A Study of the Requirements Availability for the Successful Transition of Students with Intellectual Disability to the Post-School Stage from their Teachers' Perspective

Mahmoud Mohamed Eltantawy[1,2]

[1] Faculty of Education, Imam Mohammad Ibn Saud Islamic University (IMSIU), Saudi Arabia

[2] Faculty of Education, Ain shams University, Egypt

ABSTRACT:

The transition of students with intellectual disability to the post-school stage is considered of great importance to them as well as their families, and it needs some requirements to be carried out successfully. That is why the present study aims to recognize the extent of the availability of successful transition requirements to help these students transfer to the post-school stage based on the perspective of their teachers, as well as to identify the differences between these requirements according to the type of school where teachers work (public, private center), the gender of the students (males, females), and the severity of the disability (mild, moderate and severe). The study sample consists of 317 male and female teachers of students with intellectual disability in Egypt. To collect data, the study relies on a questionnaire of the requirements for transitioning students with intellectual disabilities to the post-school stage (prepared by the researcher). The study's findings disclosed that the degree of availability of the requirements for transferring students with intellectual disabilities to the post-school stage showed an overall average degree of availability and that the degree of availability of conditions varied about the four subdimensions. The study recommended the necessity of conducting more study related to the transfer of students with intellectual disabilities, improving their transitional plans, developing legislations that guarantee their transfer, and paying attention to the professional development of teachers concerning the transfer of these students.

Keywords: transition, intellectual disability, post-school, requirements, teachers

INTRODUCTION

Persons with intellectual disabilities go through many transitional stages throughout their lives, as they move from their home to kindergarten, then to elementary, middle, and high schools, and then to the post-school stage where they are supposed to work. They move from one class to another, from one school to another, and from neighborhood to neighborhood during this journey that lasts several years. For the transition process from one stage to another to be successful, equipping them with many skills is required. The main goals of their transition to the post-school stage are to achieve an appropriate degree of independence, develop their social relations, help them choose a suitable profession, integrate them into society and manage their financial affairs, enjoy health care, marry, and continue in it, form a family and meet its requirements**.**

Intellectual disability imposes some restrictions on mental and cognitive functions, communication skills, self-care, and social skills of people suffering from it, which induces persons to learn and develop slower than usual. This means that those working with transitional programs for students with intellectual disabilities should be aware that while some of them do not need support in adulthood, others need it as they seek employment, achieve independent living, or make post-secondary educational choices. For instance, students with more severe types of intellectual disabilities may live in a community residential environment or with their families after they leave high school, or they may work in supported or more restrictive vocational environments, such as sheltered workshops (Quigney, 2017).

The transition to the post-school stage is defined as the process by which a child with an intellectual disability moves from a sheltered life to an independent one, where he or she becomes an independent adult to a great extent (Leonard et al., 2016). Transitional aims vary at every stage a student goes through; geographic locations, expectations, rules, services, peer groups, staff, and lifestyle change require rigorous training (Surrey schools, 2020). These also differ according to the age stage and the different types of disability that a person suffers from, its severity, and degree. It is unlikely that education will be a goal for students with severe intellectual disabilities (Cameto et al., 2004).

Transition planning is the process by which a person with a disability needs to successfully transition from their familiar environment to a new one by familiarizing themselves with the new environment and identifying the required support steps. An essential part of transition planning is defining the roles and responsibilities of the different institutions, agencies, and members of the support team in a way that everyone involved knows what needs to happen and what needs to be done. Such plans can reduce stress, improve educational and social outcomes, and improve the quality of life for a person with a disability and his family (Hess & Gutierrez, 2010).

Historically, post-secondary education institutions developed and implemented independent transitional and post-secondary educational programs for students with intellectual disabilities without following a specific curriculum or designing a particular program. Program designs, thus, have heavily depended on the institution's mission, the local administrative oversight, and the availability of support. However, recently, institutions have begun to develop programs built on previously designed frameworks that have been developed and implemented by other institutions; this relates to the willingness of institutions to enroll students with intellectual disabilities on a broader scale (Fewox, 2018).

