The Reality of Transitional Services Provided to People with Intellectual Disabilities from the Point of View of Parents

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Abstract

The current study aimed to identify the reality of the transitional services provided to people with intellectual disabilities from the parent's point of view. The results indicated an average level, with an arithmetic mean (3.66) of the reality of transitional services provided to students with intellectual disabilities through the response of the study participants to the questionnaire consisting of (20) items. The dimension (social and societal skills) ranked first with an arithmetic average (4.03) with a high degree, through the response of the participants in the study to the items of the dimension consisting of (10) items. It was followed by the dimension (self-determination skills) with an arithmetic average of (3.29) to a medium degree, through the response of the participants in the study to the items of the dimension consisting of (10) items. The researchers recommend the necessity of joint planning by all relevant authorities, to solve the legal, societal, technical, and administrative problems and challenges that impede the provision of transitional services for students with intellectual disabilities.

Keywords:

transitional services, parents, intellectual disability.

1. Introduction

Students with intellectual disabilities face many difficulties as they prepare for post-secondary life. Enrollment in universities and vocational schools is a major challenge. Where students with intellectual disabilities face professional and academic difficulties, it is due to the lack of support for the requirements of transition [20]. The goal of transitional skills is to introduce students with intellectual disabilities to post-secondary education opportunities and to familiarize them with the challenges that they may face in society or the labor market.

Transitional services are defined as professional, educational, and independent programs offered to students with intellectual disabilities at the secondary level, which facilitate the student's transition to the university level or the labor market in a manner that is commensurate with their abilities, capabilities, inclinations, and aspirations of their families [4]. The transitional services also aim to help students with intellectual disabilities to identify their needs and interests, determine their options and priorities, and prepare them and their families to benefit from the support services provided to them through the local community, as well as establishing a relationship between them and the production and business community. To get acquainted with the job opportunities available to them in the community, to provide them with opportunities to learn about the opportunities for post-school education, and to involve other parties from the community institutions in an organized way in the process of preparing them, because of the challenges they face in the after-school stage, whether in the social framework or the field of work [13].

Transitional services are considered one of the most important services for students with intellectual disabilities. Preparation for transitional programs is early in their lives and continuously throughout their professional and educational life. Transitional services are coordinated services that help students with intellectual disabilities to move from school to public life and help them to become self-reliant [3]. Hence the problem of the study came to identify the reality of the transitional services provided to students with intellectual disabilities from the point of view of parents.

It cannot be ignored that transitional services for students with intellectual disabilities are of great importance, which makes there an urgent need to shed light and focus on them intensively and in detail, especially after many kinds of literature focused on the importance of transitional services for students with intellectual disabilities.

The one who examines the level of provision of transitional services for students with intellectual disabilities may notice a kind of weakness and shortcoming in the level of providing these services, and this was confirmed by the study of Al-Qahtani and Al-Quraini [16] that transitional plans are used in a relatively average manner in individual educational programs, which indicates that there is something The shortcomings in providing transitional plans for students with intellectual disabilities.

This shortcoming has reasons, as mentioned by Al-Rammana [5], in the weakness of supervision and the participation of fathers in the life of their sons with intellectual disabilities. This was confirmed by Almalki [24] that planning for the transition lacks the participation of the parents of students with intellectual disabilities, due to the lack of time and lack of information about the transition. Guides transition services to enable them to make significant contributions to transition planning.

Based on the foregoing, and to achieve the required level of transitional services provided to students with intellectual disabilities, it is necessary to consider the views of parents and know their opinions about them, this is because students with intellectual disabilities form an important aspect in the life and formation of the family, as it affects it more than any other social institution. The family is the one who takes care of the child in all material, emotional, intellectual, and social aspects. The community, schools, and institutes participate in the process of providing services, care, and education for them [23].

