

The College of Graduate Studies and the College of Education Cordially Invite You to a
Master Thesis Defense

Entitled

PERSPECTIVES OF SPECIAL EDUCATION TEACHERS ON THE TRANSITION OF STUDENTS WITH SPECIAL NEEDS FROM HIGH SCHOOL TO UNIVERSITY IN AL AIN CITY IN THE UNITED ARAB EMIRATES

by

Noor Abdulkader Mamich

Faculty Advisor

Dr. Maria Efstratopoulou,
Department of Special Education,
College of Education

Date & Venue

Tuesday, 28th of May at 12:00 pm
H1 Building - Room 0008

Abstract

Post-secondary transition is a significant phase in the life of high school students with special needs. Special education teachers play a crucial role in supporting students in this process. This study aims at exploring the perspectives of special education teachers on transitioning high school students with special needs into university. Semi-structured interviews were conducted with four special education teachers in Al Ain City in the United Arab Emirates. The teachers were asked about their post-secondary transition planning, the post-secondary transition barriers they face, and finally the facilitation of smooth post-secondary transition. Thematic analysis was used to analyze the findings of the interviews. Findings revealed that special education teachers use different planning methods in practicing post-secondary transition in their schools such as organizing hands-on experiences, and meeting with the school personnel. They teach students certain skills during the transition stage, for example; independent living, and constant self-development. Special education teachers put in mind many considerations when planning post-secondary transition for instance; school grades, and personal preferences. They face many barriers in transitioning students including being underqualified in post-secondary transition, absence of post-secondary materials provided by schools, and lack of students' discipline. Participants recommended that special education teachers need to work on developing their knowledge in post-secondary transition regardless of the availability of school support. The participants recommended students to work on building their self-confidence. In addition, parents are suggested to be honest while providing feedback to the special education teachers for the benefit of their children.

Keywords: Special education teachers, students with special needs, post-secondary transition, planning, barriers, and recommendations.