As shown in the results of some follow-up studies conducted for the post-school years, students with intellectual disabilities had great difficulties adjusting to life after graduating from high school; they remain dependent on transitional program teams to make decisions for them, evaluate their performance, and establish links with agencies and institutions. Students mentioned that they are rarely taught, asked, or called upon to advocate for their interests. Moreover, among the problems identified are unemployment, dependence on parents, social isolation, and lack of social involvement (O'day et al., 2000).

Transition planning should begin early: at least one year before a student enters school, one year before transferring to another school, and two to three years before leaving school. Planning must also meet the needs of individual students and must address the fine details in meeting those needs. Transition plans should include the actions required, the appropriate time for each activity to begin, the exact date for its completion, and follow-up methods (Surrey schools, 2020).

A set of positive outcomes is expected to be achieved by students with intellectual disabilities after graduating from secondary school. These are job awareness, integration into society, acquisition of community experiences, cooperation among institutions, finding paid work, acquiring self-determination skills, parental involvement in planning, and pursuing vocational education (Wallen, 2014). It is also mandatory to train students with intellectual disabilities on self-advocacy skills so that they

have opportunities and experience in meaningful jobs that parents participate in the decision-making process and transition planning. It is also paramount that the transition process occurs through skilled professionals, that the transition plan should be viewed as a flexible long-term, and that transition teams consist of students, families, companies, and community representatives (Stainton et al., 2006). Poor after-school outcomes constitute a significant concern for students with disabilities, which is very important as it affects their quality of life (Spandagou et al., 2020).

Some countries provide social rehabilitation programs as a way to supply subsidized employment services and intensive case management ones for youth with disabilities who have dropped out of high school or are facing this risk. An intensive transitional program should include suitable and measurable post-school aims based on age-appropriate transitional assessments related to training, education and employment, independent living skills, and transportation services to help a student with a disability reach them (USDE, 2017).

Kohler et al. (2016) devised a model for transitional programming consisting of five elements: (a) Students-based planning, (b) Students' development, (c) Agencies-institutions cooperation, (d) Family sharing, (e) program structure.

Transitional services provided to persons with disabilities include counseling and guidance, comprising information and support services to help the individual make his or her choices, referral and other services to secure needed services, employment-related services, including job search and placement assistance, and job retention services follow-up services, and transition services for students with disabilities, which facilitates the transition from school to post-secondary life, or pre-employment transition services for students, employment support services for individuals with disabilities, and services for the family of a person with a disability necessary to help them secure a job (USDE, 2017). Assistive technology also enables people to be totally engaged in activities and usual routines at home, school, and society. This is done through providing necessary support to combat individual limitations related to disability. The primary goal of using technology is to enable persons with disabilities to participate effectively and fully in learning and other daily activities (Hess & Gutierrez, 2010).

Families of students with intellectual disabilities face several obstacles related to the transition from one stage to another. These include a lack of accurate information regarding what happens during and after the transition,

lack of appropriate planning by institutions or agencies for post-transition options, multiple assessments that take place during the transition period, and frequent home visits by staff from different institutions, lack of information regarding eligibility for adult services, uncertainty about post-transition locations, lack of options or severely restricted options regarding after-school alternatives, lack of employment options or employment support available, severe lack of certain services such as physical therapy or mental health or psychological support (Cooney, 2002; Kaehne & Beyer, 2008; Schutz et al., 2022).

Whether working in special or public education, teachers must engage in vocational work to develop their knowledge to achieve the best transition practices. The transition planning team should also be endowed with an appropriate cognitive background and be able to carry out plans according to students' age. The team is also supposed to possess the ability to challenge outdated ideas regarding the transition process on the part of families of children with disabilities (Cheatham et al., 2013). Special education teachers should integrate the skills of using technology in individual educational plans so that students are enabled to utilize various technological gadgets such as computers, smartphones, and tablets for a variety of reasons to accomplish academic, social, entertainment, and professional missions, which eases their transition afterward (Baxter & Reeves, 2023).

It is noteworthy to mention that transition planning and transition programs play a crucial role in the success of students with intellectual disabilities in the post-school stage. The findings of a research review indicated that most stakeholder groups reported positive experiences with post-secondary programs, as well as positive effects on social and independence skills. They also indicated that several obstacles are facing students with intellectual disabilities, which are summarized in the physical and academic factors, the extent to which parents understand the system of these programs, the lack of training received by the workers in these programs, the lack of guidance provided to them, the deficiency in the system of recognizing the abilities of these persons to qualify them, as well as the inability to encounter the hardships faced by their families (Alqazlan et al., 2019, Gauthier-Boudreault et al., 2021).

