ABSTRACT

DISSERTATION: Teachers’ Views About Postsecondary Planning and Effective Transition Programs for Students with Disabilities in Botswana

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Transition planning is not an alternative for students with disabilities, but rather a fundamental aspect of their lives upon which educational programs and activities are developed to achieve successful postsecondary outcomes. Unlike developed countries such as the United States, Botswana does not have a transition mandate that guides the preparation of individuals with disabilities for adulthood. In this study, the researcher utilized the United States’ transition framework, with modifications, to suit the cultural context of Botswana in an exploration of perceptions of secondary and vocational school teachers on effective transition programs for students with disabilities. The study especially focused on students with visual impairments, in a sampling of Botswana’s secondary and vocational schools. It examined differences in the beliefs, knowledge, and views of general education teachers, special education teachers, guidance and counseling teachers, and vocational teachers regarding supporting students with disabilities to achieve successful post-school outcomes, as well as participants’ perceptions about the importance of the academic and functional curriculum in the transition planning process. Teachers expressed diverse views, beliefs, and knowledge levels concerning transition planning practices and principles. Recommendations for practice and future research are discussed.