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TRANSITION PROGRAMMES FOR PERSONS WITH INTELLECTUAL

DISABILITY AT SHALOM SPECIAL SCHOOL, NKORANZA
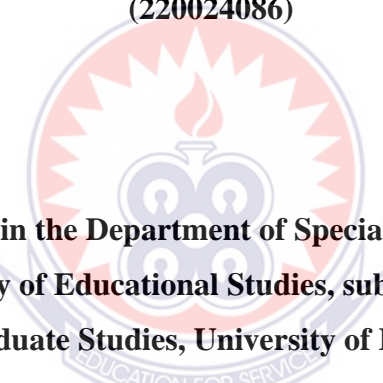
ISAAC NABIN

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TRANSITION PROGRAMMES FOR PERSONS WITH INTELLECTUAL

DISABILITY AT SHALOM SPECIAL SCHOOL, NKORANZA

ISAAC NABIN

(220024086)

A Thesis in the Department of Special Education,
Faculty of Educational Studies, submitted to
the School of Graduate Studies, University of Education, Winneba,
in partial fulfillment of the requirements
for award of the Master of Philosophy
(Special Education) degree.

NOVEMBER, 2023

DECLARATION

STUDENT'S DECLARATION

I, **Isaac Nabin,**declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

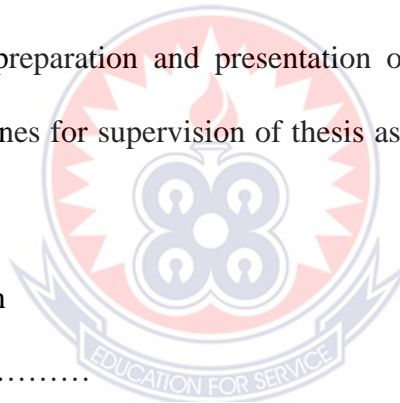Signature:…………………………….

Date:…………………………………….

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Mrs. Florence Akua Mensah

Signature:…………………………

Date:………………………………

DEDICATION

This thesis is dedicated to my wife (Joyce) and our children NabinSalomey, Nabin Luke and Nabin Ezekiel who offered me support and encouragement differently throughout this study.

ACKNOWLEDGEMENT

This thesis was made possible by the heavy support, suggestions, encouragement, and guidance of the following people. First, I am greatly appreciative of my academic supervisor and lecturer Madam Florence Akua Mensah, for her patience and guidance throughout the writing of this thesis, I am extremely grateful to her. I am also very thankful to all who offered me their time and assistance to produce this thesis. Without their interview responses and cooperation, it would have been very difficult to come up with this research.

Finally, I am grateful to all those people whose names I cannot mention but contributed in diverse ways throughout my education.

TABLE OF CONTENTS

LIST OF TABLES

Table	Pages

ABSTRACT

The study investigatedtransition programmes available at Shalom Special School, Nkoranza. The study adopted the qualitative approach and case study design. The sample size for the study was 12 participants from a population of 16teachers in the school. Purposive sampling technique was adopted in selecting the participants for the study.The findings of the study indicated generally that transition programmes available at Shalom special school are not given much attention and such programmes are not well structured to meet the needs of the students due to lack or inadequate teaching and learning resources. However, it is suggested that **t**raining equipment, materials and logistic should be regularly supplied to the special school by Government through the Ghana Education Service to enhance the training skills of students. In addition, adequate and qualified teachers with technical and vocational training background should be encouraged to teach in the special schools after training. The researcher believes that when these recommendations are implemented, individuals with intellectual disabilities will see positive results in terms of their independent living.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Transition programmes for persons with disabilities which includepersons with intellectual disability are crucial for their independent living. The aim of transition programmes for individuals with intellectual disabilities in special schools is to prepare them to acquire skills necessary to lead independent lives in future. These programmes can also equip individuals with disabilities with skills in vocations for employment. Transition programmes is considered an essential tool for integrating individuals with intellectual disabilities in society by making them productive members. It has also been observed that some of the special schools including Shalom Special School at Nkoranza, in Ghana provide training which prepares individuals with intellectual disabilities for the job market. In United States of America, the federal requirement under Individual with Disability Education Act (IDEA, 2004) mandates states to provide transition programmes for students with disabilities. Also, in Ghana, Persons with Disability Act (Act 715, 2006) requires the state as a nation to provide transition services for persons with disability to ensure that they are able to integrate well in the general society.

Shogren and Plotner (2012) defined transition programme as a coordinated set of activities that is designed for specific students with learning disabilities that promotes the students' transition to work place after being trained in the required work skills. This programme is not only to train the students in work-related skills but also to prepare the students with relevant skills needed to function in the work environment. After they have acquired the skills, the students would be placed in the work place for a period of time.

Lindstrom et al (2011) are of the view that, these experiences would assist them to be independent after leaving school life. Thus, the work experience gained through transition

1

programme would lead to the opportunities to work after leaving school, and indirectlywould also boost up the students' self-confidence to enter work force in the future. According to Aliza (2013), the objectives of transition program from school to work environment were to train special needs students to acquire relevant skills and gain work experiences outside their learning environment.

The successful transition into adulthood of students with disabilities is a seriousconcern for parents, students, educators, and other stakeholders in the field of special education. The IDEA amendments of 2004, also known as the Individuals with Disability Education Improvement Act (IDEIA), provided the most recent definition of transition services and the procedural requirements that must be followed when teams develop an individualized education programme (IEP) that addresses transition planning. Avoke andAvoke (2004) opined that with the prescriptive nature of the law, several studies have indicated that transition is not being fully implemented in most schools in Ghanaian context with respect to special school. Also, their preliminary discussion with service providers and research conducted by Ghana Education Service points to the fact that pupils in many special schools are not adequately prepared for life after school. The transition process involves several people; educators, community agencies and family members to collaborate to develop a plan that is focused to enable students achieve success after graduating from school. In all transition planning models used, stakeholders collaborate in order to develop and implement effective programmes.Wang (2006) emphasized that the overall goals of the transition programme is to help student and family to bring together the best possible outcome of the person who are suffering from intellectual disability so that their transition is smooth and secure

It is important to note that, effective transition services and programmes are built on strong partnership with stakeholders. During this session, participants who have the opportunity to

explore the role of agencies and community members in transition services and programmes and examine current practices as well as opportunities tostrengthen partnerships. With the technological development in the market, it is difficult for the training centres to provide facilities that can make individuals with intellectual disabilities marketable.The transition programmes are designed for special learners that are intellectually disabled and those with physical disabilities. It is designed to meet their special needs and respond to their specific interests. It is like a care package that will empower the learners in their transition from home to school or from post-elementary or post-secondary to the world of work. In the transition programme, the learners will also enjoy an education that will enable them to become functional in their everyday lives.

The National Council for Special Education (2014) identified several points where a transition programme can be developed and implemented in the Republic of Ireland: (1) from pre-school to primary, (2) from primary to post-primary, (3) from post-primary to further or higher education, and (4) from education to adult life. Similarly, the Department of Education of the province of Nova Scotia (2005) identified several types of transition programmes based on four entry points: (1) home-to-school transition, (2) grade-to-grade transition, (3) school-to-school transition, and (4) school-to-community transition. These types of transition programmes offer comprehensive curricular programmes to respond to the transition needs of special learners.

Getting job for persons with intellectual disabilities is an issue as employers have the tendency not to employ them. They are not always given the opportunities to gain work experience and maximize their potential in the working world. Even though some of them have basic learning skills and capableto acquire vocational skills through training (Aliza, 2013), according to Lindstrom, Doren, and Miesch(2011) employment opportunities for those with special needs are very limited as work experience is stated as one of the criteria in job application. Furthermore, the importance of work experience was stressed by Oertle and Trach (2007) as one of the components to develop minimum qualification for employments beside training and education.