Many studies have dealt with the transitional services provided to persons with intellectual disabilities, whether from the point of view of the persons themselves or that of their parents or teachers, in order to identify the reality of these services and to know the obstacles related

to the programs provided to students in order to identify them and provide some proposed solutions. Park (2008) has studied several special education teachers' opinions to identify the obstacles to providing transitional services for students with disability. Interviewed teachers identified the barriers to effective transition services as being the limited support and information provided to families, teachers, and school staff about transition services, the lack of defining the roles of each member of the team, the delay in services provided to adults, and the lack of comprehensive curricula. Another study has dealt with the conditions and the factors that affect the transition of students with intellectual disabilities. The results of this study show that post-secondary transition services are a priority at the top of the transition stages (Lin, 2008). The findings of another study carried out on persons with intellectual disability have clarified that they are still facing financial challenges, in addition to lower educational expectations in their pursuit of post-secondary education (Cheatham et al., 2013). The results of a study conducted on a group of teachers to find out their attitudes towards transitional planning for the post-secondary stage indicated that although teachers feel the importance of transitional planning, they find it difficult to integrate teaching self-determination skills with the core curriculum and more than half of the respondents referred to the extent of post-secondary transition planning (Wallen, 2014). Another study identified several factors that contribute to the success of the transition, namely helping students learn about, control, and manage the environment, building positive relationships with teachers, and obtaining additional support from teams working with them (Pitt et al., 2021).In addition, the professional guidance and planning for students with intellectual disabilities is limited compared to what is provided in public schools. There is a lack of adequate guidance for these students in integration schools, and there is a lack of clarity among the school staff about who is responsible for the transfer of students in many cases (Aston et al., 2021).

Other studies addressed the importance of transition for students with intellectual disabilities. The results of one of the reviews that dealt with the importance of transitional programs for students with disabilities indicated the significance of the programs offered to them and that these programs have potentially positive effects on independent living and social life (Cobb et al., 2013). The results of some studies that examined the transition of students with intellectual disabilities from one stage to another indicated these students generally enjoy a pos-

itive transition experience and that they also face many significant challenges, represented in problems related to schoolwork management, homework, and bullying (Pitt et al., 2021). Many factors can facilitate students' meaningful participation in transitional planning for graduation and success at the post-school stage. These can be exemplified in multiple educational choices, student participation in transitional plans, and providing opportunities for them to explore transitional areas of career and college preparation (Cavendish et al., 2020).

Some studies aimed at identifying the characteristics of post-school educational programs for students with intellectual disabilities enrolled in some university programs.

The results indicated that the participation of these students in university programs is limited, that these programs are not available to all students, and that students' involvement in such activities is related to the level of their academic abilities (Papay & Bambara, 2011). The results of another study indicated that regular school students were more likely to express interest in joining university and that the longer a student stayed in public education, the more likely he was to go to university (Martinez et al., 2012; Wintle, 2015). The results of another study indicated that parents' perceptions of the effectiveness of transitional services affect their participation in transferring a student with intellectual disability to post-secondary life and that parental participation can be critical to the success of transitional services (Almutairi, 2016). A research survey conducted in Australia showed that the indicators of life quality for people with disabilities are lower than those for ordinary ones, with low achievement in secondary and higher education and low participation in employment. (Spandagou et al., 2020).

