with businesses. One of the most difficult obstacles for teachers is establishing a relationship with businesses owners. Therefore, some teachers would like opportunities for students to gain information and be interviewed through job fairs:

> The Korea Employment Agency for the Disabled makes suggestions, but they don't really have a specific matching process for the students. I wish we had job fairs for our students just like people without disabilities. It would be nice to receive a lot of information and find lots of job positions at once through external events like that. (19)

Teachers felt that events like this would help to expose their students to many different kinds of jobs, and that in the process they would also help the teachers to form relationships with these businesses that would provide long-term support for other students. They felt that their efforts to reach out to business owners could be further enhanced by nationally-organized networks that would support transition services.

Creating laws and policies. For students to successfully maintain their jobs and become integrated into society, the teachers' efforts alone are not enough. Teachers felt that on a national level, government organizations, businesses, and educational organizations need to work together to create an organized system for proper vocational transition to take place.

In order to provide effective transition services, teachers argued, there need to be national support policies and specialized expert training. As one educator put it:

> First, national policies need to be properly arranged. Not just stressing about providing transition services for students, but a national system to actually make this work. Second is about the experts who implement transition services. I think special education teachers need a specialty and perception improvement through specialized expert training. (14)

Many teachers also agreed that it is necessary to have an occupational teacher who would only be in charge of providing continuous vocational transition services. Such teachers could "receive training on vocational transition services, continuously pass on the knowledge and train other teachers, and help create a curriculum reflecting the policies and a transition education process as well" (24).

For teachers to provide proper transition services, the principal, parents, and other personnel related to transition need to cooperate with each other. However, some teachers felt that the optimism and sincerity of the teacher is the essential factor that can forge an active relationship between these people. As one teacher put it, "a sincere attitude will get through to people. If I approach them sincerely, it's possible to convince the parents or principal [to work together for the good of the child]" (7). Other teachers focused on having an active and determined attitude as the most important element of providing successful transition services. Whether or not their hard work pays off in the short-term, they felt, it is important to work with the hope that current efforts could help students with ID to become fully integrated into the community in the future. One teacher recalled her active and repeated attempts to get her students hired:

> Step by step. Although my efforts may not pay off now, I think they could serve as a foundation in the community later…Nothing is possible from just sitting around. After working like this, seven positions were opened at the Namgu

> Office. Two students were employed at the Seogu Office in this way as well. It will keep extending like this. (21)

To further enhance teachers' efforts in this area, some felt that the federal government needs to review how it uses financial resources to support long-range transition goals.

Effective use of the national budget. Some teachers felt that the national budget related to special education should be used more effectively. They suggested that policy makers need to figure out the true needs of students with disabilities in order to avoid wasting finances on unimportant issues. Also, when using the national budget, teachers felt the government should not focus so much on short-term outcomes but more on long-term results.

> The budget for special education is very large. I really wish that budget were spent efficiently. Right now, a lot of the support is going towards after school activities, but I don't think it's very meaningful. The special education budget is being used in many areas. But it's too bad that some areas don't use that very effectively at all. It's hard to say in detail but there's a lot of money going towards unnecessary things. Money that is wasted in areas like that should be used with the most efficiency towards what the students really need (33)

Making changes in these areas would require that educators, policy makers, and others involved in providing transition services work together to devise the best possible support system for transitioning students.

Other Dilemmas

While many of the challenges encountered by teachers in this study fell within the four categories of dilemmas theorized by Windschitl, the teachers also noted a number of dilemmas that fell outside this framework. These other dilemmas dealt with poor working conditions for students, parents who take advantage of welfare laws, lack of educational

and social opportunities for students with severe disabilities, parents with disabilities, the difficulty of teaching positive personality traits, teachers' heavy workload, and unexpected responses from parents and students.

Poor Working Conditions for Students

Many educators expressed their regret that despite having more opportunities available for their students, the environment of these jobs was not ideal. Educators who found employment for their students in such surroundings felt more sorry than anything due to the poor working conditions. One lamented:

> The settings of the sheltered workplaces are too poor…I wish there was an area for [the students] to take a rest during break, but it's just a storage building. On top of that, they are doing monotonous and boring work. This is not how it should be. (5)

Part of the reason students end up in situations like this is that they have so little choice in their designated occupations. Rather than considering the interests of the individual, businesses usually place students in areas of their own choosing. One teacher commented that students with ID have their own interests, just like those without disabilities. However, despite these interests the reality is that students with ID most often end up in jobs that involve assembling, packaging, or cleaning. The teacher said:

> I want to send them off, fully matched with their interests, but our students are not selecting their employment; rather, they are being selected for work, and that makes it difficult to guarantee a match that would satisfy them. It would be nice if there was a bigger variety of work for our students. (29)

Without work that matches their interests, many students understandably find it difficult to maintain continuous employment, thereby jeopardizing their ability to live independently. Other educators worried that their students were generally only given short-term, temporary work. One noted that, "Job opportunities within schools, or welfare

jobs and etc. are usually for one year, the reason being they want to provide as many people with work experience as possible" (35). The problem with such situations, this educator pointed out, was that permanent jobs are necessary in order to ensure that students are able to pursue independent lives in the long-term.

Parents who Take Advantage of Government Welfare Laws

Some parents do not want their children to work because once students with ID begin to receive an income the family becomes ineligible for unemployment welfare. Because of this, educators reported instances of families that would purposely keep their child at home, even when that child was fully functional and able to work. As one teacher explained:

> It was a matter of money. If [the family] keeps a child with disabilities at home, they receive money from the government. They receive about $400-500 monthly…One family had students work on their farmlands and do chores. They said that it is better for them to receive their government welfare support. I tried to convince them otherwise, but to no avail. (22)

This teacher pointed out that not only did such a situation take advantage of government resources, it also jeopardized the futures of these children, who would be better off in the long-run if they were working. Additionally, for the teachers who had provided education and work-related training to this student, this outcome was dispiriting. Other teachers also mentioned how difficult it was to face situations where families were abusing the welfare system. One commented that, "I'm at a loss for words and saddened when [these families] question me and say things like 'Why do you keep insisting [that my child should work] when we don't want them to?'" (3).

Lack of Educational and Social Opportunities for Students with Severe Disabilities

Although there are now many job opportunities for individuals with disabilities, these jobs are not equally distributed. Students who have mild disabilities are favored over those with severe disabilities, and as a result, career opportunities for students with severe disabilities are almost non-existent. There are some jobs that have been established specifically for individuals with severe disabilities, but educators felt that in practice, these facilities actually provided work opportunities only for those with mild disabilities. One teacher commented that:

> We have no choice but to accept the fact that only certain students are eligible for employment, but we would like to extend more opportunities for individuals with severe disabilities…Either that or have more funding for individuals with severe disabilities who are not able to be work at all. (27)

This teacher echoes the concerns of many educators who were worried about students whose severe ID made it impossible for them to find employment and whose families were not financially stable enough to care for them after graduation. There are very limited options available to these students. While care facilities do exist, one teacher pointed out that, "even now, those facilities have reached their capacity. There are also cases of the facilities being too expensive, and many students are not able to [go there]" (27). This teacher felt that social care support networks need to be expanded to provide more facilities, and to offer care "free of charge for students with severe disabilities who absolutely do not have the financial means" (27).

