

Implementation and Impact of Transition Activities in Secondary Classes in Saudi Arabia: Role of Special Education Teachers

Bandar A. Alhossan¹

Abstract

Transition in special education is quintessential to educating individuals with diverse needs while accommodating their differences cognitive or physical. This transition inculcates the required knowledge and skill sets among individuals with diverse disabilities and enables them to become productive and contributive citizens. The study highlights the implementation and impact of transition activities in secondary classes while documenting the viewpoints of the teachers of special education in Saudi Arabia. An online web survey was conducted among 124 in Riyadh using a close-ended questionnaire. Descriptive statistics and correlation were performed for data analysis. The results discovered the following to increase the impact of evolutionary actions: Instructional planning ($M = 2.83$, $SD = 0.88$), followed by curriculum and instruction ($M = 2.78$, $SD = 0.8$), additional competencies ($M = 2.64$, $SD = 1$), assessment ($M = 2.63$, $SD = .93$), transition planning ($M = 2.56$, $SD = 0.79$), and cooperation ($M = 2.52$, $SD = .96$). This implies instilling more efforts for improving the transitional education planning and assessment. It is also suggested that students be included in the transition efforts. Thus, student's preferences and interests should be considered in association with the increase in their community-based experiences. The findings of the study will aid in devising important policies to facilitate students with disabilities with competent educational standards.

Keywords: *transition services, special education, implementation, teachers preparation, Saudi Arabia.*

Introduction

The past years have marked a sudden change and an increase in the focus on education specially designed to accommodate individuals impeded by different incapacities which create difficulties for them to study and learn normally in Saudi Arabia (Aldakhil, 2020; Algahtani & Aldakhil, 2019). This transition and an increasing focus aimed at achieving better academic outcomes for the Saudi population. There were 31,795 students with diverse disabilities, i.e., learning disability, autism, hearing, and visual disability, enrolled in the programs designed as special education across the various regions of the country (Ministry of Education, 2022).

¹ Special Education Department, Majmaah University, Majmaah, Saudi Arabia, b.alhossan@mu.edu.sa, ORCID: 00000003-2953-2628

Thus, a majority of students with disabilities availed of these transition programs exclusively designed to cater to their different needs (Algahtani & Aldakhil, 2019).

Transition services and education are part of synchronized activities provided in different fields, including education and training, community participation, and employment for individuals with disabilities (Almalki, 2017). These activities are meaningful for them in

twofold aspects; school life and adult life of such individuals. These transition services have an all-encompassing impact on the specially designed education in terms of teachers' preparedness, and reforms in the policies related to special education. Notably, transition services have been introduced in Saudi Arabia to cater to the needs of high school students with disabilities. This limits the scope of transition services these students, without catering to the needs of elementary and middle school students. Starting from ninth grade, eligible students are given special education in their regular schools and their curriculum is adopted from the Department of Special Education in the Ministry of Education, which comprises a guide for teachers to teach and help students learn new concepts and achieve their academic objectives. For example, in a Saudi learning class, the main emphasis is placed on basic reading and writing skills. In addition, they are given basic life skills, such as brushing and cleaning cloths. In a science class, students are taught fundamental independent skills, basic arithmetic operations, and about colors and shapes. The curriculum gradually becomes advanced. In the first semester of grade 12, every student attends a class of initial vocation, characterized by social, environmental, communication, and time management skills. In the second semester, teachers send students for a 2-hour internship five days a week (Almalki, 2022).

Consequently, transition activities in educating individuals with disabilities are prioritized. However, despite the vitality of transition activities in favor of students with disabilities, the deliverance of transition activities is unsatisfactory (Alquraini & Gut, 2012). According to Hirano et al. (2018), family planning should be a part of transition planning, as most families having children with disabilities are elusive and not inclined toward educating their children. Transition planning goals must be specific and realistic. Communication and involvement of all stakeholders are prerequisites of transition planning for such children. It is primarily the young people who endure the challenges of inadequate planning, overburden of studies, and lack of skills and accountability to attain their professional goals because of poor interaction. Snell-Rood et al. (2020) highlighted that educator need to augment their efforts and increase collaboration with the concerned entities to teach children with autism.