Through the researchers 'experience in the field of intellectual disability, they noticed the weakness of the transitional services provided to students with intellectual disabilities, which makes them face an unknown future after completing the school stage. They also noted that most parents question the future of their children with intellectual disabilities, and the opportunities available to them after completion. From the secondary stage, the researchers also noted the lack of sufficient information about families' knowledge of transitional services provided to their children with intellectual disabilities. They also concluded, after their extensive knowledge of Arab libraries and databases, that there is a lack of Arab studies that dealt with the subject of transitional services for students with intellectual disabilities, and accordingly, the topic of study was chosen. Hence, this study came to answer the **main questions**

> *"What is the reality of the transitional services provided to students with intellectual disabilities from the point of view of parents?"*

And the following sub-questions

1. *"What is the reality of transitional services in social and community skills provided to students with intellectual disabilities from the point of view of parents?"*
2. *"What is the reality of transitional services in the skills of self-determination provided to students with intellectual disabilities from the point of view of parents?"*

2. Literature review

To have a clearer vision behind the researchers' study of this subject, the justifications for the current study come. Through the experience of the researchers in the field of intellectual disability, they noticed the weakness of the transitional services provided to students with intellectual disabilities, the failure to include transitional services in the curricula of students with intellectual disabilities, and that these services may contribute to preparing them for their future lives, which with time their requirements become more difficult, hence the justifications for this study came. In addition to this, the lack of Arab studies and their

modernity - according to the researchers' knowledge - that dealt with the issue of the reality of transitional services provided to students with intellectual disabilities from the point of view of parents, especially in the Kingdom of Saudi Arabia, which indicates the possibility of addressing the subject, as well as the possibility of reaching more effective proposals and results in improving the reality of transitional services provided to students with intellectual disabilities.

There are multiple procedural definitions used, first is Intellectual disability which was defined as a clear decline in mental performance below average with an IQ score of (70) to (75) or less and accompanied by a deficiency in two or more adaptive behavior skills that are represented in a set of conceptual skills, (such as language, reading, and writing). Counting concepts (such as time and numbers), social skills (such as dealing with others, a sense of social responsibility, the ability to follow laws, and the ability to solve problems), Practical skills (such as activities of daily living and self-care), personal and health care skills, professional skills, use of money and telephone, and this disability appears before the age of twenty-two [25]. Students with intellectual disabilities are defined procedurally as students officially diagnosed with intellectual disabilities who are enrolled in intellectual education institutes and integrated intellectual education programs in general education schools and are provided with transitional services.

Second is transitional services which are a result-oriented process that includes many services and experiences, and leads to people with disabilities obtaining a job, or appointing them to the occupational place that suits them [7]. It is defined procedurally as the services provided to students with intellectual disabilities to move to the post-school stage, such as (social and societal skills, and self-determination skills). Transitional services are defined as a set of programs and activities that support and facilitate the transition of students with intellectual disabilities from one environment to another, such as moving from the school stage in regular schools to the university study stage or moving to the world of work and work, as well as community participation and living independently [17]. As defined by the Ministry of Education in the Kingdom of Saudi Arabia as services that prepare students with intellectual disabilities to move from one stage to another or from one environment to another, such as moving between the three stages of education, or moving to post-secondary or vocational education, or moving to work environments [22]. Transitional services are of great importance, this is because of their role in improving the performance of students with intellectual disabilities in terms of academic and functional terms. It also extends with students from the second stage until they graduate from it and move to adult life and live independently. Transitional services also help students make their decisions and determine their destinies. Students who can Determine their destiny have greater

opportunities to move beyond the school stage, and it also creates opportunities that prepare students with intellectual disabilities to work and participate in society, and contribute to its development, regardless of the differences between them and the ordinary. Transitional services also create opportunities for families in transitional planning for their sons and help implement those services [9].

Transitional services also aim to prepare students with intellectual disabilities to integrate them into public life and to be self-reliant in their affairs, to the maximum extent possible [1]. It also aims to provide services and skills for independent living and self-determination [21]. It also facilitates the establishment of a relationship between local work communities and students with intellectual disabilities. It also aims to introduce students with intellectual disabilities to post-secondary education opportunities and employment opportunities [11].

Transitional services have many fields, including the field of transitional services related to the academic education process. The transitional services are represented in several activities that can be acquired through the curricula, and the field of support services. This field includes several services represented in psychology, physical and occupational therapy, speech therapy, and other services. Technology. And the field of community experiences. This field means the activities and experiences that students with intellectual disabilities face outside the school domain, such as vocational training and apprenticeship programs, as well as the ability to access social services. And the field of developing work skills. This field helps students with intellectual disabilities to develop work behaviors, job search skills, and job training skills [19], and the field of daily life skills which are considered the cornerstone of the curricula of students with intellectual disabilities, constitute the basis for the formation of other skills necessary in the life of students, such as social, academic, motor, and professional skills. Daily life skills consist of eating and drinking skills, skills of using toilets, general appearance skills, mobility skills, as well as independence skills [6].