Teachers also expressed concern that the secondary education curriculum was contributing to the disparity in available jobs. They noted that prior to graduation, opportunities to take part in internships and work training programs are usually given to

students with mild disabilities. One educator provided the following analysis of the situation:

> I think the thing that saddens me is that the school curriculum focuses on students with mild disabilities. Students with severe disabilities also need the same support and programs. In some ways, they may need it more…Programs for those students are more significant. But we usually tend to focus on students who are able to communicate and have work ability… it is regrettable to see the reality of students with mild disabilities being the only focal point. (31)

As this teacher notes, the educational system has focused on training those students who have a better chance of realistically finding employment and succeeding at their jobs. However, students with severe disabilities stand to benefit even more from such training, and should not be overlooked during the transition process.

Parents with Disabilities

It is not a common occurrence, but there are occasionally cases where parents also have a disability. In these situations, cooperation with the parents becomes challenging because of communication issues. In addition, while these families were usually supported by other people—often members of the extended family like aunts or grandmothers—teachers noted that these people were "usually passive responders. They act when they are requested to do something" (19) but otherwise show little inclination to cooperate with special educators.

The Difficulty of Teaching Positive Personality Traits

Many educators felt that in order for students with ID to transition successfully, students needed to possess personal characteristics like sincerity, sound working attitude, and good listening ability. However, while it is possible through education to acquire work-related skills in a short amount of time, these types of personal characteristics are developed over a longer period beginning in childhood, which makes it much more

difficult to change them during the short time that students are involved in transition education. As one teacher put it, “I think there are some aspects that they’re born with. There are some areas where no matter how much we teach, it’s just not possible with some students… no matter how much we try, they don’t change” (10). Despite these obstacles, however, this teacher did her best to change these students’ attitudes and habits at school, recognizing that because this change does not occur instantaneously, it is important to begin training students early and to ensure that this training is continued by parents while students are at home.

Unfortunately, teachers cannot always rely on parents to emphasize such character traits. Many educators voiced concern about students who were brought up in unstable family environments where they did not witness elements of good character or positive social skills. Some students grow up in an insecure environment lacking love, while in many other cases the unstable family situation is caused by the child’s disability itself. One teacher noted that there were families that had been “broken” (19) because of a student’s disability, which had led to divorce and living situations where extended family became the main caregivers for the student with disabilities. This teacher pointed out that, “If a child was to grow up in such an environment, wouldn’t it be difficult to have a sound and stable personality or attitude?” (19). Because of the important role that the family plays in successful transition, many of the special educators in this study worried about the long-term effects of these unstable home environments.

Teachers’ Heavy Workload

In relation to school, the most difficult obstacle to educators is the heavy workload. Teachers expressed that they wanted to be able to lead and provide the best

transition services to their students, but their workloads were so heavy that they were not able to focus on those goals. One teacher declared:

> I can't concentrate on transition services. As teachers, we have too much work to do. We need to watch the students, have consultations, teach classes, develop the curriculum, provide follow-up services, coordinate collaborations with external businesses, and work on school documentation work. The dilemma becomes… is it possible for one educator to do all those tasks? Can all this be done with the students as our primary focus? And of course the answer is "no." That is the dilemma. (23)

One of the other barriers to successfully implementing these services, they reported, was the large amount of documentation involved in the transition process. One teacher reflected:

> Something that is difficult for me is, upon admission and until graduation, I have to report where [students] are employed, and how much they are making. There are just a lot of things like that. There's just so much paperwork. Educators are not able to teach more classes. There are many times when I can't open my computer at all because there is just an endless amount of paperwork that needs to be completed. (3)

Recently, teachers' responsibilities have been increased even more because jobs are being created for students with ID within the schools themselves. Although there are many positive aspects to this development, from a teacher's perspective, it is not all good news. The educators are the ones who must manage these students, and that creates a lot of extra work for teachers. As one explained, "if we want to make a system that pays them for their work, there is a lot that needs to be done. We need to guide them wherever they go." This teacher went on to comment that, "If they want to create jobs within the school, they have to provide enough personnel to work for them. If not, the teachers would be held up on too many tasks" (29).

In an effort to relieve the workload of special school teachers, assistants are assigned to classrooms, but some educators did not have a positive opinion of their

presence. These educators mentioned instances where there was a difference of opinion between the helper and the teachers. They noted that in these situations it was difficult to work together efficiently because of age differences; in many instances the assistants were older than the teachers, and teachers felt that they thus needed to remain respectful of these people, even when they expressed opinions that differed from the teachers' or made decisions in the classroom based on their personal experiences and opinions rather than on the teachers' directions or wishes.

Unexpected Responses from Parents and Students

Teachers noted that while most parents were in favor of having their children employed, "20-30% of the parents don't like the idea of putting their children through hardships" (13). In these cases, parents had difficulty with the idea that their children would be required to work repetitively on the same task for long hours every day. One teacher recalled that a parent "express[ed] that they can't watch their kids be so tired and out of energy they can't shower by themselves" (13). However, the teacher noted, even though parents thought they were doing the right thing by keeping their children from these situations, "These parents can't think in the long term…they won't be able to care for their kids forever" (13). Because parents' reactions to these situations were often so emotional, teachers found it difficult to reason with them that employment was actually a better option in terms of guaranteeing their child's long-term wellbeing.

The teachers also discussed dilemmas that arise when students with mild disabilities become employed. According to some teachers, students with mild disabilities are more likely to have and to act on their own desires regarding how they spend their leisure time. Like those without disabilities, these students have hobbies and some "like

to go downtown, come home late, play all night" (12). But because some students with mild disabilities react instinctively to situations and lack determination skills they can sometimes unintentionally wind up in accidents and situations that can be harmful.

In addition, teachers commented that because students with mild disabilities usually have good social skills, oftentimes they like to be in the company of others, and some will begin to enjoy leisure time to the detriment of maintaining their jobs. While the teachers realized that play outside of work could be a healthy part of transition, in these cases it jeopardized students' potential to maintain adult independence. Their ability to maintain their jobs was also challenged because of their intelligence; teachers noted that some students with mild disabilities are able to express their preferences clearly and soundly; but because they also cannot control their minds well, they can get into conflicts at work, making it difficult for them to sustain continuous employment. One teacher said, "They're smart in their own way and good at expressing their opinion, which can lead them to cursing and fighting, or being occupied with their smart phones during work hours, which can become a problem" (3). Although many educators thought it was regrettable for students to be employed in a setting where they were so busy they were not able to rest, some felt this was actually preferable because it decreased the chances for conflict in the workplace. As one teacher explained, "the way I see it, there needs to be busy work…when work is leisurely and during a rest period someone bothers them, behavioral problems will occur. So I think busier places are better. Work when working, and rest when resting" (5).