Francis et al. (2018) have described the seven staged strategies of transition planning as follows: beginning earlier, keeping prospects higher, allowing risk and choices, increasing the role of the family, creating interdependence, skilling parents, and employing technology. Similarly, Cavendish and Connor (2018) have signified the importance of facilitating students' participation in individual education program (IEP) development, indicating and overcoming challenges of parents during their involvement in IEP development, and supporting students throughout their college education and care. In the context of Riyadh, scant or ineffective are the practices adopted at middle and high levels of education for students with disabilities. These practices are not appropriate for actualizing the desired goals of stakeholders for transition education and services (Aldakhil, 2020). Special education teachers equip themselves with different skills to capacitate different needs and intensities in Saudi Arabia (Alhossan & Trainor, 2017).

A study conducted by Alnahdi (2013) has revealed that the provisions and delivery of transition education for students with disabilities in Saudi Arabia are at a nascent stage. A recent study by Almalki et al. (2021) concluded a lack of active parent involvement and teachers' inclination and interest in transition planning. Similarly, schools are lacking in guiding parents in IEP meetings in Saudi Arabia. The transition services for students with disabilities were initiated in

2005 in Saudi Arabia (Almalki, 2022). However, the quality of these services needs further improvement. Almaki (2022) indicated a need to increase the number of programs for training teachers for special education along with transition educational preparation programs. This also entails formulating and revisiting the existing policies and guidelines of IEPs and increasing collaboration with other stakeholders.

Robson et al. (2018) examined students' transition to post-secondary educational levels. The study highlighted the lower preparedness of Black, Latino, and Southeast Asian students compared to White students. Their lower GPAs signified the importance of improving students' transition. In contrast, during the period of 2006–2011, more Black students succeeded in taking admission to universities compared to their White counterparts, whereas Southeast Asian students lagged in this period. Given this unparalleled development, it is significant to mention the Americans with Disabilities Act Amendments Act (2008), which unfolded coverage of special education programs in college and aimed to increase their inclusion in higher education. The promulgation of the law aided the decision-makers and the authorities in overcoming functional and operational barriers to increasing academic accommodations (Keenan et al., 2019).

To the best of the author's knowledge, there has been no investigation in the current education system concerning the transition services for students with diverse disabilities. This is a relatively new concept in Saudi Arabia, where there is a paucity of research in the context of transition education. Therefore, there is a need to conduct studies to explore key transition capabilities, train special educators, and identify the measures for addressing the underlying needs during this transition in favor of students with disabilities. Such findings will provide insights for teachers, researchers, and policymakers, along with the faculty members in the country.

This study conducted an online survey in secondary schools, providing special education to examine the degree to which the teachers assume their preparedness to meet the needs of transition. The study recruited secondary special educators' personnel to discover their preparedness for transition, and its effectiveness to cater the requirements of the students. It gathered information aiming to ameliorate the educational quality in Saudi Arabian in the context of special education. The following are the research questions formulated by the present study:

- RQ 1: What is the perception of secondary education teachers for special education regarding transition content coverage to cater to the different educational needs of students with disabilities in Saudi Arabia?
- RQ 2: To what degree do these secondary education teachers discern their training in transition competencies?
- RQ 3: What is the degree to which these secondary education teachers disseminate transition education and services for their students with disabilities?

Method

Study Design

The present research convened an online survey to examine the insights of secondary education teachers regarding the capacity of transition activities to meet the requirements of special education. The research attempted to exhibit the extent to which teachers presume their readiness to perform transition education. The survey is a practicable and cost-effective approach to examine special education in Saudi Arabia.

Study Tool

The study adopted the questionnaire from the study of Benitez et al. (2009). This questionnaire was used to acquire the perceptions of secondary teachers of special education in the USA regarding their preparedness, and competencies in transition services. A few competencies

were excluded from this study (6 out of 46) as they were not applicable in the Saudi Arabian context. Examples of omitted competencies are knowing how to support students in taking state and district assessments, and knowing about IDEA requirements for developing transition IEPs. For clarity, two competencies were further divided into two competencies each, arriving at a total of 42 competencies. The survey questionnaire was translated into Arabic as it was originally formed in English. For validity, two native Arabic speakers were consulted to check the consistency between the original and translated versions. They also reviewed and rectified the translated version.

The technique of expert reviews was also used to evaluate the survey questionnaire. Consequently, the revised version of the questionnaire was dispatched to two field experts from the faculty. Their feedback was considered for further modification. After completing the survey and receiving the pilot questionnaires, correlation coefficients were evaluated for measuring validity. The reliability of the questionnaire was calculated via Cronbach's alpha coefficient. The data exhibited that all the items in the survey questionnaire and the dimensions had a significant positive correlation. The Cronbach alpha values of the questionnaire had 0.98 which showed a higher reliability (see Table 1).