Butcher and Milton (2008) also agreed that experience would be an asset in searching for employment.Therefore, opportunities to gain work experience in actual work environment should be given to those who have intellectual disabilities, so that they would be able to get jobs and earn a living on their own.

Lindstrom et al (2011) stated that, it was important for special needs young adults to gain work experience. Not only it helped them togain work experience but also critical work skills and relevant work relatedbehaviours. They also added that work experience were primarily positive, allowing the students to gain additional opportunities and skills needed for the related task/job.Therefore, the transition programmes are planned according to the students' capabilities so that they could continue the learning process at their work place.

Aliza (2013) opined that transition programmes in Malaysia were implemented by special education teachers. The teachers would carefully select qualified students with intellectual disabilities to be trained in the programme. These students 'academic skills were not only assessed by the teachers but also their social and emotional development. Therefore, several observations were done in the class and also outside the class to identify their abilities in coping with the demands of the work environment later. The data gathered would provide information in planning learning activities in the transition programme.

The transition programmes' activities are designed based on the students' needs, interests, and also their goals to be in the programme. Theprogramme also providesspecific learning process and assistance in preparing the future students to function in the actual workenvironment. The teachers also teach the students' knowledge and skills especially in coping with the needs and demands at the work place including communication and social skills. This was to initiate positive interaction with co-workers or supervisor and ultimately build good relationships for the students' well-being in the work environment. Even though the students are trained and prepared to work, the success of the transitionprogramme depends on how the students adapt into their

4

working environment. These trainees are bound to face challenges with their limited communication and social skills, in addition to their behavior and attitudes issues that would interfere with the process of gaining work experience. This study sought to investigate the transition programmes available for students at Shalom Special School at Nkoranza to prepare them towards life after school.

1.2 Statement of the Problem

Even though the curriculum for special schools for students with intellectual disabilities in Ghana describes some of the transition programmes needed to improve the independent living and community integration of students with intellectual disabilities, the students who have attended such programmes do not appear to be prepared to meet the demands of life after school (Opoku, 2016; Ngobeni, 2015;Gadagbui, 2013). Ametepee and Anastasiou(2015) citing Clark and Kolstoe (2014), observed that programmes offered in special schools and centres do not sufficiently meet a number of their educational and training needs. This usually appears that such individuals placed in these schools do not get the adequate support and attention needed for proper transition. Evidence of my teachingservice in the school and my interactions with some teachers and students in Shalom Special School at Nkoranza for the past one year reveal that a sectionof students of the schools are unable to demonstrate the skills they have acquired in the school. Also it was observed during classroom interactions that, some of the students are not demonstrating the new skills learnt. Again, my encounter with some of the past (graduates) students of Shalom special school at their places of work and homes has demonstrated to me on their ill preparedness on the skills and experience needed after school. Finally, my encounter with some employers of persons with intellectual disability has revealed to me that, they lack the necessary skills to neededto operate at in their work certain (places). It is in view of these that the researcher sought to investigate the transition programmes available at Shalom Special School at Nkoranza and how they are preparedfor transition from school to the community.

5

1.3 Purpose of the Study

The purpose of this study was to explorethetransition programmes available for persons with intellectual disabilities in Shalom Special School, Nkoranza, and how they are prepared for transition from school to the community.

1.4 Objectives of the Study

The objectives of the study were to:

1. Explorethe transition programmesavailable for persons with intellectual disabilities in Shalom Special school at Nkoranza

2. Find out how the programmes prepare persons with intellectual disabilities for transitionin Shalom Special school at Nkoranza

3. Find out the resources available for transition of persons with intellectual disabilitiesin Shalom Special School at Nkoranza

4. Examine the challenges affecting transition programmes for persons with intellectual disabilities in Shalom Special School at Nkoranza
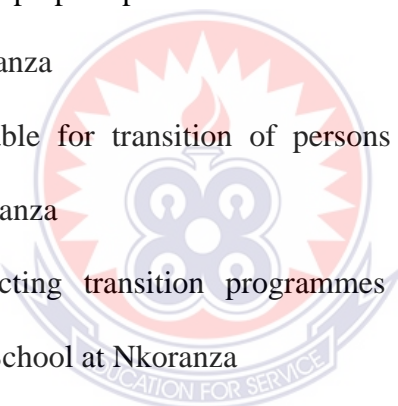
1.5 Research Questions

The following research questions were raised to guide the study:

1. Whattransition programmesis available for persons with intellectual disabilities in Shalom Special School at Nkoranza?

2. How does the programme prepare persons with intellectual disabilities for transition at Shalom Special School at Nkoranza?

3. What resources are available for transition of persons with intellectual disabilities in Shalom Special School at Nkoranza?

6

4. What challenges affect the transition programmes for persons with intellectual disabilities in Shalom Special School at Nkoranza?

1.6 Significance of the Study

The findings of the study will help bring out the various transition programmes practiced in the school. The findings will also bring to bear the effectiveness of such programmes to inform programme modification to ensure practicability and usefulness.

Also, the results of the study will reveal the extent at which the programmes prepare Persons with Intellectual Disability for transition into the community.Furthermore,the results of the study would also help in revealing what resources are available for effective planning of transition programmes for the students with intellectual disabilities. This would enable the school authorities and the Ghana Education Service (GES)provide the needed resources for the effective planning, implementation and teaching of the programmes.

Finally, it will also unearth the problems that militate against the planning, teaching and implementation of transition programmes in the school and finding possible remediation. This would also help in adding to the literature on transition programmes in special schools in Ghana.

1.7 Delimitations of the Study

Even though there are twelve (12) public schools for persons with intellectual disabilities in the country, the studycovered only Shalom Special School at Nkoranza in the Bono East region of Ghana because this school has been observed for a while when I taught there as teacher and the products seem to be ill prepared on transition programmes.

1.8 Limitation of the Study.

It was normal to face some difficulties during research work of this nature. The researcher encountered some difficulty in booking an appointment with the respondents during the study. Furthermore, I believe this study would have been more thorough if the participants would have

included parents of students with intellectual disabilityat Shalom special school in other to seek their opinions as well. Another limitation was the use of primary data collected through interviews presents its own weakness that can affect the results of the study. Respondents may give responses based on their own perspectives and mood. Beliefs and judgments' which may not be accurate and entirely the truth and thus affect the study findings.However, it is important to note that, despite these limitations, the research findings and conclusions were not compromised.

1.10 Organization of the Study

The study is organized under five chapters. The first chapter is about the Introduction, which highlights the background to the study, the statement of the problem, the purpose of the study. The objectives of the study and the research questions were stated with the significance and delimitation and limitation of the study. Chapter Two reviewed the literature related to the study. The review involved theoretical framework, conceptual framework andempirical studies.

The Third chapter describes the methodology used for the study. This involves the research approach, research design, population and sampling procedure, instrumentation, the pre-testing procedure, the procedure for data collection and data analysis.