CHAPTER V
DISCUSSION

In this qualitative research, Korean special school teachers for students with ID were interviewed to investigate their understandings of, attitudes toward, and practical experiences with transition services. The interview questions dealt specifically with these teachers' perceived purpose and importance of transition, implementation level, and the dilemmas they encounter while implementing these services as well as their perceptions of the best way to overcome these dilemmas. This chapter therefore begins by discussing the interview data that emerged related to teachers' perceptions about and experiences with transition services. Then, I discuss the dilemmas teachers encountered in their attempts to implement transition services.

Answers to the Research Questions

Research Question 1a: The Purpose of Transition Services

When asked about their perceptions of the purpose of transition services for students with ID, special education teachers' responses centered on five different areas: facilitating students' integration into society, assisting students to live like those without disabilities, providing students with the skills and support to live independently, helping students to gain and maintain employment, and preparing students for postsecondary education programs.

Integration into Society

When the teachers in this study were asked about the purpose of transition education, the goal mentioned most often was integrating students with ID into society. This is because ultimately, after graduating from school, students have to live in their communities amongst people without disabilities. Thus, most teachers believe that the

ultimate goal of transition services is to help students with ID become integrated into their communities while fulfilling their given roles as members of society. This finding is consistent with goals in the United States and with Chomokos' (2005) work in which he argues that the Rehabilitative Act Amendments of 1992 (PL 102-569) supported the mandate of IDEA to empower students with disabilities to attain economic self-sufficiency, achieve independent adult lives, and successfully integrate into society.

Korean teachers' perceptions in this study regarding transition were also in line with the Wehman et al. (1985) and Halpern (1985) transition models developed in the U.S. that emphasize the importance of integrating people with disabilities into society. Halpern's model offers a broad view of transition that includes community participation and emphasizes successful community integration and outcomes interconnected with: 1) employment, 2) residential living, and 3) social and interpersonal relationships. Furthermore, this finding is consistent with Ligon's (2009) study, which suggested that the standards for assessing the extent to which a person is an active community member include the combined influences of employment, residential environments, and social/interpersonal networks. The special education teachers who participated in this study felt that one indication of successful integration into society was the ability of people with ID to live lives that were similar to those of people without disabilities.

Living like People without Disabilities

The teachers in this study felt that aside from their disabilities, students should be helped to live lives that are as similar as possible to those of people without disabilities. Thus, those with disabilities should not only anticipate the social benefits they will gain as independent adults, but should also try their best to play a role in the community. This

perception reflects Halpern's (1994) transition definition, which emphasized the change in status from behaving primarily as a student to assuming emergent adult roles in the community. One of these roles is becoming appropriately involved, which is defined as completing the roles assigned by the community to the greatest degree possible. Achieving this outcome could create positive awareness of people with disabilities and change the general perception that they make no contribution to society and instead only receive its protection and benefits. Teachers believe that improving social awareness and the awareness of the personnel related to transition services could aid the transition and integration of students with disabilities into society.

The majority of teachers also thought that leisure activities are an important part of helping those with disabilities to integrate fully into society. However, they suggested that because it may be difficult for those with disabilities to naturally enjoy leisure activities, it is important that they be exposed to a wide range of such activities while still in school. The teachers felt that even though options are limited, schools and communities should provide students with the opportunity to go out and actually experience leisure activities in the real world. This finding is consistent with Brolin and Schatzman's (1989) argument that transitions should include productive recreational and leisure activities, as well as with Wehman et al.'s (1985) suggestion that transition outcomes include enjoying leisure time as a product of education. In addition to discussing leisure activities, many teachers noted that if possible, students should receive social support to help them sustain marriages. However, none of those teachers offered a clear idea of how this could be accomplished. Despite the lack of specific suggestions regarding how to better facilitate marriages, it was clear that teachers felt having the

opportunity to take part in major life milestones like marriage is an important component of helping those with ID to live as similarly as possible to people without disabilities. Closely connected with this, teachers felt that a critical purpose of transition services was to provide students with the skills and support to live independently.

Independent Living

The participants in this study believed that the most important element for a successful adult life is the ability to live independently. The importance of independent living skills is reinforced by Korea's Special Education Laws for Persons with Disabilities and Others, which stipulate that individualized transition plans should be included as part of IEPs. The opinions of the teachers interviewed for this study thus reinforced research that has stated the importance of implementing programs or services that can improve students' independent living skills (Harris, 2006; Portley, 2009). For example, Harris (2006) argued that new transition services should be established that would provide high school students with disabilities with the skills necessary to succeed at vocational training, competitive employment training, and postsecondary education. In addition, Chomokos (2005) maintained that in order for students to successfully transition into postsecondary adult life, preparation should begin from early childhood, and four main skill areas focused on academic, career & vocational, social, and independent living skills should be included in this planning. This is in line with the Wehman (1989) Model, which stressed the importance of independent living for all students.

However, teachers noted that the meaning of an independent life should change depending on the degree of the disability. Demanding unconditional independence from those with severe disabilities is no different from negligence, they argued, so it is

important for all people with disabilities—especially those with severe disabilities—to understand their situation and be able to receive appropriate support from reliable resources. This finding reflected Will's (1984) definition of transition, which states that the transition from school to adult life requires adequate support at the point of leaving school and secure opportunities and services in adult situations. It is also in line with Hasazi, Furney, and DeStafano's (1999) statement that transition services should provide students with the necessary skills and support not only to pursue employment and/or postsecondary education, but also to become part of their communities and to make their own life choices. Sobel (2010) also stressed the importance of cooperative efforts between the school and agencies that provide services and support in the community as a necessary element of helping students to establish independent adult lives.

These findings suggest that special education teachers must be aware of available services for supporting students' transition needs (Lindstrom, Paskey, et al., 2007) and echo Harden's (2012) findings about the importance of teacher knowledge of sources of support; as Harden stated, teachers implementing transition services must have sufficient knowledge and skills to support the successful transition of students with disabilities.

Helping Students to Gain and Maintain Employment

Independent living skills include not only simple daily living and social skills, but also the skills necessary to become financially independent. Thus, many of the teachers in this study thought that one of the purposes of transition education should be helping students to gain and maintain employment, which provides the important component of financial independence for students with ID. Employment is also important because it offers an opportunity to practice social relationship skills. Blanchett's (2001) study of

educators in the U.S. reported similar results, that 90% of special educators felt providing future employment skills is one of the important facets of the transition process.

These findings echo previous transition models and definitions popular in the U.S. emphasizing the importance of employment (Clark, 1980; Halpern, 1994; IDEA, 1997; Wehman, Krengel, & Barcus, 1985; Will, 1984). For example, acquisition of a job is one of the four basic components of the Clark model, which indicates the significance of individuals' competence in daily living in their career development and the relation between living skills and employment success.