Table 1. The Cronbach's Alpha Values for the Arabic Version of the Survey

Dimensions	Number of items	Preparedness	Application	fulfilling needs
		Stability coefficient	Stability coefficient	Stability coefficient
Instructional planning	6	.92	.92	.95
Curriculum and instruction	12	.94	.92	.96
Transition planning	6	.93	.90	.96
Assessment	5	.97	.94	.98
Cooperation	8	.95	.97	.98
Additional competencies	5	.94	.96	.97
Across categories scores		.98	.98	.99
Total scores	42		.98	

Sample and Sampling Procedures

The study recruited all secondary teachers to teach students with diverse disabilities (i.e., autism, learning disability, deafness, and blindness) in Riyadh, Saudi Arabia. A total of 645 teachers of special education working in 33 male high schools, 35 male middle schools, 26 female high schools, and 31 female middle schools for special education were selected through the inventory process. General education teachers and administrators were excluded because only special education teachers worked with students with disabilities, resulting in 321 secondary special education teachers.

Data Collection

The transition competencies assessed apply to various disability categories. These competencies were specifically developed to equip teachers to deliver special education. The data were collected via a survey questionnaire consisting of 42 items in each of the three main dimensions, measured using a five-point Likert scale, where 1= not at all prepared and 5= extremely prepared, 1= never and 5= extremely often, and 1= not at all and 5= extremely well, respectively. The survey questionnaire was administered by sending e-mail invitations, which comprised an overview of the research, the tentative time to complete it, and the link to the

questionnaire. Two reminder emails were sent to encourage participation. During the first week, the first reminder and in the third week, another reminder was sent. The data was recorded into a spreadsheet. The missing values were omitted during the data-cleaning process.

Data Analysis

For data analysis, the Statistical Package for the Social Sciences (SPSS) was used to perform descriptive statistics, such as frequencies, computation means, and standard deviations, to assess the dependent variables which comprised perceptions of teachers about transition, their preparedness, application, and coverage of transition needs of students. Furthermore, the correlation coefficient was used to find the relations between the dependent variables, such as the level of preparedness, application of transition activities, and the level of preparedness and coverage of transition needs.

Results

Of the 321 secondary school teachers for special education invited, 124 participated, resulting in a 38.6% response rate. For online questionnaires, a 34% response rate is acceptable (Tourangeau et al., 2013). Of these, 52.4% ($n = 65$) were returned incomplete by not filling in the section on demographics. Out of 59 teachers who completed the section on demographics, 42.4% ($n = 25$) were male, and 57.6% ($n = 34$) were female. Of these, 23.7% ($n = 14$) had a master of education in special education. Whereas, 76.3% ($n = 45$) held a bachelor's education in special education. Moreover, 59.3% ($n = 35$) of the participant teachers had been teaching in the area of special education for five years or less, 25.4% ($n = 15$) between 6–10 years, 10.2% ($n = 6$) between 11–15 years, and 5.1% ($n = 3$) had taught for 16 years or more.

Regarding the completed college courses for transition, the participants had completed a mean of 2.61 courses; whereas, the range of courses taken in transition was from 0–18. Specifically, 32.2% ($n = 19$) had no courses in the domain of transition, 54.2% ($n = 32$) had between 1–4 courses, and 13.6% ($n = 8$) had taken five or more courses in transition. The majority of the participants i.e., 64.4% ($n = 38$) did not have staff development hours during the transition, followed by 1–30 hours by 30.5% ($n = 18$) participants, and 5.1% ($n = 3$) participants possessed more than 30 hours during the transition. Table 2 exhibits the mean and standard deviation of all the dimensions of transition. The results revealed that teaching living skills in routine had the highest score of preparation in transition in terms ($M = 3.4$). While application and the coverage of transition needs had scores of ($M = 3.7$, $M = 3.5$) respectively. The teachers asserted that self-determination skills had the lowest ranking in transition in terms of preparedness ($M = 1.8$) followed by application ($M = 2.2$), and the coverage of transition needs ($M = 2.5$).