Several studies were conducted aimed at identifying the reality of transitional services in the Arab environment, including the study of Alramamaneh et al. (2018), which focuses on revealing the evaluation of transitional services for persons with intellectual disabilities who are enrolled in governmental special education centers in Jordan from the point of view of parents and teachers. The response of both groups is between low and moderate. The study of Allaqani and Aldakhil (2019) also aimed to identify the obstacles to applying transitional services to students with mild intellectual disabilities in the secondary stage from the point of view of their teachers in the cities of Majmaah and Zulfi in Saudi Arabia. The study results showed that there are obstacles related to students and their families and to the competencies of teachers and social institutions. The study by Alatwi

(2020), which was conducted in the city of AlJouf, Saudi Arabia, showed that the reality of applying transitional services from the point of view of teachers and parents records a moderate degree. The results indicated that the degree of provision of transitional services in integration programs from the parent's point of view came to a high degree and moderation from the teachers' point of view. Alnasser and Saeed (2021) also conducted a study to assess the reality of transitional services provided to students with intellectual disabilities in the city of Jazan, Saudi Arabia, from the point of view of their teachers. The study results indicated a high level of transitional services provided to these students in this city. Oraiqat and Onaizat (2022) conducted a study to identify the transitional services provided to persons with disabilities in the city of Bethlehem, Palestine, from the viewpoint of the workers in these centers. The results of the study indicated that the degree of evaluation of transitional services was high. Another study carried out by Alqudah and Alqtaibi (2022), studied the level of transitional services provided to students with intellectual disabilities in Makkah al-Mukarramah, Saudi Arabia, from the point of view of parents. The results indicated that the transitional services provided to these students were of a high degree. The study by Alghubayshi and Hanafi (2022) aimed to identify the obstacles to providing transitional services for students with intellectual disabilities in the city of Jeddah, Saudi Arabia, in the intermediate and secondary stages from the point of view of their teachers and its results indicated that the obstacles to providing services were of a high degree.

The present study differs from the previous studies with regard to being carried out in a different milieu, as it is conducted on a group of special education teachers in Egypt. The cultural and social aspects, material and human capabilities, the legislations that control the transition of students with intellectual disability from one stage to another, the methods of preparing teachers and the variety of their competencies, as well as the institutions and the agents that support the transition of these students, are also different. It is also noteworthy to refer to the rarity of research conducted in Egypt dealing with the transition of students with intellectual disabilities.

The study problem

Hard and disappointing as the transition process could be, persons with intellectual disability and their families try to understand its system and support request method, the material cost, and the extent to which the personal environment fits the person's needs, interests, and abilities (Stainton et al.,2006) Young people with disabilities often face challenges in the transition to adulthood. These include not graduating from school, difficulties in accessing jobs, significant dependence on families and government services and grants, as well as limited opportunities for post-secondary training.

The transition process of the student with special educational needs requires careful planning, namely transition planning, to guarantee that individual educational plan elements and the support services needed for implementation are not affected. It should be noted that transition aims are ongoing, occur as part of a planned educational program, and that school teams must be aware of and use available services for the transition process (Surrey schools, 2020). Students with intellectual disabilities often face limited options in the post-school stage, and they struggle to make a successful transition. Very few programs and options are available to them at the undergraduate level, and the transition to post-secondary school, or the so-called adult life, is influenced by many factors, such as socioeconomic status and the person's gender (Aston et al., 2021).

In the process of ensuring effective transitional services for students with disabilities, public and special education teachers, school counselors and administrators, students, families of students with disabilities, and other key stakeholders play a significant role (Gillia, 2006). Teachers of students with intellectual disability have many responsibilities that include contacting workplaces after secondary school, helping families, and cooperating with specialists in educational and community services and the student's family to ensure that his goals are met with the utmost ability to ensure optimal quality of life after graduation (Pincelli, 2012).

It is of paramount importance that families and teachers perform their vital roles in transition planning. Families feel higher levels of contentment regarding the services if they are actively involved in providing them. Although teachers are fully aware that cooperating with families and students is imperative to ensure a successful transition, the findings of the studies refer to an apparent problem in this area. It should be noted that planning for life after school is not only the responsibility of teachers in the school, but families must take responsibility in this regard (Pincelli, 2012).

Several factors have to be available to guarantee the successful post-school transition of students with intellectual disabilities. These may be related to the student himself, teachers' competencies when dealing with them, the families, and social institutions with the services they

provide to these persons. Teachers' viewpoints are of significant positive influence as they are professionals and experts in the field of disability, and the study problem can be formulated in the following questions:

The first question: What is the extent of the availability of the requirements needed to implement a successful transition for students with intellectual disabilities to the Post-School Stage from their teachers' point of view?