Other transition definitions and models have also prioritized the importance of employment, such as Will's (1984) definition of transition as an outcome-oriented process that leads to employment. D'Alonzo, Owens, and Hartwell (1985) at Arizona State University developed the Project INTERFACE model in order to link students with disabilities to community-based training programs and services. The model targets students with disabilities who graduate from high school and who are not prepared to work in a competitive employment setting and seeks to establish networks of employers and organizations that can provide community-based training opportunities that will significantly increase students' transition outcomes in this area (Botterbusch, 1989).

With a recent increase in government support, more students have been able to find employment after graduation. Teachers mentioned that this has occurred, in part, because businesses are required to hire a certain number of people with disabilities, and if they fail to reach this target they are obliged to pay a fine for "the allotment for mandatory disabled employment." (Korean Ministry of Employment and Labor Reserved, 2008). The teachers also remarked that educational institutions are expanding

their employment positions for students with disabilities using the money they save from not having to pay this fine. Thus, at this time cooperation with businesses is significant in implementing transition services and finding employment for students.

Many special education teachers in this study were careful to recognize the importance of employment opportunities for students with severe disabilities as well as for those with mild disabilities, and remarked that opportunities were much more numerous for those with mild disabilities. The lack of opportunities for those with severe disabilities is one of the reasons that the Transition Service Integration Model (TSIM) was developed in the U.S. to support the transition from school to work of students with significant disabilities who stay enrolled in a public school until age 21 (Harden, 2012). In this model employment specialists support students who are graduating from secondary school in order to ensure them a seamless transition into employment (Certo & Luecking, 2006).

However, obtaining jobs and providing vocational training for students with disabilities is not the only concern of special education teachers involved with transition services. These educators also recognized the importance of adequately training students in other skill areas necessary to maintain employment and successfully transition into the workforce and local communities, such as physical strength, attitude, personality, diligence, and other relative skills. These arguments mirrored studies conducted in the U.S. that have focused on identifying the skills and competencies necessary for students with disabilities to successfully transition into the workforce, such as the Secondary Transition and Employment Project (STEP) of Idaho, which was developed to help students with mild disabilities acquire job-related social skills.

The findings of this study indicated that teachers felt it was important to teach such skills alongside job skills during vocational training, and that because these skills or characteristics are not instantly achievable, they should be taught continuously from an early age through both schools and families. In addition to discussing the importance of skills that would help students gain and maintain employment, teachers mentioned the importance of training students in the skills necessary to succeed in postsecondary education programs.

Postsecondary Education Programs

A current popular issue in special education is university-based PSE programs for students with developmental disabilities in South Korea. Until recently, no such programs existed for students with cognitive disabilities. Such programs for students with developmental disabilities, which are now commonplace in the U.S., have been implemented for only three years in South Korea.

The teachers in this study indicated that over the course of these three years, high school special education programs and the parents of students with developmental disabilities have started to consider PSE as a postsecondary goal for their children. In contrast to Korea, however, transition models and definitions in the U.S. have long included PSE as a postsecondary goal. For instance, Will's (1984) model defines transition as a pivotal process that includes postsecondary education, while Brown's (1984) model was created specifically to help youth with mild disabilities transition from secondary to postsecondary education. More recently, Hasazi, Furney, and DeStafano (1999) maintained that transition services should assure that students with disabilities

receive the necessary support and opportunities to gain the skills that will be essential to pursuing postsecondary education and training.

The special education teachers in this study had different perceptions of the value of PSE programs to students with ID. A common opinion shared among the teachers was that the PSE option needs to be changed according to the degree of the student's disability. These teachers recognized that it is natural that students with ID would wish to experience college life, and that many of their parents hoped that they could go to college rather than entering the workforce or returning home immediately after high school graduation. However, many teachers felt that it is not meaningful to send students to college simply because they have nowhere else to go, especially if the severity of their disability would make it difficult for them to succeed in a college environment. They also worried about the financial burden such programs would place on the families of these students. In addition, because PSE programs for students with developmental disabilities have only been implemented for three years in Korea, the teachers felt that the effectiveness of such programs still requires verification.

The teachers also thought that students needed an appropriate transition plan and training to enter a PSE program. This could include training in the transition skills that Peters (2011) identified as most significant for supporting first-year college students with learning disabilities, which include both social and academic skills like time management, self-advocacy, and cognitive skills. Franklin (2013) implemented a similar study that introduced the concept of the "essential skills campus" to provide resources to help postsecondary students build and use their academic, career, and personal goals and make their college experiences successful.

Research Questions 1b and 1c: The Importance and Implementation of Transition Services

All of the teachers in this study felt that it is important to provide transition services to students with ID because through such services students learn many skills that are useful for effective transition and receive vocational training for employment and other related services.

However, in the interviews conducted for this study, most Korean special education teachers reported that they currently do not effectively implement transition services, and they were not very confident in their ability to provide these services. Because providing transition education is a comprehensive activity, there were many teachers who felt they were prepared in some areas but not in others, which overall gave them a feeling of being under-qualified for such work. This finding is in line with deFur and Taymans' (1995) conclusion that many secondary special education teachers do not feel prepared to assess students' transition needs or have enough knowledge to implement effective transition services. The teachers in this study noted three specific areas in which they felt their implementation was lacking: transition assessment, building transition plans, and community-based instruction.

Difficulties with Assessment

Many special school teachers thought that they did not implement transition service effectively. Specifically, many special educators felt that transition assessment requires more expertise than they possessed, and that it should therefore be carried out by specialists in this area. This could account for why the majority of teachers revealed that they were receiving the help of expert organizations for transition assessment. These

teachers believed that experts would provide more credible evaluations, though some of the teachers noted that adding their own observations to the end of these expert evaluations would result in more reliable and systematic assessments. The teachers in this study also felt that they were not very effective in their implementation of transition planning.

Building Transition Plans

The majority of teachers felt that they lacked expertise in transition planning and were unfamiliar with all of the requirements and policies related to transition. However, their perceived implementation level was higher than their perceived preparation level because in Korea teachers are required to build individualized transition plans as part of the national regulations for providing career and vocational education to students with disabilities. Because they are thus required to formulate transition plans despite their feelings of unpreparedness, sometimes teachers felt that they created unrealistic plans or were unable to create quality plans.

Research Question 2: The Dilemmas Encountered while Implementing Transition Services

The special education teachers in this study identified several barriers that contributed to their inability to implement effective transition services for students with ID. These challenges fell within the four-dilemma framework established by Windschitl (2010), which divides the difficulties teachers face into four areas: conceptual, pedagogical, cultural, and political dilemmas.

