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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

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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.