The second question: From the point of view of the teachers of students with intellectual disability, do the requirements for the transition of these students to the Post-School Stage differ according to the severity of the disability of the students they work with (mild/moderate and severe)?

The third question: Do the requirements for the transition of students with intellectual disabilities to the Post-School Stage differ from their teachers' point of view according to the program type (public school/private center)?

The fourth question: From the point of view of the teachers of students with intellectual disability, do the requirements for the transition of these students to the Post-School Stage differ according to the gender of the students they work with (male/female)?

The Objectives of the Study

The study aims at recognizing the extent of the availability of the requirements of the post-school successful transition stage for students with intellectual disabilities from the point of view of their teachers, identifying the differences between these requirements according to the school in which they work (public school / private center), to the gender of the students (male/female), and the degree of disability (mild, moderate and severe).

METHOD

Participants

The sample of the study consists of 317 male and female teachers of students with intellectual disabilities, divided into three Egyptian governorates as follows: 153 male and female teachers from Cairo Governorate, 84 male and female teachers from Giza Governorate, 80 male and female teachers from Alexandria Governorate, of whom 243 work in public schools, 74 work in private centers for people with disabilities. 226 teachers work in programs designed for males and 91 in others for females. In addition, 281 of them work with students with mild intellectual disability, whereas 36 work with moderate and severe cases.

Measure

A questionnaire of the requirements for the transition of students with intellectual disabilities to the post-school stage was prepared to recognize the availability of the requirements for the transition of students with intellectual disabilities. The preparation of this questionnaire went through several steps, which comprised reviewing the study's theoretical framework, including the transition requirements for this category and previous studies related to the transition requirements. A set of tools used in previous studies are also relied upon, which aimed at determining the post-secondary transition requirements for students with intellectual disabilities, including the scale prepared by Jivanjee et al. (2011), Martinez et al. (2012) study, Alnahdi (2014) study, and Teacher Attitudes and Transition Planning Questionnaire (Wallen, 2014). The tools of Allaqani and Aldakhil (2019), Gingerich and Crane (2021), Alghubayshi and Hanafi (2022) studies were also used. In its final form, the scale consists of 23 items, and its scores vary between (23-115) scores: the response to which is achieved through choosing from five alternatives as follows (The degree of availability of the requirement is very low, the degree of availability of the requirement is low, the degree of availability of the requirement is moderate, the degree of availability of the requirement is high, the degree of availability of the requirement is very high), graded from (1,2,3,4,5), respectively. A high score indicates the transition requirement is met, while a low one refers to a low transition requirement. The questionnaire was applied to a sample of (123) teachers of students with intellectual disabilities. The psychometric characteristics of the questionnaire were verified by presenting it in its initial form to several professors specialized in the field of special education, and this led to the deletion of two items, as the number of the questionnaire items in its final form became (23) instead of (25). The wording of other things has been modified. The internal consistency of the questionnaire items was also calculated by calculating the correlation coefficient between each item and the total degree of the dimension to which it belongs. It, thus, became clear from the statistical analysis using the SPSS program that the values of the correlation coefficient ranged between (0.537 and 0.924), and that all the values of the correlation coefficients between the degree of each item and the total degree are significant at the level (0.01), which indicates the internal consistency of the questionnaire. The stability coefficient of the questionnaire was calculated using the split-half method, and the total stability coefficient of the questionnaire

was (0.951). Its value, when corrected by the Spearman-Brown equation, was (0.975), which confirms the stability of the questionnaire, and the cell length for each level was determined by (0.8). The level of the requirement was determined as follows: the degree of availability of the requirement is very low (1 to 1.79), the degree of availability of the requirement is low (1.80 to 2.59), the degree of availability of the requirement is moderate (2.60 to 3.39), the degree of availability of the requirement is high (3.40 to 4.19), the degree of availability of the requirement is very high (4.20 to 5).

Data collection and analysis

The study relies on the descriptive approach to identify the availability of the requirements for the successful transition of students with intellectual disabilities to the post-school stage from the viewpoint of their teachers and to identify the differences in these requirements, which may be due to the severity of disability, the school type, and the gender of the student.