Conceptual Dilemmas

Most teachers in this study felt that they lacked knowledge about the concept of transition services. In the interviews for this study, a number of teachers mentioned their complex responsibilities and stated that they do not feel they have sufficient knowledge to understand their roles fully. Wandry, et al. (2008) found that in the U.S. teachers' lack of confidence about their knowledge and skills is an obstacle to their effective implementation of transition services. Therefore, Harden (2012) argued that it is imperative for teachers implementing transition services to have sufficient knowledge and skills in this area. However, gaining this knowledge is not easy. The teachers in this study felt that even though they had learned about transition during college or in-service training, this exposure to the subject was not enough. Many of these teachers remarked that over time they ended up forgetting what they had learned because so many of the concepts were purely theoretical and because they had not had an opportunity to apply those concepts in practice while providing transition services.

It therefore appears that while conceptual knowledge that is gained in the course of providing transition services becomes ingrained over time, conceptual knowledge that is learned during pre- or in-service training sessions is often lost. As a consequence, the majority of teachers were not even aware of any influence that conceptual knowledge has in relation to implementing transition services, although some teachers did suggest that acquiring more detailed knowledge about the concept of transition would help them to provide more credible and organized services. These results support Wilhelm's (2009) contention that the paramount issue in special education is assuring that students with disabilities have the best possible teachers. High quality teachers are key to the success of

all students and according to Wilhelm, the only way to close achievement gaps is to provide students with special needs with teachers "who are truly ‘highly qualified’" (p. 29). Importantly, the results of this study suggest that in order to produce these “highly qualified” teachers, pre- and in-service training should give educators the opportunity to practice their conceptual knowledge in practical situations, as this might help them to retain that knowledge longer and apply it more continuously in their everyday practice of transition.

Pedagogical Dilemmas

Many of the participants in this study also felt that they lacked the pedagogical knowledge to assess students’ transition needs appropriately, provide compatible plans for these students, and teach transition skills successfully. Transition plans need to be individualized to suit the various characteristics, personalities, and interests of every student, but many teachers believed that they lacked an overall understanding of the students, teaching strategies, and experience.

Regardless of their skills, special educators are still obligated to evaluate precisely, build effective transition plans, and teach students, so the majority of the teachers were more confident in their pedagogical knowledge than in their conceptual knowledge. However, although they had studied pedagogical knowledge throughout their undergraduate, graduate, pre- and in-service teacher training, these teachers felt that they had not received enough practical training that they could apply to actual situations.

Teachers' pedagogical ability is connected to their level of self-efficacy, similar to the relation between conceptual knowledge and self-efficacy. Thus, it could be said that one way to raise the frequency and quality of their transition service process is to help

teachers improve their pedagogical abilities, which increases their self-efficacy. These results are important because, as Melby (1995) showed, there is a connection between teachers' self-efficacy and students' transition outcomes. This research confirms Ashton and Webb's (1986) study, which found a relationship between poor transition outcomes and special education teachers' perceived efficacy in planning and delivering transition services. Later, Benitez (2005) found that special education teachers who are well prepared tend to implement transition activities more.

Cultural Dilemmas

As defined by Windschitl, cultural dilemmas emerge between teachers and students while drastically reorienting classroom roles and expectations in order to accommodate and achieve learning objectives. When special education teachers were asked to talk about the atmosphere of their classroom, most talked about either the severity of their students' disabilities or about having too many students in their classes, both of which made it difficult for them to teach effectively. In particular, the teachers noted how exhausting and discouraging it was for them to deal with the problematic behaviors that are often exhibited by students with severe disabilities. This is consistent with Hakanen, Bakker, and Schaufeli's (2006) finding that emotional exhaustion and depersonalization are negatively correlated with work performance. Maslach, Jackson, and Leiter (1996) explained this syndrome as teacher burnout, and Leung and Lee (2006) stated that such burnout can predict teachers' attrition rates and intentions of leaving their jobs. Many other studies have reported that special education teachers experience burnout due to classroom factors like student misbehavior (Hill, 2011) and that while

experiencing severe burnout, special education teachers can continue to work dispassionately in their positions, which can negatively impact student outcomes.

The teachers in this study also suggested that severe disabilities and problematic behaviors themselves can contribute to poor transition outcomes, which can mean that after graduation many students have to return home without employment. Disability type considerably influences employment outcomes (Blackorby & Wagner, 1996; Newman, Wagner, Cameto, Knokey, & Shaver, 2010; Wells, Sandefur, & Hogan, 2003) and other post-school outcomes such as high school graduation rate and postsecondary enrollment rate (Muñoz-Lorenzo, 2012). For instance, Rabren, Dunn, and Chambers (2002) found that 62% of students with learning disabilities were employed while only 39% of students with other disabilities were employed, especially students with ID. Later Newman et al. (2010) reported similar results to previous studies indicating that students with learning disabilities tended to be employed more than youth with severe disabilities. The teachers in this study pointed out that even if students with severe disabilities find employment, in many cases they have trouble maintaining their jobs.

Another difficulty the teachers noted is that there is a lack of social and educational infrastructure exists to provide internship programs for students with severe disabilities. This problem is exacerbated by the fact that businesses prefer to hire students with mild disabilities because those students usually perform better in job situations and the businesses are interested more in profit than in supporting students with severe disabilities. Because students with mild disabilities thus tend to be hired more, the teachers found that their schools directed transition curricula mainly toward those students, rather than toward students with severe disabilities. The end result was that the

majority of students with severe disabilities had to return home or enter rehabilitation facilities after graduation, a fact that was depressing to the teachers.

Last, some teachers noted that the degree of a student's disability or problematic behaviors cannot be changed quickly, and therefore teachers have to understand their students on a deeper level and strive to help them be understood by assisting them to establish positive relationships with the people around them.

Political Dilemmas

The special education teachers in this study identified political dilemmas to implementing transition services that fell within three specific areas: working with school administrators, cooperating with the parents of students, and a lack of governmental support and legislation.

School administrators. Teachers felt that in addition to their own efforts and skills, external factors also greatly affected their implementation of transition services. The external factor that had the greatest influence was the school principal.

Although the majority of principals think that transition services are instrumental in helping students find employment after graduation, the level of their cooperation varies significantly. Principals with a good level of understanding about transition services played an active role in meeting teacher requests. But those who lacked understanding were not very helpful and were often uncooperative, especially in terms of limiting community job training or internships because of safety concerns. These principals wanted students to be trained in the school as much as possible, which caused difficulties for the teachers. Some principals imposed many rules that indirectly kept teachers from

effectively providing transition services. In such cases, the teachers did not try to convince the principals to change their rules.

These results support a number of studies that have found that the leadership of principals is second only to classroom teaching in influencing educational outcomes via support for teachers and high-quality instructional programs (Hallinger, 2003; Leithwood et al., 2004). Importantly, other studies have also found that principals are key to retaining highly qualified special educators (Butler, 2008; Gersten, Keating, Yovanoff, & Harniss, 2001; Lashley & Boscardin, 2003), and because teacher quality is closely associated with transition outcomes, the role of the principal and the relationship between principals and special educators is an essential part of providing effective transition services. Another important factor in the success of transition education is the relationship between educators and parents.

