This research studied the transitional experience of home-schooled students whose families decided to place them into the public school setting. Since the public school environment is markedly different from the home school setting, there was the assumption that home-schooled students would have transitional needs that could be addressed by the public school in order to help these students adapt better to their new educational setting. In this qualitative study, families who had home schooled, and then sent their children to public school, were identified and interviewed. Transitional experiences were viewed through the eyes of the home school student and family. Reasons for home schooling and then reasons for sending students to public school were addressed. Additional information provided feedback on the transitional experience and what parents and public schools could do to segue between home and public education smoother. Results indicated that the number one issue that prevented home-schooled students from experiencing a smooth transition to public school was the negative perceptions by public school personnel. Participants acknowledged the need for both home school families and public school officials to be tolerant and understanding of each other. Participants presented several practical ideas that would benefit public school perception and reception of home-schooled students into public education.

Since this research focused on families from rural south/central Missouri, this research could be a springboard for transitional experiences of home schooled students in suburban and urban areas. Other areas for further study include identifying which home school curriculums are most effective in producing academically sound students, what traits are common among effective home school families, and how public school officials actually perceive the home school students they receive.