The data related to the study were obtained by preparing an e-questionnaire through Google Form; its link was sent to teachers of male and female students with intellectual disabilities. Then, the data was statistically analyzed through the Spss-25 program to answer the research questions. Appropriate statistical methods, such as the arithmetic mean, standard deviation, and ranks, were used to process the received data to identify the requirements for the successful transition of students with intellectual disabilities from the point of view of their teachers and Mann-Whitney's test to identify differences between groups.

RESULTS

The first question: to answer this question, the arithmetic means, standard deviations, and ranks were calculated for the teachers' responses to a questionnaire of the requirements for the transition of students with intellectual disabilities to the post-school stage. Table 1 shows the results related to the first question.

Table 1. The Means, Standard Deviation, and ranks of the Items of the Questionnaire

Rank	Item No	Items	Mean	Std. Deviation	The level of the requirement availability
The first dimension: Transition requirements for male and female students					
1	3	Includes individual educational plans of students' specific aims to transfer to the post-school stage	3.65	1.188	high
2	2	Students are trained on self-determination skills throughout their presence years at school	3.44	1.291	high
3	4	Students with intellectual disability have enough information and knowledge about their transition plans	3.13	1.779	moderate
4	1	A sufficient number of students are in the class	2.61	1.370	moderate
5	6	Students use assistive technology	2.31	1.153	low
6	5	Students are trained on vocational skills required in the job market	2.21	1.089	low
7	7	Students master the basic skills of reading, writing, math, and self-care	1.80	0.825	low
		The total score of the dimension	19.1609	5.10818	moderate
The second dimension: Transition requirements for teachers					
1	9	Teachers get the resources they need to teach transition skills to students	3.67	1.131	high
2	8	teachers are aware of the importance of transition planning for students with disability	3.25	1.299	moderate
3	11	teachers involve students in extra-curricular activities, which help them acquire transition skills	3.14	1.370	moderate

4	10	Teachers and school management cooperate to make students acquire transition skills	3.05	1.324	moderate
5	13	Enough number of qualified teachers are present at school/center	2.97	0.952	moderate
6	12	Teachers have enough knowledge about the transition plans for children with intellectual disabilities	2.51	1.237	low
		The total score of the dimension	18.5836	5.10818	moderate

The third dimension: transition requirements of families

1	18	Parents' expectations towards their children suit the society's potential	3.28	1.951	moderate
2	14	The family shares in transitional plans for their children with disability	3.25	0.851	moderate
3	17	The family cooperates with the transitional planning team	3.23	1.416	moderate
4	16	The family has enough information about transitional plans	2.51	1.267	low
5	15	The family meets periodically with the transitional planning team	1.85	0.851	low
6	19	Families perform the required roles in transitional plans	1.56	0.617	Very low
		The total score of the dimension	13.4953	4.34554	low

The fourth dimension: the transition requirements of social services

1	20	Social institutions provide some services to help in the transition of students with disability	3.19	1.419	moderate
2	22	There is cooperation between support institutions for people with disability and the schools/private centers in which they exist	2.20	0.603	low
3	23	There is a clear social plan for the transition of people with disability into the community	1.83	1.144	low
4	21	Social institutions provide backup for students with disability	1.67	0.633	Very low
		The total score of the dimension	8.8900	2.56370	low
		The overall total of the questionnaire	60.1298	15.90127	moderate

Table 1 clarifies that while both the first and second dimensions have a moderate degree of availability, the third and fourth dimensions have a low degree of availability and that the overall total of the questionnaire has a moderate degree of availability.

The second question: Mann-Whitney test, was used to answer this question as one of the non-parametric tests due to the nature of the sample. Table 2 shows the results concerning the second question.

Table (2) clarifies that the value of the "Z" for the differences between the mean ranks of teachers' grades on the questionnaire of transition requirements, the sub-dimensions, and the total score is statistically significant, which indicates that there are statistically significant differences in the transition requirements according to the

disability severity variable in favor of mild disability.

The third question: Mann-Whitney test was used to answer this question. Table 3 shows the results.

Table 3 clarifies that the value of the "Z" test for the differences between the mean scores of teachers on the questionnaire of transition requirements, sub-dimensions, and the total score is statistically significant for the first and second dimensions and that the total score is in favor of education in public schools, and not statistically significant for the third and fourth dimensions.