Parents of students. Teachers stated that parents could be the most powerful supporters of students with disabilities, and they noted that when parents fail to be involved in the transition process, it is more difficult to provide effective transition services. This finding is similar to Grigal and Neubert's (2004) study, which insisted that because parents are the principle factor influencing transition outcomes, it is necessary that they be involved in the entire transition process. In addition, this finding is in line with Ankeny et al.'s (2009) conclusion that families play a significant role in providing transition services as the consistent supporters of their children and Fields' (2011) argument that families of students with severe disabilities play a significant role throughout the period of transition from adolescence to adulthood. Numerous empirical studies have also reported the positive effects of family involvement in transition

outcomes. For instance, Schalock et al. (1986) found that students whose parents actively participated in the transition process were more likely to have successful employment outcomes, while Blacher, Kraemer, and Howell (2011) found that parental involvement positively increases academic achievement, motivation, and self-confidence, and reduces dropout rates.

Some teachers were disappointed that there are families that do not want to employ their children, even if those children are capable of working, because the families would then be ineligible to receive financial assistance from the government. In such instances governmental support could thus negatively impact transition outcomes for students with disabilities.

Government support and law. The teachers in this study felt that there needs to be more active participation in establishing relationships between organizations, businesses, and schools. Although many teachers thought that the Korea Employment Agency for the Disabled and other government organizations provide support for successful employment, some teachers expressed negative opinions of organizations that offer such support only when beneficial to themselves. Overall teachers felt that the government needs to build a more systematized infrastructure to aid them in providing effective transition training. The teachers hoped that job positions for students with disabilities would continue to increase so that the students would not have to continue to compete for limited employment positions.

According to the findings of this study, many teachers are unfamiliar with laws specifically related to special education. However, they are somewhat aware of school regulations that pertain to leaving campus for job experience or internships. Although

students who have difficulty adapting or generalizing what they learn need actual job training, school regulations often make it impossible for teachers to properly train students at actual workplaces in the community. Because of this obstacle, many teachers felt that laws need to be created to govern these situations. Also, they stated that people with disabilities need to be protected by the law during employment so that they are not exploited by business owners. In order to resolve the many problems they encounter while providing transition services, teachers felt that it will be necessary to improve the overall awareness of all personnel related to transition.

Summary and Implications of the Results

The results of the interviews with special education teachers showed that they perceived transition services as a critical component of helping students with ID to live independent adult lives. Teachers felt that transition services can provide these students with the essential skills necessary to gain and maintain employment and to successfully integrate into society, both crucial factors to living independently. However, despite the fact that special educators perceived the importance of transition, their implementation of these services was relatively low because of several challenges they encountered when providing transition services.

Until now, most special education teachers have been criticized for their low implementation levels, which are often considered to result only from teacher negligence or fault. However, through this study I wanted to identify the challenges that keep special education teachers from effectively implementing transition services. To do this, I applied Windschitl's (2010) four dilemmas framework, which divides the challenges general education teachers experience in school settings into conceptual, pedagogical, cultural,

and political dilemmas. My study hypothesized that special education teachers also experience these dilemmas while implementing transition services in schools, and that the dilemmas could therefore directly influence teachers' implementation level of transition. Special education teachers continually negotiate these dilemmas in school settings as they make decisions about how to implement transition education, and therefore the dilemmas directly impact their performance levels.

Interviews with special educators implied that many lacked a conceptual understanding of transition services and felt that their undergraduate education and in-service training had not thoroughly prepared them to provide these services. In addition, many of the teachers indicated that they lacked pedagogical strategies for implementing transition services such as assessing students' interests, abilities, and needs; using this information to set up transition plans; and providing effective curricula for transition training.

In order to compensate for their lack of knowledge related to transition, the educators participated in in-service training, through which they broadened their knowledge by learning theories and sharing stories of successful methods with other educators. However, many of the teachers felt that such training was often too formal and did not allow them an opportunity to gain practical knowledge that could be applied in actual educational situations. Special education teachers recognize that theoretical knowledge is useless if they do not know how to apply that knowledge to practice. By providing practical pre- or in-service training that educates these teachers about how to apply conceptual and pedagogical knowledge in their classrooms, we can help them to

overcome these dilemmas. In addition, we need to continually offer this training to special education teachers as long as they provide transition services.

In Korea, special educators are supposed to have two weeks of in-service training annually during the summer or winter break, but this training normally includes only one or two short programs about transition services. These short courses are not sufficient for special educators to gain enough practical knowledge; therefore, more intensive and focused in-service training about transition services should be provided.

While implementing transition services, the majority of teachers encounter cultural dilemmas related to the severity of their students' disabilities and student behavioral problems and personality characteristics. Those classroom issues are exacerbated by high enrollment, which makes it difficult for teachers to focus on providing transition education. Teachers felt that decreasing the number of students in the classroom would help them better overcome these challenges and therefore more effectively implement transition services. In addition, educators felt that increasing the number of teaching assistants could provide professional support to individual students, thus decreasing the likelihood of behavioral problems and allowing the teachers more time to concentrate on providing transition services.

The special education teachers interviewed in this study also mentioned political dilemmas that affected their implementation of transition, which included the challenges of working with principals, parents, government organizations, and businesses, as well as legal elements. A lack of cooperation from principals, parental participation, and recognition of students with ID by government organizations and businesses are all barriers that keep special educators from implementing transition services effectively.

Special educators felt that on a national level, government organizations, businesses, and educational organizations need to work together to create an organized system to support transition services. In addition, the teachers felt that more opportunities should be provided for parental training, and more contents related to transition services should be included in principals' in-service training. It is also necessary to increase the transition-specific knowledge of personnel who work in government organizations such as the Korea Employment Agencies for the Disabled as well as of the coworkers and employers who may work with students with ID in the future.

This study used Windschitl's dilemmas framework to categorize the challenges encountered by special education teachers. However, this framework was originally developed to explain the challenges that general education teachers encounter in school. The results of this study revealed that special education teachers working with students with ID experience other specific dilemmas as they seek to implement transition services that are not adequately expressed by Windschitl's framework. To improve the quality of transition services, we should help special education teachers overcome those dilemmas by providing quality in-service training for increasing teacher specialties, decreasing the workload, increasing understanding of students with disabilities, improving national support systems, and building sound cooperation with the government agencies and personnel involved with transition.

Limitations and Directions for Future Research

In order to understand the perceptions of transition and the dilemmas special school teachers for students with ID encounter when implementing transition services, I used interview data that was based on special school teachers' own experiences and

opinions. Thus, the current study only examined special school teachers' self-perceptions of their implementation of transition education, which could limit the trustworthiness and comprehensiveness of the findings. Some teachers may not want to divulge information that may reflect poorly on their performance, especially if they do not feel confident of the security of the interview. In addition, students' thoughts and experiences may differ from those of their teachers, so interviews with teachers provide only one viewpoint of how transition education is being implemented. Therefore, in order to obtain a more comprehensive understanding of the dilemmas teachers encounter when implementing transition services, it will be necessary to observe students who are in the period of transition and to observe teachers' actual implementation of these services. In future studies, interviews with special educators and observation of teachers and students in the periods of transition should be used together to provide a more complete understanding of the dilemmas teachers encounter during this process.

