

ABSTRACT

DISSERTATION PROJECT: Preparing Students with Disabilities to Transition from Secondary School to Postschool Settings in Ghana: Perceptions of Teachers and Administrators

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Secondary transition programming in special education constitutes the preparation, planning, and support provided students with disabilities (SWDs) in secondary/high school to prepare them to move to postsecondary education, employment, and independent living settings after completing school. In the United States, transition is required by the Individuals with Disabilities Education Improvement Act, (IDEA) a 2004 law that provides secondary/high schools transition services for students to be prepared for adult life. Since Ghana has no transition mandate the researcher utilized the United States transition law to examine the perceptions of general education and special education teachers and their administrators' views, beliefs, and knowledge of transition principles and practices currently used to prepare SWDs for postschool outcomes. The study also compared the differences of perceptions among the participants regarding SWDs' postschool outcomes in Ghana. Finally, the study examined participants' perceptions related to whether the core and elective instructional courses of the junior and senior secondary schools (JSS and SSS) education programs have helped SWDs to transition successfully from school to postschool environments. Recommendations for practice and future research are provided.