Table 2. Descriptive statistics of the variables

	Instructional Planning	Preparedness		Application		Fulfilling needs	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	Using diverse models of transition practices and programs	2.6	1.1	2.2	1.2	2.6	1.3
2	Modifying environments to accommodate youth with disabilities	2.7	1.1	3.1	1.3	3.2	1.3
3	Identify postschool actions and plans for students having disabilities	2.3	1.1	2.4	1.2	3.1	1.2

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4	Advancing outcome-based transition programs	2.1	1.1	2.3	1.2	2.8	1.3
5	Categorizing potential job opportunities	2.3	1.1	2.2	1.2	2.7	1.3
6	Select appropriate vocational education programs for students	2.4	1.3	2.5	1.3	2.9	1.4
	Total	2.4	.93	2.48	1.01	2.88	1.17
Curriculum and Instruction							
7	Altering the conventional curriculum for students having disabilities	2.6	1.2	3.3	1.3	3.1	1.5
8	Accommodating students having disabilities to access the general curriculum	2.5	1.2	3.3	1.4	3.1	1.5
9	Accommodating instructional activities in the classes	2.8	1.9	3.6	1.3	3.3	1.3
10	Teach self-advocacy	2	1.2	2.4	1.2	2.7	1.4
11	Inculcating self-determination	1.8	1.1	2.2	1.2	2.5	1.4
12	Adopting different behavior management approaches	2.9	1.2	3.4	1.3	3.3	1.3
13	Offering community-based teaching	2.5	1.2	2.3	1.3	2.8	1.4
14	Instilling career awareness and related competencies	2.1	1.2	2.2	1.3	2.8	1.5
15	Imparting life skills daily	3.4	1.2	3.7	1.3	3.5	1.3
16	Preaching professional skills	2.4	1.2	2.5	1.5	3	1.5
17	Equipping students with a much-anticipated skill set for the job	2.3	1.2	2.3	1.4	2.8	1.4
18	Making use of assistive technology	2.9	1.3	3.3	1.4	3.2	1.4
	Total	2.5	.95	2.88	.87	2.99	1.16
Transition Planning							
19	Convening IEP meetings with team members involved in the transition	2.5	1.3	2.4	1.4	2.9	1.4
20	Ensuring representation of all the stakeholders in IEP and transition planning meetings	2.5	1.3	2.6	1.4	3	1.4
21	Chalking out transition goals based on students' interests and choices	2.4	1.3	2.5	1.4	2.9	1.4
22	Formulating transition goals for the IEP	2.5	1.2	2.5	1.4	2.9	1.3
23	Aligning IEP goals with special education standards	3.1	1.3	3.4	1.4	3.2	1.3
24	Availing of the assistive technology in the IEP	3.1	1.3	3.4	1.3	3.2	1.3
	Total	2.67	1.1	2.79	1.11	3.02	1.21
Assessment							
25	Integrating Students' Results to Transition Plans	2.6	1.2	2.8	1.4	3	1.4
26	Adopting multiple transition assessment methods	2.5	1.2	2.8	1.5	3	1.4
27	Aligning skills and interests with employment and vocational training	2.3	1.2	2.4	1.4	3	1.4
28	Construing the outcomes of transition assessments to offer students, families, and the relevant professionals	2.4	1.2	2.5	1.4	3	1.3
29	Assessing assistive technology	2.2	1.1	2.5	1.4	3	1.4

Total	2.4	1.1	2.61	1.25	2.98	1.29
Cooperation						
30 Inculcating collaboratory roles of families in making transition goals	2.5	1.3	2.6	1.4	3.1	1.4
31 Including the role of agencies for community services	2.4	1.2	2.3	1.3	2.9	1.4
32 Arranging transition resources to the parties concerned	2.4	1.2	2.4	1.3	3.1	1.4
33 Encouraging full participation of team members for transition at the community level	2.5	1.3	2.5	1.4	3	1.4
34 Sensitizing information related to transition services as well as postschool options among families	2.4	1.2	2.6	1.4	3.1	1.5
35 Increasing transition services via interagency planning	2.2	1.1	2.4	1.3	3	1.4
36 Contributing to community-level planning	2.2	1.2	2.2	1.3	2.9	1.4
37 Adopting transition planning for facilitating input by the team	2.2	1.2	2.2	1.2	2.9	1.3
Total	2.36	1.1	2.4	1.19	3.02	1.32
Additional Competencies						
38 Recognizing diverse family principles, practices, and values system	2.6	1.3	2.8	1.3	3	1.3
39 Endorsing cultural responsiveness during transition planning	2.5	1.3	2.7	1.4	3	1.3
40 Increasing the participation of parents to substitute transition outcomes	2.5	1.3	2.8	1.5	3	1.3
41 Taking transition follow-up	2.2	1.2	2.5	1.4	3	1.3
42 Assessing transition service quality and making the anticipated changes for students	2.3	1.3	2.4	1.3	3	1.3
Total	2.45	1.1	2.63	1.26	3	1.24
Total across dependent variables	2.4	.94	2.7	.95	2.98	1.14