Future research should also incorporate more repeated, in-depth interviews with special education teachers. Instead of repeatedly and comprehensively interviewing a limited number of teachers, I conducted interviews with a large number of teachers so that I could determine common perceptions and themes through constant comparative analysis. However, comprehensive interviews will help researchers to obtain an even more thorough understanding of teachers' dilemmas.

Last, this study relied solely on interview data from special school teachers who taught students with ID in their senior year of high school or in postsecondary vocational programs in high schools. Although focusing on this specific population suited the goals of this study, these teachers represent only a small portion of the special education

teachers in South Korea, and the interview responses provided by these limited participants cannot be used to represent the opinions of all special educators in that country. Future research about transition dilemmas should be expanded to study Korean special educators who teach other grade levels, teach students with various disabilities, and teach in special classrooms in general education schools in order to represent a larger cross-section of special education teachers in South Korea.

Conclusion

Even though there were limitations to this study, it adds to the understanding of the dilemmas encountered by Korean special education teachers for students with ID when they implement transition services in real educational settings. The findings of this study constitute foundational knowledge for solving such dilemmas and may facilitate teachers' ability to effectively implement transition services.

Students with ID in Korea have few options regarding what they can do after graduating from high school. They either return home or they are integrated into their communities through employment, which is seen as the more favorable choice. In order to become integrated into their communities, it is important for these students to be able to gain employment and be equipped with the skills necessary for them to interact with others in society. Educators generally believe that transition services are an important part of helping students to make the successful transition from school to adult life. However, although most special education teachers in the United States and Korea recognize that it is crucial to provide students with disabilities with systematic transition services, the quality of implementation of these services is quite low (Benitez, Morningstar, & Frey, 2009; Seo, 2008).

While I have used the four dilemmas framework theorized by Windschitl (2010), I have replicated his model in a different cultural context and for a different purpose. Windschitl's model was developed to investigate the dilemmas encountered by general education teachers; I have applied it more specifically to special education in order to further examine why the implementation of transition services can be ineffective. And I have used it within the specific context of South Korean special education in order to expand the range of studies in the growing field of transition research in that country. Based on the findings of this research, there are many challenges or barriers that keep Korean special education teachers for students with ID from effectively implementing transition services. The results of this study revealed that special school teachers for students with ID are encountered with all four of Windschitl's dilemmas. The conceptual and pedagogical dilemmas were internal problems the teachers encountered with their ability to learn and understand transition theories and to put their knowledge of transition into practice. In order to solve such issues, it is important to build and enrich educators' careers through professional development that are available both before and after becoming a special educator. The lack of conceptual knowledge amongst the educators is one dilemma, but the ineffective application of that knowledge is also a concern. More than fundamental ideas and theories, teachers need realistic approaches and real life examples of how these theories are applicable to their daily work. Practicality and applicability should thus be key elements of professional development programs. Through professional development, special education teachers not only gain the opportunity to apply their acquired knowledge, but also are recharged with new perspectives and abilities.

The teachers in this study also encountered many internal challenges that fell into the realm of cultural dilemmas. One of the most influential dilemma to providing effective transition services, in fact, was the students themselves. Educators noted many challenges related to student behavioral problems and the severity of students' disabilities. In order to solve such obstacles, the number of students in each class should be as small as possible, and educators' workloads need to be lightened so that they can concentrate more of their time on the students. It would also be beneficial to assign more assistants to students with severe disabilities.

Aside from these internal challenges, educators also encountered external challenges that were largely categorized as political dilemmas. To a certain degree teachers are able to control themselves and their classroom environments, but external forces such as school administrators, parents, government organizations, and businesses are factors that can overwhelm and fall beyond the control of educators. When unable to handle these external factors, they became one of the biggest dilemmas facing teachers as they try to implement transition services. And although such external entities have a great influence on successful transition services, many were quick to negatively judge educators' competency for implementing such services. There are also cases in which despite their willingness, educators are unable to implement transition services due to a lack of cooperation from external entities.

In place of being critical of educators, it is important to provide them with an environment that allows them to work effectively. Active participation and cooperation by school administrators, parents, government organizations for people with disabilities, and legal services would be most helpful in providing an atmosphere in which special

educators could ensure successful transition services for their students. In place of critiquing teachers' low levels of transition implementation, it would be more effective to provide professional development training for these educators and to prepare the educational and social infrastructure to enhance their implementation of transition services for students with ID.

APPENDIX A

SEMI-STRUCTURED INTERVIEW QUESTIONS

1. How would you describe transition services in special education?

   a) How would you describe the transition to postsecondary education, adult life, independent living, etc.?
   b) How is the current transition of your students to postsecondary education, adult life, independent living, etc.?
   c) How would you describe the ideal transition to postsecondary education, adult life, independent living, etc.?
   d) How would you define or describe transition assessment?
   e) How would you define or describe transition planning?
   f) How would you define or describe transition training for students?
   g) How would you define or describe placement for students?
   h) How would you define or describe follow-up service for students?

2. Do you think it is important to implement transition services for students with intellectual disabilities?

   If respondent says "Yes"

   a) Are there any positive aspects of implementing transition services? Please describe how these services are effective.
   b) Are there any negative aspects of implementing transition services? Please describe how these services are ineffective.

   If respondent says "No"

   c) Are there any negative aspects of implementing transition services? Please describe how these services are ineffective.
   d) Are there any positive aspects of implementing transition services? Please describe how these services are effective.

3. Please describe how prepared you feel to implement transition services.

4. Please describe your performance related to implementing transition services.

5. Please describe your knowledge of transition service such as transition models, transition theories, transition process, etc. related to implementation of transition service and how it influences your implementation of transition service.

6. Please describe your knowledge related to teaching and assessing transition skills as well as building transition plan and curriculum and how it influences your implementation of transition service.

7. Please describe how your classroom environment influences your implementation of transition service.

8. Please describe external factors such as principal, parents, businesses, law, etc. influencing your implementation of transition service and how they influence your implementation of transition services.

9. Please describe other barriers that make it difficult for you to effectively implement transition services.

10. Please describe your strategy to solve these barriers or challenge preventing you from implementing transition service effectively.

11. In your opinion, what are the most important and urgent “Top-Three factors” that will improve the quality and frequency of implementing transition services?

12. Any other comments about implementing transition services?

반 구조화 인터뷰 질문지

1. 특수교육에 있어서 선생님께서 생각하시는 전환서비스에 대해서 말씀해 주시겠습니까?

1) 선생님께서 생각하시는 고등교육, 성인생활, 독립생활 등 으로의 전환에 대해서 말씀해 주시겠습니까?