The third is the parents who are the persons responsible for caring for the child at home, whether the father, mother, brother, or sister, or those who take their place in care, attention and education [10]. They are defined procedurally as the persons responsible for the upbringing and care of students with intellectual disabilities.

In this part of the study, previous studies related to the subject of the current study were presented, arranged from newest to oldest. To activate transitional services as required, they must be included in the curriculum of students with intellectual disabilities.) in the workplace, and aims to impart social, communication, and independent living skills, as well as employability skills. Where (5) participants attended the curriculum. The collected data showed that there was an increase in the acquisition of these

skills, and evidence of commitment and generalization was presented and explained. Al-Atwi [15] also conducted a study that aimed to identify the "reality of transitional services in the integration programs for intellectual education in the city of Tabuk, where the study sample consisted of (30) male and female teachers of students with intellectual disabilities, and (29) of parents of students with disabilities. The researcher relied on the descriptive analytical approach, and the study concluded that the reality of transitional services from the point of view of parents and teachers came to a medium degree.

To know deeper details about how to implement transitional services for students with intellectual disabilities, Irawan [26] conducted a study aimed at describing the implementation of transition services to prepare students with mild intellectual disabilities to enable them to become financially independent, through the use of a qualitative approach and a case study, The results of this research describe the transitional services that are provided by the school to meet the needs of students, namely, 1. self-determination, 2. access to the workplace, 3. mutual understanding, 4. Knowledge, aptitude, and business skills.

3. Method

Based on the foregoing in our presentation of the problem of the study, which showed the importance of transitional services provided to students with intellectual disabilities, the current study aimed to identify the reality of transitional services provided to students with intellectual disabilities from the point of view of parents and to identify the reality of transitional services provided to students with intellectual disabilities from Parents' perspective on (social, community-based skills, self-determination skills).

The theoretical importance of this study emerges - from the researchers 'point of view - through several considerations, the most important of which is the subject of the study. In the community. In addition, it is one of the few studies that focused on the opinion of parents about the transitional services provided to their children with intellectual disabilities in the Kingdom of Saudi Arabia - according to the researchers' knowledge - which gives the topic novelty and originality.

The current study is also expected to motivate parents to provide their children with intellectual disabilities with transitional services, by providing information that contributes to enriching them with knowledge of transitional services in the lives of their children with intellectual disabilities. The study also seeks to provide researchers with a tool that contributes to identifying the reality of the provided transitional services. For students with intellectual disabilities from the point of view of their parents, in addition to identifying the challenges facing the provision of transitional services to them from the point of view of their parents. It is also expected that the current

study will contribute to increasing researchers' interest in conducting future studies dealing with the reality of transitional services with other disabilities, thus contributing to enriching the field of specialized studies in the field of persons with disabilities.

While the practical importance of the study stems from providing information related to the importance of transitional services for students with intellectual disabilities, their impact on their independence and self-reliance, and their integration and adaptation in society. that face providing these services to their children, to reduce these challenges. The study seeks to alleviate the pressures placed on parents, as the possession of transitional services for their children with intellectual disabilities enhances their independence and self-reliance in their daily lives.

The results of the study on human limits are limited to parents of students with intellectual disabilities who benefit from transitional services in the intermediate and secondary stages. As for the objective limits, the results of the study are limited to the tool used to know the reality of the transitional services provided to people with intellectual disabilities from the parent's point of view and the study variables. As for the spatial boundaries, the results of the study are limited to intellectual education institutes, and intellectual education programs integrated into public education schools in Makkah Al-Mukarramah. As for the temporal limits, the results of the study are limited to the first semester of the year (1443 AH).

The current study necessitated the researcher, according to its nature, objectives, and questions, to use the descriptive-analytical approach, as it is concerned with describing trends, opinions, attitudes, behaviors, or characteristics under study, by studying a sample of a community quantitatively or numerically [18]. Given the suitability of this approach to the subject of the current study, to answer the study questions, and to collect, organize and analyze data statistically, then display and interpret it. This approach was used to study (the reality of transitional services provided to people with intellectual disabilities from the point of view of parents).

