

## **ABSTRACT**

This bachelor thesis deals with the topic of the transition of people with an intellectual disability into adulthood from the perspective of their caring parents. It addresses the question: How do caring parents proceed in the process of transition of their son/daughter with an intellectual disability into adulthood and how does this process work from their perspective? The aim was to explore the process of transition of persons with an intellectual disability into adulthood from the perspective of caring parents and to contribute to a better understanding of this issue based on the results of the research conducted. The literary research was used to develop an informative research preparation that summarizes the theoretical background and the current state of knowledge of the chosen topic. Three parents of people with an intellectual disability from three different families, who have current experience with their transition into adulthood, participated in the qualitative research. The data were obtained through semi-structured interviews conducted in the informants' home environment. The research included answering six research sub-questions that specify the area of transition of people with an intellectual disability into adulthood from the perspective of their caring parents. The transition of a person with an intellectual disability into adulthood tends to be a long-term process, which caring parents begin to consider around that person's 18th year of age. However, it is not fully addressed until the end of schooling, when caring parents seek follow-up social services. According to the parents, one of the main goals in this process is the successful adaptation of their son/daughter with an intellectual disability to the new collective and environment in which they plan his/her stay outside of their family. The process of adaptation is usually long-term and, in some cases, may take several years.