In response to the first research question, participants were inquired regarding the extent to which 42 transition capabilities assisted them in addressing and fulfilling the requirements of needs. The responses were measured based on a five-point Likert scale which comprised a ranking from 1 to 5 (1 = not at all, 2 = slightly, 3 = somewhat, 4 = very well, 5 = extremely well). Table 2 presents the responses of the participants about the degree of transition activities that were covered to fulfill the transition needs. In this instance, transition planning and cooperation were reported to be the highest factors i.e., ($M = 3.02$), and ($M = 3.02$) respectively. While the mean score of instructional planning and assessment came out to be the lowest ($M = 2.88$, $M = 2.98$) for assessing the extent of fulfilling the students' needs.

Given the second research objective, the participants had to state their preparedness for transition using a five-point Likert scale ranging from 1 to 5, typically from not at all prepared, a little prepared, somewhat prepared, very prepared, and extremely prepared respectively. In Table 2, the highest preparedness levels were in transition planning ($M = 2.67$), followed by curriculum and instruction ($M = 2.5$). However, cooperation had the lowest score in this dimension ($M = 2.36$). Answering the third question, teachers were asked about the application of transition activities on a five-point Likert scale ranging from 1-5 such as never rarely, sometimes, often, extremely often. The score of application was the highest for curriculum and instruction ($M = 2.88$) in comparison with the lowest score for cooperation and instructional planning ($M = 2.4$, $M = 2.48$) respectively. It showed that these features were not fully implemented.

Pearson correlation analysis was conducted to identify significant associations between dependent variables. A positive significant relationship, $r_s(124) = .62, p < .01$, was found between the level of preparedness and application of transition (Table 3). A positive significant correlation, $r_s(124) = .29, p < .01$ was found between the level of preparedness and coverage of transition needs with low strength. This can be inferred as teachers having higher scores in terms of preparedness had higher mean scores in their attitudes towards transition needs. Table 3. Interrelatedness between Level of Preparedness, Application, and students' transition needs

	Application	Fulfilling students' transition needs
Preparedness	.62**	.29**

Note. ** Significant Correlation at 1%.

Discussion

The findings of the research add to the literature about special education and transitional education in Saudi Arabia. This research explored the preparedness of teachers to deliver special education and the level of its application as well as the impacts of transition activities on students with disabilities in the Saudi context. The responses indicated that, on average, participants had completed two transition courses. Nevertheless, a considerable number of participants had not undertaken a transition course provided by their respective institutions. However, there was a lack of availability of transition courses for teachers outside their respective organizations. Thus, a public-private partnership is needed in Saudi Arabia to successfully achieve the transition competencies owing to limited opportunities for special education teachers. This is similar to Johnson's (2014) study, which stated that opportunities for these transitional courses remained low in higher education institutes, impacting the transitional educational knowledge among special education teachers. Hence, there is a dire need to expand knowledge and training following special education to increase cooperation between the entities concerned.

The responses indicated gradual improvement in transition content and activities, with the most substantial impact being on curriculum and instruction. Lee et al. (2015) have also highlighted the significance of curriculum and instruction on the abilities of students with disabilities. On the contrary, Alawajee and Almutairi (2022) found that in Saudi Arabia, readiness for in-class education among special education teachers was higher and the pandemic did not negatively impact their readiness. Moreover, the study highlighted the crucial role of instructional planning in developing students with disabilities. The research by Patton and Kim (2016) supported the idea and further demonstrated that systematic transition was effective in contributing to students' improved life outcomes after completion of school. Concerning the additional competencies, the results reported low self-determination skills for the level of preparedness, application, and coverage of the transition needs of students. Shogren et al. (2015) stressed the need to develop self-determination capabilities for students with disabilities to aid in their positive transition. Wehmeyer et al. (2013) have emphasized how an improved self-determination status among secondary school students with disabilities could lead to enhanced employment prospects and career objectives in addition to access to various community activities. It is unclear why the participants of the study did not term self-determination skills as significant. This can be attributed to the paucity of attention towards the course content propagating self-determination in Saudi Arabia (Alhossan & Trainor, 2017). Self-determination is characterized by liberation, the stake in decision-making, and problemsolving, which needs to be included in the curriculum of special education.