2) 선생님 반 학생들의 현재 고등교육, 성인생활, 독립생활 등 으로의 전환에 대해서 말씀해 주시겠습니까?

3) 선생님께서 생각하시는 이상적인 고등교육, 성인생활, 독립생활 등 으로의 전환에 대해서 말씀해 주시겠습니까?

4) 선생님께서는 생각하시는 전환평가에 대해서 말씀해 주시겠습니까?

5) 선생님께서는 생각하시는 전환계획에 대해서 말씀해 주시겠습니까?

6) 선생님께서는 생각하시는 전환훈련에 대해서 말씀해 주시겠습니까?

7) 선생님께서는 생각하시는 전환배치에 대해서 말씀해 주시겠습니까?

8) 선생님께서는 생각하시는 사후지도에 대해서 말씀해 주시겠습니까?

2. 선생님께서는 지적 장애아들에게 전환 서비스를 제공하는 것이 중요하다고 생각하십니까?

“예”라고 대답할 경우,

1) 전환서비스를 통해 얻을 수 있는 긍정적인 측면에는 어떤 것이 있습니까?

어떻게 이러한 서비스가 효과가 있는지를 설명해 주십시요.

2) 전환서비스를 제공하는데 것이 비 효과적인 측면은 없습니까? 왜 이러한 전환 서비스가 비 효과적이라고 생각하십니까?

"아니오"라고 대답할 경우,

1) 전환서비스를 제공하는데 것이 비 효과적인 측면은 무엇입니까? 왜 이러한 전환 서비스가 비 효과적이라고 생각하십니까?

2) 전환서비스를 통해 얻을 수 있는 긍정적인 측면에는 어떤 것이 있을 것 같습니까? 어떻게 이러한 서비스가 효과가 있는지를 설명해 주십시요.

3. 전환 서비스 수행과 관련해서 선생님의 준비 정도는 어떻습니까?

4. 전환 서비스 수행과 관련해서 선생님의 수행 정도는 어떻습니까?

5. 선생님께서는 전환모델, 전환이론, 전환과정 등과 관련된 지식들이 어느정도 된다고 생각하세요? 그것이 어떻게 전환서비스 수행에 영향을 미치고 있나요?

6. 선생님께서는 전환평가, 전환계획, 전환훈련 등을 수행하는 것과 관련된 전략들에 대해서는 어느정도 알고 계신가요? 그리고 그것이 어떻게 전환서비스 수행에 영향을 미치고 있나요?

7. 선생님의 교실환경에 대해서 말씀해 주시겠습니까? 그리고 그것이 어떻게 전환서비스 수행에 영향을 미치고 있나요?

8. 선생님의 전환교육 수행에 영향을 미치는 외부적인 요소, 예를 들면, 교장, 부모, 사업체, 법 등에 대해서 말씀해 주시겠습니까? 그리고 그것이 어떻게 전환서비스 수행에 영향을 미치고 있나요?

9. 선생님께서 전환서비스를 효과적으로 수행하는데 어려움을 주는 다른 요소들에는 어떤 것들이 있습니까?

10. 선생님께서는 위에서 언급한 전환서비스 수행에 어려움을 주는 요소들을 극복하기 위한 어떤 전략을 가지고 계신가요?

11. 선생님께서는 전환서비스 수행의 빈도 및 질을 높이기 위한 가장 중요한 세 가지 요소가 무엇이라고 생각하십니까?

12. 전환서비스 수행과 관련된 다른 하실 말씀이 있으신가요?

APPENDIX B

RECRUIT EMAIL

Hello,

My name is Yungkeun Park. I am currently a student at University of Iowa and am working on my dissertation. The topic of my dissertation is "Analyzing Dilemmas Encountered by Korean Special School Teachers for Students with Intellectual Disabilities in Implementing Transition Services: a Qualitative Analysis Based on the Dilemmas Framework". The purpose of this study was to understand: 1) perceptions about transition services of special school teachers who work with students with ID and 2) dilemmas these teachers have encountered when implementing transition services in Korea and the most important factors for solving these dilemmas in order to improve teachers' implementation of transition services.

I am inviting you to participate in this research study because you are special education teacher who is working with students with intellectual disabilities and implementing transition services in school.

This is a qualitative research study. If you agree to take part in this study, you will be asked to participate in a one-time interview that will last for about 50 minutes. There will not be follow up interviews. The interview will be conducted at a location that is comfortable and convenient for you. You may skip any questions that you would prefer not to answer. After the interview is complete, I will send you a summary of our conversation so that you may check it for accuracy and make comments or changes if needed.

If you have any questions about the study, or if you would like to participate, please email me at yungkeun-park@uiowa.edu or please feel free to contact me through cellphone (010) 6506 5890.

Thank you for your consideration of this study!

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연구 참여자를 모집하기 위한 이메일

안녕하십니까? 제 이름은 박영근 이라고 합니다. 저는 현재 아이오와 대학교에서 공부를 하고 있습니다. 저는 "한국 지적장애 특수학교 교사들의 전환교육 수행에 따르는 딜레마 분석: 딜레마 프레임에 기반한 질적 연구" 라는 주제로 박사논문을 쓰고자 합니다. 본 연구의 목적을 위해서 선생님을 모시고 싶습니다. 선생님과 인터뷰를 하기 원하는 이유는 선생님께서 지적장애를 가진 학생들을 가르치고 있고, 전환 서비스를 제공하고 있기 때문입니다.

이 연구의 목적은 지적장애를 가지고 있는 학생들을 가르치는 특수교사들의 전환교육 관련 인식을 이해하고, 전환교육 수행에서 교사들이 겪는 딜레마와, 이를 해소하기 위한 전략들을 알아보는데 있습니다. 이 연구의 목적을 위해서 선생님들과 인터뷰를 하기 원합니다.

만약, 선생님께서 동의해 주신다면, 선생님께서 편한 시간에 50 분정도의 시간동안 한번의 인터뷰를 수행하게 됩니다. 제가 선생님께서 편하신 주변 도서관, 댁으로 찾아가도록 하겠습니다.

이 연구의 참여는 완전히 자발적인 것입니다. 선생님은 연구 참여를 거부하실 수 있습니다. 언제든지 이 연구 불참여에 대한 결정을 하실 수 있습니다.
인터뷰가 끝난 뒤에는 메일을 통해서 선생님께 인터뷰 내용을 다시 보내드릴 것입니다. 그러면 선생님께서말씀하신 것과 동일한지를 확인 부탁드립니다.
선생님께서 필요하다고 생각하신다면, 어떻게 고쳐야 하는지 조언을 부탁드립니다.

연구에 관한 질문이 있으시거나, 연구에 참여하고 싶으시다면, 저에게 이메일을 주시거나 전화를 주십시요. (박영근 010-6506-5890 혹은 yungkeun-park@uiowa.edu). 연구에 참여할 것을 고려해 주셔서 너무 감사드립니다.

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