Chapter Four comprises data analyses and discussion. The final chapter summarizes the study and provides conclusions. Recommendations are given in the last section of the chapter based on the findings of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents the theoretical framework and the literature review for the study. The literature reviewed coveredthe following themes:

1. Transition programmes available for persons with intellectual disabilities

2. Preparing persons with intellectual disability for transition

3. Resources available for transition programmes

4. Challenges affecting transition programmes

2.1 Theoretical framework

2.1.1Ecological Systems Theory (EST)

The theory which underpins this research is the Ecological Systems Theory (EST), also known as Bronfenbrenner'sbioecological Model. This theory was propounded by Bronfenbrenner in 1979 and reviewed in 2005. The ecological systems theory provides a valuable framework for understanding the complex interplay of factors that influence the success of transition programmes for individuals with intellectual disabilities. This theory emphasizes the interconnectedness of various environmental systems that shape their development and functioning (Bronfenbrenner, 1979). The theory is in four levels namely; microsystem, mesosystem,macrosystemand the exosystem. Here's how the ecological systems theory applies to transition programmes:The microsystemfocuses on the immediate environment where individuals with intellectual disabilities directly interact, including their family, school, and community-based support services (Bronfenbrenner, 1979).). Transition programmes effectively engage the microsystem by collaborating with families and working closely with school personnel to facilitate smooth transitions from school to post-secondary education, employment, or community living (Thompson, Blackorby& Brown, 2015). It also connects individuals with

support services like vocational rehabilitation agencies, disability organizations, and community centers (Blackorby, Brown,& Thompson, 2019.The mesosystemexamines the interactions between different microsystems. In this, it plays a crucial role in facilitating positive interactions between school and families as the programmes bridge communication gaps and foster collaboration between school personnel and families to ensure a consistent and supportive learning environment. The programmes also connect individuals with community-based services like job training programmes, supported employment initiatives, and recreational activities, maximizing opportunities for success (Hall &Koegel, 2013). The exosystemencompasses broader social structures that indirectly influence the individual, such as the policies, regulations, and funding available for disability services (Bronfenbrenner, 1979). This level of the theory advocate for systemic changes of the transition programmes by promoting inclusive policies and advocating for policies that ensure equal opportunities and access to resources for individuals with intellectual disabilities (Agran, Jones, & Smith, 2016).). Again, it lobby's for increased funding and also working to secure adequate funding for transition programs, ensuring the sustainability and quality of services (Smith & Jones, 2015). The macrosystemencompasses the cultural beliefs, values, and societal attitudes that shape the individual's experiences (Bronfenbrenner, 1979). The theory contribute to positive societal change of transition programmes by raising awareness and educating the public about the abilities and potential of individuals with intellectual disabilities, challenging negative stereotypes and promoting inclusion (Ahearn & Heller, 2013). Also, it empowers individuals with intellectual disabilities to advocate for their rights and needs, contributing to a more inclusive and equitable society (Brodwin, Jones & Smith, 2021).).

2.2Transition Programmes available for Persons with Intellectual Disability

2.2.1Transition

Transition is a term which has been in use in the field of intellectual disabilities research and practice for at least twenty years. Transition programmes are a critical component of services for students with disabilities, particularly those with intellectual disabilities. These programmes are designed to support students in the period between secondary education and adulthood, focusing on life skills, employment, and independent living (Carter, Brock&Trainor, 2019). They typically begin during high school and continue until a student leaves the education system, at which point they may access adult disability services.The Individuals with Disabilities Education Act (IDEA) mandates that schools in the United States provide transition services for students with disabilities, starting at age 16, though it may begin earlier in some cases (U.S. Department of Education, 2020). These programs are designed to address the individual needs of students with intellectual disabilities, helping them prepare for adult roles such as employment, postsecondary education, and community participation (Test et al., 2014).Shogren and Plotner (2012) defined transition programme as a coordinated set of activities that is designed for specific students with learning disabilities that promotes the students' transition to work place after being trained in the required work skills. This programme is not only to train the students in work-related skills but also to prepare the students with relevant skills needed to function in the work environment. After they have acquired the skills, the students would be placed in the work place for a period of time. Lindstrom et al (2011) are of the view that, these experiences would assist them to be independent after leaving school life. Thus, the work experience gained through transition programme would lead to the opportunities to work after leaving school, and indirectlywould also boost up the students' self-confidence to enter work force in the future.

According to Aliza (2013), the objectives of transition program from school to work environment are to train special needs students to acquire relevant skills and gain work experiences outside their learning environment. Transition could be viewed as the life changes, adjustments and cumulative experiences that occur in the lives of young adults as they move from school environments to independent living and work environments. According to IDEA, transition services are a set of coordinated activities designedas a results-oriented transition plan. Connor, (2012)opined that for transition services to be successful it must be based on the needs, strengths, preferences, and interests of the students with learning disabilities who should play an active role in the transition planning. Moreover, to further prepare students with learning disabilities fortransitioning into postsecondary education or employment, individualized supportservices must address the skills needed to attain a student's goals and be successful incollege. The purpose of a transition plan in high school for students with intellectual disabilities is to provide a type of road map for students to follow from their first year of high school through graduation and on to college (Connor, 2012). Rumberger (2009) maintains that, transition services are expected to prepare students with skills and knowledge to successfully enter post-secondary education or the workforce. Connor (2012) statesthat an effective transition plan should include the student, parents, teachers, school guidance counselors, administrators, and community members sinceeach stakeholder plays an important role in the transition process.

The transition services, according to IDEA,were designed to build a bridge between high school and adult life (Morningstar et al.,2012). To fulfill the intent of IDEA, transition planning is followed to design the students' educational program. The National Center for Learning Disabilities (2013) reported the benefits of the standards-based IEP being used in some states. Standards based IEPs are linked to the grade level curriculum and are intended to increase expectations and achievements for students with intellectual disabilities. The standards-based IEP is also intended to encourage collaboration and awareness amongst educators. This program

would be to assist the students make a successful transition towards their goals for life after high school. Transition planning is a process by which students and the IEP team develop a road map for future plans beyond high school. The skills that need to be taught ensure that students are prepared for postsecondary education. Many factors need to be taken into consideration when designing transition skills and planning a curriculum for students with intellectual disabilities. Such considerations include self-determination, self-advocacy skills, independent living and social skills. In their longitudinal study, Shogren et al. (2007) found four factors that impact self-determination within individual students:

(a) capacity,

(b) opportunity,

 (c) supports and accommodations,

 (d) perceptions and beliefs. Of these, the most significant impact on self-determination skills was the opportunity tomake choices within the individual's perceptions and beliefs.The Center for Change in Transition Services (2007) described six components indeveloping an effective transition plan for students with learning disabilities: ageappropriate transition assessments, measurable postsecondary goals, transition services, courses of study, coordination of services with adult agencies, and development of IEP goals. These components would fulfill indicator 13 in the IDEA (2004).To reach the desired transition outcome, all six components must be completed. Using an age-appropriate transition assessment provides the student and the IEP team information regarding the students' strengths and areas of need (Sitlington, 2003). This assessment would include not only academics but socialization, behaviors, daily living skills, self-advocacy skills, and increased motivation, among other skills needed to succeed. A student's preferences would be part of the transition assessment process. By analyzing the results of the assessments, the IEP team could guide the students intosetting attainable goals for their futures. From this point, measurable postsecondary goals could be developed, and the transition services

13

to achieve these goals be put into place. (Kellems& Morningstar, 2009).The role of the student is one of the most important components to the transition assessment and development of goals. Hawbaker (2007), the extent of the students taking an active role in their IEP meetings is not reality. Important decisions are made in the IEP meeting regarding the students' futures. If students are not a part of the development of their IEP, or have only a token role, then the students learn their opinions do not really matter and that all decisions are made for them and not by them (Hawbaker, 2007). This practice compromises the students' ability to apply the self-determination skills they will need post-high school. Cawthone and Cole (2010) examined the perspectives of students in postsecondary education regarding accommodations, opportunities and barriers, and their knowledge of their disability and what, if any, programs were in place in high school to assist them to transition to college.

Key Components of Transition Programmes

Person-Centered Planning:One of the fundamental aspects of transition programmes is *person-centered planning (PCP)*, which ensures that the individual with an intellectual disability plays a central role in determining their own goals for the future. PCP focuses on the strengths, interests, and preferences of the individual, leading to tailored transition goals that maximize their potential (Wehmeyer, Shogren, & Palmer, 2018). Research has demonstrated that PCP contributes significantly to positive adult outcomes, as it encourages self-determination and independence (Mumbardo-Adam, Shogren, &Wehmeyer, 2020).