The fourth question: Mann-Whitney test, was used to answer this question. Table 4 shows the results.

Table 4 clarifies that the value of the "Z" for the differences between the mean ranks of teachers' scores on the questionnaire of transition requirements, sub-dimen-

Table 2. **The results of Mann-Whitney's test of the differences between the transition requirements according to the severity of the disability (mild/moderate and severe)**

Dimension	The disability severity	N	Mean Rank	Sum of Ranks	Z	sig
Transition requirements of male and female students	Mild	281	168.80	47433.00	-5.500-	.000
	moderate and severe	36	82.50	2970.00		
Transition requirements of teachers	Mild	281	168.80	47433.00	-5.500-	.000
	moderate and severe	36	82.50	2970.00		
Transition requirements of families	Mild	281	166.87	46890.50	-4.296-	.000
	moderate and severe	36	97.57	3512.50		
Transition requirements of social services	Mild	281	163.85	46043.00	-2.665-	.008
	moderate and severe	36	121.11	4360.00		
Total Score	Mild	281	167.54	47078.00	-4.638-	.000
	moderate and severe	36	92.36	3325.00		

Table 3. **The results of Mann-Whitney's test of the differences between the transition requirements according to the type of the program (public school/ private center)**

Dimension	School type	N	Mean Rank	Sum of Ranks	Z	sig
Transition requirements of male and female students	Public	243	170.24	44432.50	-4.874-	.000
	Private center	74	106.62	5970.50		
Transition requirements of teachers	Public	243	170.24	44432.50	-4.874-	.000
	Private center	74	106.62	5970.50		
Transition requirements of families	Public	243	162.90	42516.00	-1.643-	.100
	Private center	74	140.84	7887.00		
Transition requirements of social services	Public	243	157.09	41001.00	-.809-	.418
	Private center	74	167.89	9402.00		
Total Score	Public	243	165.23	43124.50	-2.614-	.009
	Private center	74	129.97	7278.50		

Table 4. **The results of Mann-Whitney's test of the differences between the transition requirements according to the student's gender (male/female)**

Dimension	Student's gender	N	Mean Rank	Sum of Ranks	Z	sig
Transition requirements of male and female students	Male	226	187.98	42482.50	-9.173-	.000
	Female	91	87.04	7920.50		
Transition requirements of teachers	Male	226	187.98	42482.50	-9.173-	.000
	Female	91	87.04	7920.50		
Transition requirements of families	Male	226	179.52	40572.50	-6.319-	.000
	Female	91	108.03	9830.50		
Transition requirements of social services	Male	226	172.49	38982.50	-4.177-	.000
	Female	91	125.50	11420.50		
Total Score	Male	226	181.72	41068.00	-6.961-	.000
	Female	91	102.58	9335.00		

sions, and the total score is statistically significant, which indicates that there are statistically significant differences in the transition requirements according to the student's gender variable (male/female) in favor of males.

DISCUSSION

The results of the first question showed that the availability of transition requirements for students with intellectual disabilities ranged between low and moderate in most of the items, except for three items with high availability. While the first and second sub-dimensions and the total degree had moderate availability, the third and fourth dimensions had low availability from the teachers' point of view.

This indicates that students with intellectual disabilities have deficiencies in the skills necessary to transition to the post-school stage, which includes the ability to use technological means, be trained to use vocational skills needed by the labor market, and master essential skills in reading, writing, and arithmetic. In addition, the results of the study indicated some deficiencies in the competencies of teachers to train students on transition skills, as well as a shortcoming in the school environment and their lack of knowledge of the transitional plans of students. The results of the statistical analysis also showed that there is a significant weakness on the part of the families of students with intellectual disabilities in the transitional plans, as they lack sufficient information about them, are reluctant to participate in these plans, fail to play the role required and fail to meet with the transitional planning team periodically. The results showed a lack of cooperation between teachers and families, These results are consistent with Pincelli's study (2012). Concerning the community services related to the transition process, the results showed that the services provided to these students are minimal; there is no clear community plan for the transition of persons with disabilities to society, and there is no tangible cooperation between institutions to support them, and there is a weakness in providing support services to them.