The study population consisted of all parents of students with intellectual disabilities who benefited from transitional services provided to persons with intellectual disabilities in intellectual education institutes, and integrated intellectual education programs in public education schools in Makkah Al-Mukarramah. For the first academic year 1443 AH, their number is (340) guardians. This number represents all parents of students with intellectual disabilities in the intermediate and secondary stages in Makkah Al-Mukarramah only.

Al-Thawabiyeh [2] stated that the number of study participants should be representative of the study community, and to achieve this, the proportion of study participants must not be less than (10%) of the study population in studies with a descriptive approach. To

achieve this, the number of participants in the study, who were randomly selected, was (110), including (77) parents, and (33) mothers. This represents more than (10%) of the study population.

To achieve the objectives of the study, and to answer its questions, its tool was a closed questionnaire to investigate the reality of transitional services provided to people with intellectual disabilities from the point of view of parents. The construction process goes through stages as follows

At the information gathering stage, all data and information were collected, by looking at the global assessment criteria related to the reality of transitional services provided to people with intellectual disabilities, and referring to previous studies, such as the study [12] [13][15][14]. The tool was developed based on the relevant literature.

As for the tool build phase, to determine the assessment of the reality of transitional services provided to people with intellectual disabilities, the researchers prepared a (questionnaire) that consisted of (20) paragraphs divided into five main dimensions, namely, social and community skills, measured by paragraphs (1-10). The skills of self-determination are measured in paragraphs (11-20). Al-Zahrani [8] believes that the researcher must ensure the confidentiality of the data of the participants in the study by following several steps. It was confirmed that the evidence was destroyed after the completion of the current study.

The apparent validity of the questionnaire was verified by presenting it to a committee consisting of (9) specialized arbitrators from faculty members in Saudi and Arab universities in the specializations of special education. To ensure the suitability and ability of the tool to achieve the objectives of the study, the questionnaire was modified based on the comments and amendments attached by the arbitrators, where the tool in its initial form consisted of (24) items and became (20) items in its final form, to come up with the best instrument capable of representing it in a gradual form, which was prepared by often, sometimes, rarely, never), numerical scores were given (5, 4, 3, 2, 1). The validity and reliability of the scale were verified by the method of apparent validity and internal consistency.

The following scale was adopted to correct the five-point scale: The upper end of the scale (5) - The lower limit of the scale (1)/ Number of classes required (3) =1.33
And then add the answer (1.33) to the end of each category. Accordingly, it will be: 1.00-2.33 low, 2.34-3.67 Average, 3.68- 5.00 High

To achieve this, the validity of the tool's construction was verified, as it was applied to an exploratory participant consisting of (30) participants from the study community, but outside the number of the targeted participants, to calculate the values of Pearson correlation coefficients for

the relationship of the paragraphs with the dimension to which they belong, as in Table (1).

Table (1): Correlation of the paragraphs of the "social and societal skills" dimension with the total degree of the dimension

.No	Pearson correlation coefficient	.No	Pearson correlation coefficient
1	.827**	6	.576**
2	.821**	7	.733**
3	.830**	8	.742**
4	.757**	9	.586**
5	.864**	10	.708**

note. ** Statistically significant at the significance level (0.01).

The data in Table (1) indicate that the correlation coefficients for the social and societal skills dimension ranged between (.576** - .864**), which are statistically significant values.

Table (2): Correlation of the paragraphs of the dimension of "self-determination skills" with the total score of the dimension

.No	Pearson correlation coefficient	.No	Pearson correlation coefficient
1	.850**	6	.807**
2	.681**	7	.875**
3	.579**	8	.843**
4	.860**	9	.886**
5	.787**	10	.824**

note. ** Statistically significant at the significance level (0.01).

The data in Table (2) indicate that the correlation coefficients for the dimension of self-determination skills ranged between (.579**- .886**), which are statistically significant values.

To verify the stability of the tool, Cronbach's alpha coefficient was calculated, as an indicator of internal homogeneity, where the overall reliability coefficient (Cronbach's alpha) was (0.911), which is a very high percentage and indicates the stability of the tool. The reliability coefficient was calculated by the half-split

method, where the total reliability coefficient (by the half-split method) was (0.823).