Vocational Training and Employment Support:Employment is one of the most critical outcomes for individuals with intellectual disabilities, as it offers financial independence, social integration, and a sense of purpose (Wehman et al., 2020). Transition programs often include vocational training and supported employment services to ensure that individuals with ID are adequately prepared for the workforce. Research indicates that individuals who participate in such programs

are more likely to secure employment compared to their peers who do not have access to these opportunities (Grigal, Hart, &Papay, 2018).

Life Skills Development: Life skills training is another vital component of transition programs. This training helps individuals develop the practical skills they need to live independently, such as cooking, cleaning, managing finances, and navigating public transportation (Bouck, 2017). Without these skills, individuals with intellectual disabilities may struggle with the demands of daily life as adults.Studies show that individuals with intellectual disabilities who receive life skills training are more likely to live independently and experience a higher quality of life than those who do not (Trach, 2016).

Social and Community Integration: Transition programmes also emphasize *community integration*, ensuring that individuals with intellectual disabilities are not isolated from society. Social skills training, volunteer opportunities, and participation in community events help foster relationships and develop social networks. Research has shown that social isolation is a significant risk factor for poor mental health outcomes among individuals with disabilities, making social integration a key objective of these programmes (Carter et al., 2019).

Postsecondary Education:For some individuals with intellectual disabilities, postsecondary education can be an important next step after high school. Postsecondary transition programmes offer support for students interested in attending college or vocational training programmes. In these settings, students can learn academic and vocational skills while receiving the accommodations they need to succeed (Grigal et al., 2018).

Best Practices in Transition Programmes

Transition programmes for individuals with intellectual disabilities (ID) are designed to facilitate the shift from school to adult life, encompassing employment, independent living, and community engagement. These programmes often focus on person-centered planning, which is

15

fundamental for promoting self-determination and empowerment in persons with ID (Carter, Brock, &Trainor, 2019). One of the key aspects of best practices is aligning the programmes with the specific needs of individuals, ensuring that they acquire the necessary skills to live as independently as possible.Person-centered planning (PCP) is a widely recommended approach in transition programmes. It emphasizes the active involvement of individuals with intellectual disabilities in the planning process, allowing them to express their preferences and make informed decisions regarding their futures (Mumbardo-Adam, Mumbardo&Wehmeyer, 2020). Research has shown that individuals who participate in PCP are more likely to achieve successful post-school outcomes, particularly in the areas of employment and community living (Wehmeyer,Shogren, Palmer & Williams-Diehm, 2016). Vocational training and supported employment are also pivotal components of transition programmes. Initiatives such as Project SEARCH have demonstrated notable success in preparing individuals with intellectual disabilities for competitive employment. Project SEARCH, which integrates classroom instruction with work-based learning, has reported high rates of job placement for its participants (Wehman, Sima, Ketchum & West, 2020). Supported employment programmes that provide on-the-job support, coaching, and accommodations have also been effective in enabling individuals with intellectual disabilities to secure and maintain employment (Bennett & Li, 2017). Beyond employment, transition programmes must equip individuals with the life skills necessary for independent living. Skills in areas such as money management, health care navigation, and social interaction are critical for ensuring successful community integration (Lipscomb,Lacoe,& Liu, 2017). Research underscores the importance of teaching adaptive behaviors in real-world settings, as individuals with intellectual disabilities often require more time and practice to master these skills (Carter,Brock&Trainor., 2018). Effective transition programmes prioritize life skills training alongside academic and vocational development.Another best practice in transition programs is fostering collaboration between educators, families, and caregivers. Parental

involvement has been identified as a key factor in the success of transition planning (Trach, 2016). Programmes that encourage open communication and partnership between schools and families are more likely to see positive outcomes, as parents often play a critical role in advocating for their child's needs and ensuring continuity in services after the transition (Cameto, 2019). Research by Newman, Wagner,Knokey&Marder (2019) suggests that involving families in the planning process from the outset improves post-school outcomes, particularly in employment and independent living.

Importance of transition programmes

The importance of transition programmes for persons with intellectual disabilities (ID) has been a subject of growing academic, policy, and practice-based interest. Transition programmes aim to facilitate the movement from adolescence to adulthood, preparing individuals with intellectual disabilities for life after school in areas such as employment, independent living, community involvement, and postsecondary education. Transition programmes for individuals with intellectual disabilities (ID) are essential interventions designed to support the critical transition from adolescence to adulthood. These programs focus on preparing individuals for independent living, gainful employment, social engagement, and, in some cases, further education. The need for structured transition services is increasingly recognized in policy frameworks such as the Individuals with Disabilities Education Act (IDEA) in the U.S. and various international agreements promoting disability rights and inclusion (Wehman et al., 2020). They address developmental needs**:**Individuals with intellectual disabilities often experience significant delays in cognitive, social, and emotional development, which can affect their ability to navigate the complexities of adulthood (Shogren&Wehmeyer, 2017). Transition programmes aim to bridge these gaps by providing tailored support during critical life stages. The developmental framework underscores the importance of providing age-appropriate support to address these challenges.For instance, Carter et al. (2019) found that when individuals with intellectual disabilities receive

17

comprehensive transition planning services that focus on self-determination, they are more likely to achieve positive adult outcomes. The development of social and vocational skills, coupled with self-advocacy training, can lead to greater independence and an improved quality of life.They also enhance employment outcomes**:** Employment is a critical area where transition programmes have shown significant benefits. Research indicates that individuals with intellectual disabilities are often underrepresented in the workforce, with many experiencing long-term unemployment or underemployment (Wehman et al., 2018). Transition programs that include vocational training, work-based learning, and supported employment have been effective in reversing this trend.

For example, programs like Project SEARCH, which provide internship opportunities for youth with disabilities, have been highly successful in promoting employment. Wehman et al. (2020) reported that Project SEARCH participants had a job placement rate of over 70%, compared to less than 20% for those who did not participate in similar programs. This evidence highlights the importance of early vocational interventions that help individuals with intellectual disabilities gain the skills and confidence needed to succeed in the workplace.In addition to improving job prospects, transition programmes that emphasize employment also address broader societal issues, such as reducing dependency on social welfare systems and promoting economic self-sufficiency (Bouck, 2017). Studies show that individuals who engage in meaningful employment experience greater social integration and personal fulfillment (Bennett & Li, 2017).Independent living is another key area of focus for transition programmes. For many individuals with intellectual disabilities, the transition to adulthood involves learning to live independently or semi-independently from family or institutional care (Lipscomb et al., 2017). Transition programs that offer life skills training, including budgeting, cooking, personal care, and managing healthcare, are vital in equipping individuals with the skills needed to live independently.Research has demonstrated that individuals who receive comprehensive life skills

training are more likely to live in less restrictive environments and require fewer support services as adults (Trach, 2016). Independent living also contributes to greater social inclusion, as individuals with intellectual disabilities can participate more fully in community life when they are not dependent on others for daily living needs (Benz et al., 2017).Shogren et al. (2019) emphasize that independence is not just about physical self-sufficiency but also includes the capacity to make decisions about one's own life. Programs that foster decision-making, self-determination, and personal responsibility are associated with higher rates of independent living and improved quality of life outcomes.While the focus of many transition programmes is on employment and independent living, there is growing recognition of the importance of postsecondary education opportunities for individuals with intellectual disabilities. Inclusive postsecondary education programmes, where students with intellectual disabilities take classes alongside their non-disabled peers, have also been linked to increased self-confidence, social networks, and self-determination (Grigal et al., 2018). Programmes such as Think College in the U.S. are specifically designed to provide individuals with ID the opportunity to participate in higher education while receiving the support needed to succeed. These programs have demonstrated positive outcomes, with students showing higher rates of employment and self-sufficiency than their peers who did not attend postsecondary education (Grigal& Hart, 2010).