This question's result is consistent with the study of Alramamaneh et al. (2018) and Alatwi (2020), which indicated that the reality of transitional services from the teachers' point of view shows a moderate degree.

The deficiencies in the requirements for the transition of these students can be explained by the absence of a unified vision for their transition to the post-school stage, the lack of teachers competencies, the failure to equip schools with the necessary requirements for the transition process, the lack of cooperation of families and their conviction of transitional planning, and the lack of legislation that guarantees the rights of students to transit. Cheatham et al. (2013) clarified that supporting school transition from kindergarten throughout secondary education and beyond based on legislation accounts mainly for increasing the participation of students with disabilities in post-secondary education and beyond.

Concerning the answer to the second question, the results of the statistical analysis showed statistically significant differences in the availability of transition requirements according to the variable of disability severity in favor of mild disability.

This can be explained by the fact that students with mild intellectual disabilities are better than students with moderate and severe intellectual disabilities in terms of cognitive, social, psychological, linguistic, and academic aspects, which facilitates the process of acquiring these skills better than their peers with moderate and severe disabilities and facilitates their training by their teachers and families. Moreover, the vast majority of community institutions provide services to people with mild intellectual disabilities. At the same time, it is rare to find institutions that provide services and support to people with moderate and severe intellectual disabilities. The post-secondary transition process requires focusing on new areas of life in which students are trained to be able to plan for their future.

The results of the third question clarified that there are differences between the mean ranks scores of teachers on the questionnaire of transition requirements, sub-dimensions, and the total score; the differences were statistically significant for the first and second dimensions, which are represented in the requirements of students and teachers and the total score in favor of education in public schools, and not statistically significant for the third and fourth dimensions. This can be explained by the fact that most students with intellectual disabilities in public schools have a mild degree of disability, in contrast to private centers where most students have moderate and severe intellectual disabilities, which explains the ease of dealing with them by teachers and meeting their needs.

The results of the fourth question showed statistically significant differences in the transition requirements according to the student's gender variable (male/female) in favor of males. This is based on the cultural and social dimensions and the culture of society, where males are given more freedom than females, which helps train them to acquire some skills. Many problems may be encountered by female students with intellectual disabilities, includ-

ing frequent absence from school, distance from school, and excessive protection by the family, which hinders their acquisition of some transitional skills.

CONCLUSION AND RECOMMENDATION

The present study presented a clear image concerning the transition requirements of students with intellectual disabilities to the post-school stage. It identified the requirements of the students, teachers, family, and community services and the degree of availability of these requirements through a questionnaire designated for this purpose, which is considered a contribution to the field of research related to the Arab environment. It also provided a clear picture of the variables that may affect the degree of availability of these requirements, including the degree of disability, the type of school, and the gender of students, which helps improve transitional planning for these students.

The results of this study recommended the importance of conducting more studies related to the transition of students with intellectual disabilities to the post-school stage. It also showed the importance of having legislation that guarantees the transition of students from one stage to another, especially the post-school stage, as well as the need to include the transitional aims in the individual educational plans from the kindergarten stage and to train the teachers and refine their competencies concerning the transitional plans, be it within the institutions that prepare them or during their working years in schools. The study also referred to the importance of achieving cooperation between the community institutions, that they contribute to the transfer process, and that they play a role in supporting the transfer of these students. The study pointed out that it is crucial to pay attention to groups of students with moderate and severe disabilities

to provide the necessary support for families with regard to the transition of their children, as well as adapting educational curricula, reinforcing social support, developing mandatory practical skills to achieve independence after accomplishing school education, which, in its turn, raises the effectiveness of the transitional process as students could be more ready to participate effectively in society.

LIMITATION

This study has some limitations that need to be acknowledged to offer a clear understanding of the scope of the research and benefit from its results. The transition requirements for students with intellectual disabilities in Egypt, which differ from one country to another according to a set of material, human, cultural, and social considerations, were studied. Moreover, they vary according to legislation, laws, the prevailing educational atmosphere, Resources and Support, School Culture, Teacher Attitudes and Beliefs, teachers' viewpoints, and the method of their pre-service preparation and in-service training, which may have a direct impact on the generalization of the study results to different cultural contexts. Thus, future research should include a wide range of cultural and regional contexts.

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