Table (3): The internal consistency coefficient according to Cronbach's alpha equation, the stability coefficient by the split-half method, and the Pearson correlation coefficient.

.No	Dimension	number of paragraphs	Cronbach's alpha coefficient	The stability coefficient by the split-half method	Dimension correlation coefficient for the tool in total
1	Social and societal skills	10	0.905	0.752	.833**
2	Self-determination skills	10	0.917	0.893	.888**
	Total	20	0.911	0.823	-

note. ** Statistically significant at the significance level (0.01).

The data in Table (3) indicate that the internal consistency coefficients according to Cronbach's alpha equation for the first dimension are social and community skills (0.905), and for the third dimension are self-determination skills (0.917), and the reliability coefficient for the two dimensions is (0.911), which are statistically significant values. It should also be noted that the correlation coefficients ranged between (.752**- .893**), which are statistically significant values.

Based on the nature of the study and the goals that the researcher seeks to achieve, the data were analyzed using the Statistical Package for Social Sciences (SPSS) programs, and the results were extracted according to the following statistical methods: Pearson's correlation coefficient, Cronbach's alpha coefficient, and the stability coefficient by the split-half method to calculate the stability of the study tool. The arithmetic means and standard deviations of the study tool items and the dimensions.

4. Study Results and discussion

This chapter includes a presentation of the results of this study, which aimed to identify the reality of transitional services provided to people with intellectual disabilities from the parent's point of view, and the results were presented based on the study questions.

The main question is: *"What is the reality of the transitional services provided to students with intellectual disabilities from the point of view of parents?"*

To answer this question, the arithmetic averages and standard deviations of the scale of the reality of transitional services provided to people with intellectual disabilities were calculated from the parent's point of view, considering their arrangement in descending order according to their arithmetic averages, and Table (4) illustrates this.

Table (4): Arithmetic means and standard deviations of the dimensions of the study tool, considering their arrangement in descending order according to their arithmetic mean (n = 110).

Dimensi .on No	Dimension	Arithmetic mean	standard deviation	Rank	Level
1	Social and societal skills	4.03	0.70	1	High
2	Self-determination skills	3.29	0.98	2	Average
Total		3.66	0.84	3	Average

It is noted from the results in Table (4) that the arithmetic averages of the dimensions of the real scale of transitional services provided to people with intellectual disabilities from the parent's point of view ranged between (3.29-4.03), and the first dimension (social and community skills) came with an arithmetic average of (4.03), a high degree and a rank The first, followed by the second dimension (self-determination skills) with an arithmetic average of (3.29) and a medium degree and in the second place, and the arithmetic mean of the tool as a whole was (3.66) and a medium degree.

The first sub-question: *"What is the reality of transitional services in social and community skills provided to students with intellectual disabilities from the point of view of parents?"*

Arithmetic averages and standard deviations were calculated for the items in the "social and societal skills" dimension, considering their descending order according to their arithmetic averages as shown in Table (5).

Table (5): Arithmetic averages and standard deviations of items in the social and community skills dimension (n = 110)

.No	Paragraph	Arithmetic mean	standard deviation	Rank	Level
4	My son with an intellectual disability is being trained in ways to respect others.	4.51	0.82	1	High
2	My son with intellectual disabilities is trained in greeting and etiquette.	4.46	0.81	2	High
5	My son with an intellectual disability is being trained on how to preserve public property.	4.25	1.00	3	High
1	My son with intellectual disabilities is trained in communication skills.	4.20	0.97	4	High
3	My son with intellectual disabilities is trained in the etiquette of dialogue and listening.	4.18	1.00	5	High
7	My son with intellectual disabilities is trained on how to deal with young people.	3.94	1.23	6	High
10	My son with an intellectual disability is trained in the skills of forming relationships and friendships.	3.86	1.20	7	High
6	My son with intellectual disabilities is included in social events.	3.84	1.22	8	High
9	My son with intellectual disability is assigned some tasks to be accomplished within cooperative groups.	3.55	1.17	9	Average
8	My son with intellectual disabilities is integrated into different groups of society.	3.52	1.19	10	Average
Total		4.03	0.70		High