Cooperation was also found to be average or low. Thus, persistent efforts are required to make the student's transition to adulthood smooth. Makoelle (2020) examined the transition to

inclusive education in Kazakhstan and found it bridled with many hurdles. According to the study, despite the pivot toward all-encompassing education, the notion did not seem well-integrated into the existing education system owing to below-par instruction planning. The present study has indicated that assessment activity in transition education was relatively low. Mazzotti and Rowe (2015) have also stressed the importance of developing collaborative practices among students as these facilitate transition activities in special education. Similar findings have been reported by Jamgochian and Ketterlin-Geller (2015) who emphasized the importance of improving assessment methods to increase students' achievements in post-secondary education. Fontil et al.'s (2020) results are congruent with the present study's results that concluded a need for the formulation and adoption of collaborative practices by special education teachers and instructors.

Shogren et al.'s (2015) research promotes direct assessment activities and highlights how this helps develop students' knowledge and effective transition programs that are important for improving their postsecondary outcomes. Researchers have stressed the importance of qualified transition personnel who can improve the transitional abilities and after-school results of such students (Alhossan & Trainor, 2017; Newman et al., 2016). According to Patton and Kim (2016), community-based experiences for these students should be improved. The results of the study showed a positive significant correlation between the preparedness and application of transition services and education. There was a higher inclination to deliver transition education among the teachers who had a higher level of preparedness and applied them into practice in real life. However, the teachers who reported a lower level of preparedness had a lower level of delivering transition services and student engagement. These findings are similar to the results of Benitez et al. (2009) who highlighted that teachers with lower preparedness were not apt to deliver transition services effectively. In addition, this research pinpointed a significant positive relationship between preparedness and meeting the transition needs of students with disabilities. A higher level of preparedness enabled them to fulfill the transition needs of the students. Therefore, it is an undeniable fact that teachers' preparedness has a crucial role in providing transition services.

Implications and Limitations

The present study has important implications. First, the findings of the study will aid in devising important policies to facilitate students with disabilities with competent educational standards. This can be achieved by increasing the special education teachers' participation in specific development programs designed for effective transitional educational planning and assessment. The findings are specifically applicable to existing Saudi educational institutions considered to meet the educational necessities of students with diverse disabilities. These findings will help them examine the existing hurdles in the way of practicing transition activities in secondary classes in Saudi Arabia. Since, it is widely-acknowledged that transition services need upgradation in Saudi Arabia, these findings are critical for researchers and policymakers for reforms and upgradation. Furthermore, teachers and principals could take insights from this study to improve their pedagogies and highlight the areas of improvement.

The study's limitation includes that the results cannot be generalized to the broader population given its restriction to Saudi Arabia. Therefore, caution must be exercised when referring to the present study results in other regions. Another limitation is that only secondary education teachers for special education were recruited in this study and did not take the point of view of the preservice teachers. In addition, since, the notion of transition is novel in the Saudi context, the concept of transition is still new in Saudi Arabia, likely, some of the transition terms were not used in the questionnaire responses. Hence, all the terms were explained to the participants.

Conclusion

To conclude, major progressive changes are being made in the transition activities to expand the educational results of students with diverse disabilities. There are still certain gaps that need

to be filled. This can be achieved through the enhancement of transition services for teachers' preparation. Hence, it is suggested that efforts be channelized for the creation of comprehensive transitional planning and assessment. This will help students with disabilities in understanding their interests and preferences during the transition. Therefore, there is a need to develop teachers' ability in special education concerning the transitional skills needed for students' adult living is significant. The findings imply to emphasize the development of teachers' critical knowledge and skills for future transition by the administrators of the preparatory programs of special education. An improvement in teachers' competence and abilities in transition empowers them to deal with and respond to the required transition needs. Further research can be attempted to evaluate special education teachers' performance as well as the content required for their professional progress and growth in transition activities. Additionally, more research is needed on the transition-related content. A future study can address the implementation of transition competence for students with diverse disabilities. The study suggests future researchers discover the perceptions of the teachers of special education by employing both qualitative and quantitative methods. This will aid in providing a holistic picture of the transition preparedness and implementation and its related issues.

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