

## **ABSTRACT**

The thesis deals with the topic of the transition of people with intellectual disabilities from school to adult life. The aim is to understand this process and the factors that influence it, to find out how respondents perceive a successful transition and what leads to it. The theoretical background regarding the transition of persons with intellectual disabilities to adulthood is described. A definition of the transition process, its planning and domains are given. The available support in the Czech Republic, the issue of self-determination and the role of the family during the transition period are described. In the next section, adulthood, its periods and specifics for persons with intellectual disabilities are defined.

The research was carried out within the PEDAL project. A qualitative research strategy and a focus group discussion method were chosen. The respondents of the survey were five pedagogical workers of schools according to Section 16 (9) educating pupils and students with intellectual disabilities in the last two to three years of schooling. Through thematic analysis, four themes and several sub-themes were defined to address the research questions. It was found that transition planning during schooling takes many forms and involves many actors. The individual's environment, especially his or her family, is a major influence. A young adult with an intellectual disability faces many barriers during this period - lack of access to follow-up services, but also difficulty in obtaining employment. The successful transition to adulthood is perceived differently by respondents, with integration into mainstream society being very important. A key finding is the lack of a coherent transition planning methodology. The thesis deals with a topical issue that is not sufficiently explored in the Czech environment and offers insight into this issue through the prism of pedagogical workers.