It appears from Table (5) that the arithmetic averages of the paragraphs of the "Social and Social Skills" dimension ranged between (3.52-4.51), the highest for

paragraph No. (4) which states "My sons with intellectual disabilities are trained on ways to respect others." With an arithmetic average of (4.51) and a high degree, followed by paragraph No. (2) in the second place, which states, "My son with intellectual disabilities is trained in greeting and etiquette." With an arithmetic average (of 4.46) and a high degree, and paragraph (5) in the third place, which states, "My son with intellectual disabilities is trained on how to preserve public property." With an arithmetic average of (4.25) and a high degree, and in the last place paragraph No. (8), which states that "my son with intellectual disabilities is integrated into different groups of society" with an average of (3.52) and a medium degree, and the arithmetic average of the dimension reached (4.03) and a high degree.

The second sub-question: *"What is the reality of transitional services in self-determination skills provided to students with intellectual disabilities from the parent's point of view?"*

The arithmetic averages and standard deviations of the items in the "self-determination skills" dimension were calculated, considering their descending order according to their arithmetic averages as shown in Table (6).

Table (6): Arithmetic averages and standard deviations of the items in the dimension of self-determination skills (n = 110)

No.	Paragraph	Arithmetic mean	standard deviation	Rank	Level
1	My son with intellectual disabilities is trained to choose the activities he wants to participate in.	3.71	1.22	1	High
6	My son with intellectual disabilities is trained to identify the activities that he spends his free time on.	3.51	1.22	2	Average
5	My son with intellectual disability is trained to evaluate his behavior and behavior.	3.47	1.34	3	Average
4	My son with intellectual disabilities is trained to identify the services he needs.	3.45	1.19	4	Average
2	My son with an intellectual disability is trained to make his own decisions without his help.	3.37	1.28	5	Average
3	My son with intellectual disabilities is trained to organize his time to complete his work.	3.33	1.24	6	Average
7	My son with intellectual disabilities is trained to find solutions if he encounters problems.	3.16	1.35	7	Average
10	My son with intellectual disabilities is trained to handle the pressures he faces.	3.06	1.28	8	Average
8	My son with an intellectual disability is trained to discuss with others and show them his point of view.	2.95	1.36	9	Average
9	He trains my son with an intellectual disability to accept the consequences of his decision.	2.92	1.38	10	Average
	Total	3.29	0.98	-	Average

It appears from Table (6) that the arithmetic averages of the paragraphs of the "self-determination skills" ranged between (2.92-3.71), the highest was for paragraph No. (1), which states "My son with intellectual disabilities is trained to choose the activities in which he wants to participate" with an average of My arithmetic (3.71) with a high degree, followed by Paragraph No. (6) in the second rank, which states "My son is trained with intellectual disabilities to determine the activities in which he occupies his free time" with an arithmetic average (3.51) and an average degree, Paragraph No. (5) ranked third, which states, "My son with an intellectual disability is trained to evaluate his behavior and behavior" with an arithmetic average of (3.47) and an average degree, and in the last place is Paragraph No. (9), which states that "My son with an intellectual disability is trained to bear the consequences of The decision he made." With an arithmetic mean (of 2.92) and a medium degree and the arithmetic means of the dimension was (3.29) and a medium degree.

Discussing the results related to the main question: *"What is the reality of the transitional services provided to students with intellectual disabilities from the point of view of parents?"*

The results related to this question showed that parents evaluate the reality of the transitional services provided for

students with intellectual disabilities to a medium degree, with an average of (3.66). This result can be explained by the fact that students with intellectual disabilities receive transitional services provided by educational institutions to them in one way or another in a satisfactory manner, and they can be directed to benefit from them through good counseling and available services, in addition to the recent trends in the Kingdom of Saudi Arabia that call for increased attention to education and training of students with disabilities. intellectual, And keenness to increase the level of transitional services provided to them, and the average level of these services can be explained from the point of view of parents that parents may not have a high degree of knowledge about the transitional services provided for students with intellectual disabilities, as the participation of parents may not They are at an adequate level in the programs offered to these students, which explains this result. These results agree with the findings of the Al-Atwi study [15], which indicated that the reality of transitional services from the point of view of parents and teachers came to a medium degree and agreed with the results of the Al-Masry study [20], which indicated that the level of provision of transitional services for students with intellectual disabilities It was average.