One of the key challenges individuals with intellectual disabilities face during the transition to adulthood is social isolation. Research shows that many individuals with ID have fewer social opportunities and are at higher risk of becoming socially isolated than their non-disabled peers (Lipscomb et al., 2017). Transition programs that emphasize social skill development and community engagement can mitigate these risks.Carter et al. (2018) found that individuals who participated in transition programmes that included community-based activities were more likely to have broader social networks and participate in community life. This, in turn, contributes to

greater overall well-being and mental health (Shogren&Wehmeyer, 2017). Programs that encourage peer interactions, volunteer work, and recreational activities are particularly effective in reducing social isolation.

In addition to employment, education, and independent living, transition programmes play a critical role in addressing the health needs of individuals with intellectual disabilities. Research indicates that individuals with ID often have unmet health needs, particularly as they transition from pediatric to adult healthcare systems (Lindgren et al., 2017).Transition programmes that include healthcare planning, health education, and support in navigating the adult healthcare system can lead to better health outcomes for individuals with ID (Lipscomb et al., 2017). For example, individuals who are taught how to manage their health conditions, schedule appointments, and communicate effectively with healthcare providers are more likely to experience better overall health and lower rates of hospitalization (Cote et al., 2020).The importance of transition programs is further reinforced by legal and policy frameworks. In the United States, for instance, the Individuals with Disabilities Education Act (IDEA) mandates that transition planning be a part of the Individualized Education Program (IEP) starting at age 16 (Shogren et al., 2019). This legal requirement ensures that schools work with students, families, and community agencies to create a plan that prepares individuals with ID for life after high school.Internationally, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) has also emphasized the importance of inclusive education, vocational training, and employment opportunities for individuals with disabilities (WHO, 2020). Such frameworks not only underscore the need for transition programs but also provide guidelines for ensuring these programs are inclusive, comprehensive, and accessible to all individuals with intellectual disabilities.

2.2.2Legislations on Transition

The United Nations Convention on the Rights of Persons with Disabilities

A first piece of relevant protocol with international legal standing is The United Nations Convention on the Rights of Persons with Disabilities 2006, and it's Optional Protocol. This is the first comprehensive human rights treaty of the 21st century and is the first human rightsconvention to be opened for signature by member states of the United Nations. It marks a paradigm shift in attitudes and approaches to persons with disabilities since, traditionally, people with disabilities have been looked at from a medical perspective in which the disability isconsidered a problem of the individual who needs to be rehabilitated.The United Nations Convention is written within a new framework which considers disability as a social concept and focuses on the human rights of people with disabilities rather than on their rehabilitation. The Convention is a human rights instrument with an explicit social development dimension. It adopts a broad categorization of persons with disabilities and reaffirms that persons with all types of disabilities must enjoy all human rights and fundamental freedoms. It clarifies and qualifies how these rights apply to all categories of people with disabilities, and identifies areas where adaptations must be made in order for persons with disabilities to effectively exercise these rights and where protection of these rights must be reinforced. Article 24 of the Convention, devoted to education, declares that states should ensure equal access to primary and secondary education, vocational training, adult education and lifelong learning for all peoplewith a disability.

Furthermore, education systems should utilize appropriate materials, techniques and forms of communication. Pupils with support needs should receive appropriate support measures, and students who are blind, deaf and deaf-blind should receive their education via the most appropriate modes of communication from teachers who are fluent in sign language and Braille.In addition, the education of persons with disabilities should foster their participation

insociety, their sense of dignity and self-worth and the development of their personality, abilities and creativity.Most importantly, however, from the perspective of this review, is the fact that Article 24 indicates that states should ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination andon an equal basis with others. To this end, it states that parties shall ensure that reasonable accommodation is provided for persons with 37 of 213 disabilities.

Disability Act, 2006 (Act 715)

The Persons with Disability Act, 2006 (Act 715) has eight (8) main sections. Section one throws light on the rights ofPersons with Disability (PWDs). It gives Persons with Disability (PWDs) the right to live with their families or participate in any gathering open to the public. Itfrowns on subjecting PWDs to differential treatment in a residence. It says no person or employer shall exploit ordiscriminate against a PWD. Where a Persons with Disability (PWDs) is to appear in court, such court shall provide the necessary facilitiesto enable proceedings. This section also states that all buildings or services to which thepublic has access should be made accessible to PWDs. The section ends with penalty for non-compliance of theprovisions above. Section two highlights issues of employment of PWDs. It states that the state shall establishpublic employment centers to assist PWDs in securing a job. Government shall not only grant any PWD engagedin business but also any person or corporate body that employs a PWD shall be granted an annual tax rebate or aspecial incentive. Employers are also to make sure they provide Persons with Disabilities (PWDs)with the requisite tools or facilities to able them carry out their duties as employees. It is prohibited under the Act for an employer to post or transfer aPWD to a department or place where he/she would not be able to perform his duties as an employee. If a PWDremains unemployed for more than two (2) years, the state shall take the name of such a person, give him/her theappropriate training and tools and assist him/her

22

to secure a loan to start business.Any PWD who sells suchtools given to him/her by the state commits an offence and is liable to pay a fine.

Finally, the state shall establishrehabilitation centres in all regions, districts and communities in Ghana and ensure that PWDs shall berehabilitated in the nearest centre to foster integration into society.Section three concentrates on education of PWDs. Any custodian, parent or guardian who refuses toenroll a child with disability in school commits an offence and is liable to pay a fine or serve a term ofimprisonment. The state shall provide the necessary facilities and equipment to enable Persons with Disability (PWDs) benefit fromschool. The state shall not only provide free education to PWDs but also establish special schools for PWDs whocannot be enrolled in formal schools. It is the duty of the state to provide appropriate training for PWDs who isunable to pursue further formal education. The Act also specifies that no PWD shall be refused admission intoschool because of his disability. Any school that goes contrary to this provision commits an offence and is liableto pay a fine or serve a term of imprisonment. There shall be established public technical, vocational and teachertraining institutions which shall include in their curricula special education. It concludes with the provision thatall public libraries shall be fitted with facilities that makes accessible to PWDs. In Section four, the Act talksabout transportation for PWDs. The state shall ensure that the needs of PWDs are factored into the design,construction and operation of transportation network. PWDs are permitted to import a vehicle modified oradapted for their use and such vehicles shall be exempt from payment of import duty. Drivers are to stop for a PWD who shows intention to cross a road. The Act is also clear on the reservation ofspecial parking place for exclusive use by PWDs. A Person with Disability (PWD) may own a driving license upon satisfying all theconditions prescribed by the Driver and Vehicle Licensing Authority. It is also mandatory for all port managersto provide facilities that will aid the movement of PWDs at the port. All commercial buses shall reserve at leastseats for PWDs.

23

Any driver that hits a PWD or a bus that does not reserve at least two seats for PWD commitsan offense and is liable to pay a fine or serve a term of imprisonment. The Act focuses on health-care and facilities in Section five. It states that the state shall provide freegeneral and specialist care for PWDs. The Act mandates the state to ensure that the study of disability ordisability related matters are included in the curricula of training institution for health professionals. It isprovided in the Act that health authorities shall organize periodic screening of children in order to detect, preventand manage disability. The state shall also establish and operate a health assessment centre in every district,where mothers and infants shall be given early diagnostic medical attention to determine the onset of a disability. In Section six, some miscellaneous provisions are provided. It provides that any person or organization thatmanufactures technical aids or appliance for use by PWDs shall be exempted from the payment of tax. It is anoffense for any person to call PWDs derogatory names because of their disability. The state shall ensure that thenecessary facilities are provided to enable PWDs have access to sports, cultural and festive events. The Actstates that law enforcement agencies shall take into account the disability of a person on arrest, trial orconfinement and provide for that person accordingly. For the purpose of this study, the review of the research ends with the transitional provision which states that all buildings to which the public has access shall by August,2016 be accessible to and available for use by PWDs. These provisionsnotwithstanding, the disabilityscholarship has criticized Act 715 for its numerous omissions.Also, in Ghana, Persons with Disability Act (Act 715) requires the state as a nation to provide transition services for persons with disability to ensure that they are able to integrate well in the general society.

Rights of Persons with Disability (PWD)

The rights of PWD are also human rights, to that extent, the rights enshrined in the CRPD

are similar to the UN Human Rights Charter of 1948. The right to life is recognized, as the

24

first important right for PWD. It is states that parties reaffirm that every human beinghas the inherent right to life and shall take all necessary measures to ensure its effectiveenjoyment by persons with disabilities on an equal basis with others.Other equally important rights include right to recognition everywhere as persons before thelaw, right to liberty and security of person, freedom from torture or cruel, inhuman ordegrading treatment or punishment, freedom from exploitation, violence and abuse, right toacquire and change a nationality and freedom from arbitrary deprivation of nationality on thebasis of disability. Children with disabilities also have right to name, and right to know andbe cared for by their parents.Additional rights include choice of place of residence, mobility, right to expression andopinion, and access to information, marriage and to found a family on the basis of free andfull consent of the intending spouses; freedom to decide freely and responsibly on the numberand spacing of their children and to have access to age-appropriate information, reproductiveand family planning education are recognized, and the means necessary to enable them toexercise these rights are provided. PWD also have right to education, health, work andemployment, Participation in political and public life and right to cultural life, recreation,leisure and sport.

2.2.3 Types of Transition Programmes

Transitions are part of everyone's life. Some are predictable while others occur more spontaneously. Transition is a concept that implies change and movement. For students who are in school, change and movement occur throughout their school careers. Without question, many transitions occur on a daily basis (e.g., moving from one task to another within a classroom situation); other transitions involve major changes (e.g., moving from primary school to secondary school). While all of these transitions are worthy of discussion, this article will focus on one particular transition that we feel is especially important for special needs students. Transition programmes are designed for individuals with intellectual disabilities. Programmes

25

may include functional skills and structural skills for the teen-ager, technical training for the youth and neighbourhood centred and special training for the elderly, or a combination of any of the above (Ten, 2007). According to Morgan and Morgan (2006), transitional programmes are aimed at enhancing the academic, vocational and technical performance of students with disability. At the least such programmes give them the opportunity to understand basic academic learningso that they can integrate in their real life. Through this, they can also experiencesocializationand interdependence. Those who may not be able to come to school also be trained at home using correspondent learning where they may require the help of their parents or guardian. Their schedule then will be dependent on their availability and their capacity to learn. There are also programmes that need special attention that do not focus primarily on intellect but also on behaviour. The programmes are eligible for mental development and cognitive diagnosis depending on their disability. They associate cure to learning and are best for students during theirtoddler years so that they can maintain their status till they have grown (Ramesh, 2004).There are also programmes that may focus on transitional independence especially for young adult and teenagers who have been experiencing puberty and adolescence. In such programmes the individuals are taught to do household chores, responsibility management and interpersonal development in addition to academic training so that they can accomplish certain tasks at home even on their own. Mental experts say that this programme should be given to the young adult rather than children or the elderlybecause they are the individuals who are physically capable of handling the task (Wang, 2006).It is very important for the parents to identify what kind of transitional programme they have to enrol their children in so that they can focus on their status and basically learn from it. The hassle of programme, those are not suited for the student would create even more mental disruption in the students' life (Shearman &Shearan, 2011). Individuals with intellectual disabilities need to learn close to someone or with the supervision of their parents or immediate guardian during the first few weeks of their learning

experience and later on if they are familiar with the studies then they can begin to let go slowly for the students or patients to work independently (Wang, 2006). Wang emphasized that the overall goals of the transitional programme is to help student and family to bring together the best possible outcome of the person who are suffering from intellectual disability so that their transition is smooth and secure. Wang further said, intellectual disabilities is not at all a hindrance for a students to learn the behaviour of a "normal" individual and that they too have the rights to education. Transition programmes are intended to develop the students with intellectual disabilities to full maturity as possible so that they will not just be "normal" human being like everyone else but they would see themselves progressive and organising individuals.

Also, Wang (2003) suggested that transition from high school to adulthood is a major life change for most young adults and their families, and generally it is depicted as an especially stressful time for young people with disabilities and their families. Adequate planning is therefore required to address the challenging impact of this stage of life on families. In terms of educational transition, at school levels as individualized education programme is designed for each student and student's parents are invited to participate in the programme design and educational placement. With regard to employment transition, the needs of individuals with intellectual disabilities are taken into consideration by providing barrier-free vocational training and employment services, namely vocational rehabilitation. In terms of career transition, Lin noted the welfare demands of individuals with intellectual disabilities in different stages of their careers which require that the related government departments at individuals' levels communicate and coordinate with each other and make individualized career transition plan to provide the individuals with intellectual disabilities with complete and continuous services.Shearman and Shearan (2011) said that employment is most important because having a job:

    a.   is considered important and enhances social status

b.   is what the majority of adults do for a large portion of their day

c.   provides wages or money to participate in other activities

d.   increases integration – provides contacts and opportunities for other integrated activities

e.   is productive – being engaged in worthwhile activities increases self-esteem;

f.   promotes individual growth

There are a wide range of activities undertaken in educational settings that have been found to increase the possibility of individuals with intellectual disability's transitioning from school to work. Transition from school has long been a recognised speciality within the broader context of service and provision has provided an overview of developments in transition programming and those directly involved in providing transition services and developed resources that guide practitioners (Career Moves, 2005). Based on this work one is able to identify a number of key activities and practices that enhance the likelihood of successful transition from school to work for individuals with intellectual disabilities.Avoke and Avoke (2004) listed the following as some examples of transition services for Persons with Disabilities;

a.   Apprenticeship programmes

b.   Vocational Training

c.   Technical Training Programmes

d.   Post-Secondary Teacher Training Programmes

e.   Colleges and Universities, Commercial Schools

f.   Community-Based Employment Programmes

g.   Skills Training Programmes.

In other parts of the world, especially the United States and United Kingdom, some individuals with intellectual disabilities have been successfully trained and placed in competitive employment (Cherono, 2003). Again, in African countries such as Kenya, Zimbabwe and South Africa, skilled individuals with intellectual disabilities engaged in doing jobs such as porters,

kitchen helpers, house chores, labourers and so on (Cherono, 2003). In Ghana, Special Schools for individuals with intellectual disabilities provide varieties of transition programmes that are subsumed in different areas: farming, basketry, batik/tie-dye making, envelop making, broom making, poultry, sewing, craft and home management. Functional curriculum for individuals with intellectual disability needs to be based on principles that focus on meeting the educational needs of such individuals and to the extent possible prepare them for independent and employment depending on their abilities. These principles should encompass the provision of a curriculum with everyday usefulness and value in making the student more competent and independent. Meeting the needs of individuals with intellectual disability imply that all effort necessary are directed in identifying the individual's interests and capabilities, and to drive their learning towards set goals. The curriculum content for individuals with intellectual disabilities in Ghana has been captured into five (5) skill areas namely; daily living skills, social and personal skills, pre-vocational, motor skills and functional academics skills. The specific content areas include social studies, music, art and recreation, mathematics, verbal and non-verbal communication skills, gross and fine motor skills, reproductive health and sexuality, reading and witting skills, agricultural, pre-vocational and vocational skills. Below is the detailed discussion of the content areas of the curriculum of these individuals.

Daily Living Skills

Daily livings Skills are the basic skills that one needs to acquire in order to move through one's daily routines with ease (Yekle, 2008). Daily living skills are all the areas of development that are integral to our everyday routines and they include eating, dressing, washing, bathing, toileting, taking care of hygiene etc.Daily living consist of instructional programmes designed to help children understand and express themselves during daily routines that have been identified as necessary for meaningful, acceptable independent living. These skills may generally be grouped into five broad clusters aligned with

Yekple(2008)postulates that, most children with intellectual disability consequently have become socially unacceptable due to their deficits skills acquisition in the major adaptive behaviour skills. Lack of daily living skills make some retarded adolescents look awkward and sometimes they receive further humiliating from "normal peers". The teaching of daily living skills to adolescents with intellectual disability is first and foremost to assist him or her come out of all the personal discomforts and to help in the development of more normative live.