The first sub-question: "What is the reality of transitional services in social and community skills provided to students with intellectual disabilities from the point of view of parents?"

The results related to this question showed that parents evaluate the reality of transitional services in the social and community skills provided to students with intellectual disabilities to a high degree, with an average of (4.03). The researchers attribute this to the great support provided by the center or school in the field of developing social and community skills for students with intellectual disabilities, through the provision of a social worker to provide a link between the educational institution and parents, to provide students with the necessary social and societal skills. This result can also be explained by the directives in the Kingdom of Saudi Arabia for schools and educational institutions in the public and private sectors to provide a social worker in these educational institutions, this is out of keenness to find an effective link between the institution and the family, to provide students with the necessary social skills. These results differed from the findings of the Al-Masry study [20], which indicated that the level of social services provided to people with intellectual disabilities was average.

The second sub-question: *"What is the reality of transitional services in self-determination skills provided to students with intellectual disabilities from the parent's point of view?"*

The results related to this question showed that parents evaluate the reality of transitional services in the skills of self-determination provided to students with intellectual

disabilities to a medium degree, with a mean of (3.29). The researchers attribute this to the fact that the transitional services provided to people with intellectual disabilities make them able to decide their fate in the transition to life after their education. This is by providing available support and options for transitional services by teachers and specialists in the educational institution for these students to be able to adapt to life more easily and to be ready to do so, and this is what parents notice through the development of these skills in their children by providing them with adequate training in this field, and this can also be explained by the good competence of teachers and their ability to provide opportunities for people with Intellectual disability in making their own critical decisions. Despite this, it did not live up to the required level, as its average level can be explained by the fact that the provision of these services is still tainted by some shortcomings, which may be attributed to the failure to provide these services to students in the Saudi legislation known as the organizational rules for the institutes and programs of special education affiliated with the Ministry of Education in general. Detailed, which is reflected in the weak commitment of teachers to provide these services to students and include them within their educational programs. This is what agreed with the results of the study by Irawan [26], which indicated that the self-determination service is one of the important services provided to students with intellectual disabilities during the transitional stage. This is to help them to be able to move. But it differed from the current study by not specifying the degree

5. Conclusion

In conclusion, the current research concluded that the implementation of transportation services for students with special needs in an area was not optimal to prepare students to be financially independent. Al-Masry's study [20] also aimed to identify the reality of transitional services provided to female students with intellectual disabilities in the Al-Kharj Governorate. The sample consisted of (95) female workers in government schools and private centers from the study population, and the researcher relied on the descriptive approach in his study. The results of the study concluded that the level of provision of transitional services for students with intellectual disabilities in Al-Kharj Governorate was average. Obaid and Al Hadidi [13] also conducted a study aimed at identifying the reality of transitional services for students with intellectual disabilities in Jordan. The study sample consisted of (99) guardians, and the researchers relied in their study on the descriptive approach and the questionnaire tool. The results of the study showed that daily life skills got the highest average.

Considering the results of the current study, the researchers recommend joint planning by all relevant

authorities to solve legal, societal, technical, and administrative problems and challenges that impede the provision of transitional services for students with intellectual disabilities. The researchers also recommend spreading awareness among community members, parents, and workers with students with intellectual disabilities about the importance of transitional services, through courses and workshops provided for this. Among the researchers' recommendations is also the need for centers and institutions to pay attention to transitional services provided to students with intellectual disabilities, to communicate continuously with parents, and to consider their involvement in developing plans for the transitional phase for their children and implementing those plans. The researchers also recommend acquainting employers with the characteristics and capabilities of students with intellectual disabilities and their ability to occupy the various jobs offered by their institutions.

Among the research recommendations recommended by the researchers, is to conduct more studies related to transitional services for students with intellectual disabilities from different points of view, and in multiple regions, as well as conduct more studies to assess the extent to which laws and legislations contribute and the extent of their application to improve the transitional services provided to students with intellectual disabilities. The researchers also recommend conducting more studies to identify the challenges faced by providing transitional services for students and trying to overcome them. deeper. It is also recommended to conduct studies that help in improving and developing the transitional services that currently exist and maintaining their continuity.

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