Social Skills

Social skills refer to a wide range of behaviours and abilities, which can be categorized as behaviours associated with social interactions and social competence. These dimensions of social interaction and competence include friendliness, helpfulness, self-control, the ability to cooperate, and the ability to share (Yekple, 2008). He added that, social skills as those specific behavioural strategies that allow an individual to: initiate and maintain positive social interactions with others, develop friendships and social environment. Gadagbui (2013) says social skills include how to greet, communication with people in his other own household thus turn taking, initiation, and the use of polite words. Yekple (2008) suggested that good social skills are important tools for day to day living with others. Social skills help children navigate social interactions effectively and smoothly.

Adolescents with good social skills are better accepted by their peers, have better coping and attention skills and have better school and social adjustment skills. Social interaction and competence deficits are the defining characteristic of most individuals with disabilities, especially in persons with intellectual disability.The implication of social deficits is that children with disabilities are faced with compound deficits that impact both quality of life and their performance in school. Few would argue that development and social skills does not play an important role in how all children adapt to both societal and educational pressures, thus the

presence of social skill and competence difficulties can only exacerbate the lack of school success for children with disabilities.Further, Ayres et al. (2006) suggest that all people need to master certain social skills before they can function appropriately in society. Good social skills include understanding and respecting shared social rules for how people dress and how they interact with one another. For example, social skills include knowing when it is appropriate to make eye contact with another and when it is not, knowing how to start and stop conversations appropriately, knowing how to make small talk, and understanding how to notice and respond to non-verbal body language. Collectively, good social skills make it possible for people to form interpersonal relationship, which are central to effective social functioning.Mastery of social skills according to Ayres et al (2006), is closely linked with mastery of communication skills. Communication skills require more than just the ability to comprehend a spoken language. Natural conversation involves verbal and non-verbal form of communication as well as figurative (non-literal) language uses, for instance, metaphorical phrases such as "it's raining cats and dogs". Persons with intellectual disabilities often need to be explicitly taught that it is not literally "raining cats and dogs" when that popular phrase is used. They may also need assistance with learning how to express their feelings and emotions and understanding the expression feelings and emotions of others as well. Good social skills require that good behaviour management skills have been mastered. For example, impulses must be kept under control across a wide variety of social situations. Adequate self-care and grooming skills must also be demonstrated. Individuals with intellectual disability often need to be explicitly taught self-management skills, such as the ability to wait in turns during play activities, to refrain from talking out of turn, and to speak at an appropriate volume when conversing. They also need to learn the importance of following rules and complying with social conventions.Social skills training proceeds on the assumption that, when people improve their social skills or change selected behaviours they will raise their self-esteem and increase the likelihood that others will respond favourably to them.

31

Motor Skills

Yekple (2008) opined that motor skills are the use of small and large muscles of the body; including fine and gross motor skills. He further explained that gross motor skills are the use of large muscles of the body for walking, clapping, jumping, throwing, lifting, kicking, etcwhile fine motor skills involve the use of the small muscles of the body, especially in eye-hand coordination tasks.Playing, curiosity and exploratory behaviours of children are based on the need to interact effectively with the environment, and these functional notions are those that refer to the effective physical involvement in any activity. Gadagbui (2013) stated the following as both gross and fine motor skills; fine motor includes grasping objects, threading beads, picking objects, putting small objects in a small hole and gross motor skills include hopping on one leg for a minute or two etc.As adolescents continue to mature they become better able to move their bodies with greater skill and precision. These movement skills are divided into two types: gross motor skills and fine motor skills. Gross motor skills refer to the large muscle movements of the body (e.g. muscles used while running), while fine motor skills refer to the tiny and precise muscle movements (e.g. muscles used while keyboarding or texting). Relative to boys, adolescent girls make only modest gains in their gross and fine motor skills until approximately 14 years of age. After this point, they generally do not experience any additional improvement in their motor skills unless they are specifically training for a sport or hobby which requires these skills. In contrast to girls, the motor skills of adolescent boys continue to improve, particularly gross motor skills. Adolescent boys rapidly gain physical speed, jumping strength, throwing strength, and endurance throughout the entire period of adolescence, even into their early 20's.

Pre-vocational or vocational skills

Work is an essential part in the life of a person because it gives him status and binds him to the society. Acceptance of individuals with disability at work can be viewed as society's acceptance

of these individuals without discrimination. Just as those without disabilities work to end their livelihood, persons with intellectual disabilities also have the potential to work and earn if they are provided with the necessary training, placement and other supports. Vocational programs are educational pathways aimed at preparing students for direct employment in specific industries or trades. These programs provide targeted instruction and hands-on experience in areas such as technical skills, craftsmanship, and trade knowledge, which are immediately applicable in various employment settings (European Centre for the Development of Vocational Training, 2021). They can be offered through secondary schools, community colleges, technical schools, trade schools, or industry-based training centers.The purpose of vocational programs is to ensure that participants acquire the necessary skills to meet the demands of employers in specific sectors, making them job-ready upon completion. These programs may lead to certifications, diplomas, or licenses that enhance employment opportunities (Mazzotti et al., 2020).
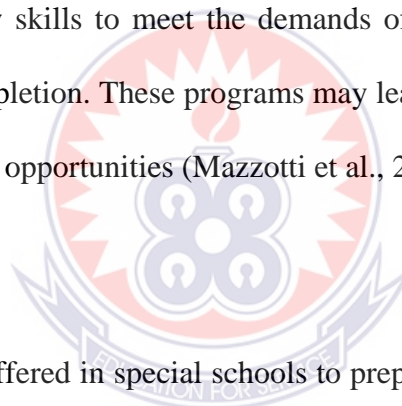
Pre-Vocational programmes are offered in special schools to prepare individuals with intellectual disabilities for adulthood and independent living. Such programmes enable individuals to acquire relevant skills which promote quality of life, self-worth, respect and dignity. The programmes also encourage a sense of empowerment, independence, and personal satisfaction, as to be able to participate actively and effectively in the different areas in the society. According to Gadagbui (2013), pre vocational or occupational skills enable the children to have hand-on-experience; they learn to explore; learn by doing to acquire skills and to discover what they can do best. The emphasis of the pre- vocational skills is to train the children and adolescents for occupational competences as in making doormats, tablemats, chairs back, envelops, etc. According to Szymanski and Parker (2003) vocational programmes are subsumed under seven different areas which are agriculture, business and office, distributive, health, home economics, trade and

industry and technical occupations. McCrea and Miller (2004) opined that vocational programmes are further simplified to include mushroom farming, batik/ tie dying, basketry, weaving, carpentry, poultry, bead making and calabash work which constitute an important component of preparing individuals with intellectual disabilities to enter the world of work.Vocational programmes are often integrated into the educational curriculum to assist with this goal. There are a variety of a training programmes developed for retarded individuals, and a variety of job that are appropriate for nearly every level of intellectual ability.

Functional academic skills

Functional academics activities cover areas such as reading; writing, arithmetic, and spelling.They are the direct application of skills involving the ability to use reading, mathematics, and other academic skills in real-life situations (Yekple, 2008). Functional academics skills even though, are the basic school subjects that directly apply to skills needed in one's environment for everyday survival; they are used in almost other daily living activities. The use of functional mathematics skills are employed in measurement of quantity of food to cook, the amount of salt, pepper etc to put into soup. In reading for instance, the adolescent can read price labels, read expired dates on items, drugs dispensation etc.Functional academics skills according to Yekple (2008) is to enable child:

1. Learn how to complete a job application form

2. Learn to use a city map or a telephone directory

3. Learn survival words e.g. men, women, exit, entrance, walk and don't walk, stop, caution, danger, fire, poison, safe etc

4. Learn to carry a reciprocal conversation

5. Learn to identify denominations of money and make changes, etc

34

Functional academics are a part of every intellectual disability classroom environment. Students with intellectual disabilities engage in academic activities that help them to acquire fundamental reading, writing and an arithmetic skill in a practical manner that relate these skills to real life uses, (Reschly& Christenson, 2006). Students with moderate intellectual disability might be taught how to choose items in a store from a grocery list. Students with Severely intellectual disability might simply be instructed to use words, gestures, of pictures to communicate hunger. Generally, since students with intellectual disability have significant challenges in learning, maintaining and generalizing new skills, and cannot function as their age peers in the acquisition of skills, functional skills training for these individuals should be chronologically age appropriate. In addition, the materials and activities needed to perform the skills should be present in the environment in which the student lives, participates, or will associate in the future (Special Education Service Agency, 2007).

2.3 Preparing persons with intellectual disabilityfor transition

Transition programmes play a vital role in preparing individuals with disabilities, more especially persons with intellectual disabilities, for successful transitions into adulthood. These programmes are designed to empower individuals with disabilities to achieve their personal, educational, and vocational goals (Ahearn & Heller, 2013). They provide a comprehensive set of services and supports that address the unique needs and challenges of this population, leading to greater independence and inclusion (Blackorby et al., 2019). Transition planning involves all activities in which the school engages, in order to prepare a young person for the transition out of mainstream or special post-primary education. Transition planning may take many forms but will often involve such activities as work placements, individual meetings with career guidance counsellors and attending classes about post-school options. Watts (2009) distinguishes between three types of career guidance. Career counselling is conducted on a one-to-one basis or in small groups, in

which attention is focused on the distinctive career issues faced by individuals. Career education is part of the curriculum in which the attention is paid to helping groups of individuals to develop the competences required for managing their career development. Career information can be provided in various different formats (increasingly web-based). It is concerned with information on courses, occupations and career paths including labour market information.Transition planning occurs at a critical stage for the young person and their family. The young person is reaching the age of maturity and the family is dealing with the change in perception of their son or daughter from child to adult. Transition planning at this juncture is critical because it assists and supports the young person's move from the school environment into adult roles within their community. Students with intellectual disabilities will often require greater supportduring the transition planning process. To give us a clearer idea about the possible range and nature of such supports, the following brief discussion focuses on models of best practice rather than on what is typically, available. The American Association on Intellectual andDevelopmental Disabilities (AAIDD) (AAIDD 2009) provides a description of what they see as the ideal form of transition planning: Transition planning is an outcome-oriented process which creates an important link between school and community and provides opportunities for students with disabilities to discuss their hopes and dreams for their future. This definition may of course tell us more about what transition planning should be rather than what it often entails. The US Individuals with Disabilities Education Act (IDEA) defines transition services as: A coordinated set of activities designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Ten (2007) opines that, transition programmes are designed programmes for individuals with intellectual disabilities. Programmes may include functional skills and structural skills for the teenager, technical training for the youth and neighborhoodcentered and special training for the elderly, or a combination of any of the afore-mentioned. According to Morgan and Morgan (2006), transitional programmes are aimed at enhance the academic, vocational and technical performance of students with disability. At the least such programmes give them the opportunity to understand basic academic learning so that they can integrate in their real life. Through this, they can also experience socialization and interdependence. Those who may not be able to come to school also be trained at home using correspondent learning where they may require the help of their parents or guardian. Their schedule then will be dependent on their availability and their capacity to learn.

There are also programmes that need special attention that do not focus primarily on intellect but also on behaviour. The programmes are eligible for mental development and cognitive diagnosis depending on their disability. They associate cure to learning and are best for students during their toddler years so that they can maintain their status till they have grown (Ramesh, 2004).

In planning and designing a curriculum in special education, Avoke (2005) is of view that steps must be taken to ensure that its content reflects the aims of that discipline and the post school needs of pupils.Historically, curriculum development for individuals with special needs entailed attempts to match contents, processes and outcomes of curricular to cognitive, developmental, social and functional needs of the individual. Further, special education curriculum was informed, not only by beliefs about the perceived deficits of individual, but also by the development in learning theory. To achieve continuity in learning, it is essential that the school should have curriculum objectives communicated to all teaching and specialist staff as well as parents and involve them in curriculum development. In addition, in designing learning materials for the

37

children, learning experiences have to be well sequenced so that learning can be built upon existing knowledge, concepts, skills and attitudes. An effective record system should also be established within the school and shared with those schools or centres which provide professional support for the children. This record system is useful for planning learning materials and monitoring the progress of the children, particularly in time of transition arising, for example, from the change of teachers, schools or living environment.

In order that the children can be equipped to live, work and integrate into the community, the curriculum should focus or emphasize on the training of independent living skills, social skills, problem-solving skills and pre-vocational skills in the children, with focus on the training of basic work skills and the development of good work habits, a positive work attitude and an understanding of one's rights and obligations in work situations. The children's successful transition from the school to open or sheltered employment often depends on whether the curriculum is relevant to the resources and demands of the community. It is essential to equip them with the above skills before they leave school and to prepare them and their parents for the transition which they have to undergo from a school setting to a work environment.The curriculum content for individuals with intellectual disabilities in Ghana has been captured in five (5) skill areas namely, Daily Living skills, Social and Personal Skills, Pre-vocational or Occupational Skills, Motor Skills and Functional Academics skills. The specific content areas include: social studies, music, art and recreation, mathematics, verbal and non-verbal communication skills, gross and motor skills, reproductive health and sexuality, reading and writing skills, agricultural, prevocational and vocational skills.Avoke (2005) highlighting the purposes of special education identified three issues, which must be addressed in the content of the schools' curriculum. These are to prepare students with skills for the social system in which they live, personally fulfilling lives, and the next phase of their lives. Avoke (2005) shared the

same view by saying that designers of the curriculum must advocate for specific skills training to training in more general coping skills such as self-management, conflict resolution, problem solving, and such others. Avoke (2005) suggests that special education curriculum should help children develop their potential and cope with daily living life. He added that it should also be broad and balance to enable children achieves their needs.In planning transition programmes for persons with disabilities, Kniel, (2006) further opined that the following stepwise approach be considered.Job Identification: Includes surveying job opportunities available in the environment in which the person lives as well as the persons (usually family members) who are willing to have the person assist them in their occupation.

Vocational Assessment: Consists of identifying the interests of the trainee, usually by observation as well as determining vocational readiness in different skill areas which make it likely that he/she will succeed in a specific job.Job analysis: Consists of listing the different tasks which make up the job in sequence as precisely as possible. Here we distinguish core elements, which are those most frequently performed (i.e. stacking of firewood) and episodic elements which occur from time to time (i.e. bringing the wood to the market). By comparing the skills needed for the specific job and the individual's present level of competence we can decide what elements must be trained (Job Matching).

Job Placement: Finally, following the principle; first the job, then the training, we need to train the person to perform the tasks that make up the job sequence or identify those elements which he can do efficiently.A primary purpose of special education is to help students with disabilities lead successful and personally fulfilling lives now and in the future. Curriculum for students with intellectual disabilities should be designed to prepare students to function as independently as possible in an integrated society. This curriculum should include a broad range of skills and be chronologically ageappropriate and useful to the learner as such. A curriculum fosters the

development of skills that increase autonomy, encourages constructive co-dependence, and nurtures problem solving in the home, school, community and workplace. The child's disability will influence the degree of advocacy the parent needs to assume and to ensure that children with disability receive the services that are available to them as adults; transitional programmes need to build into their efforts more support for parents.

Since one of the aims of the special education curriculum is to help the children develop their potential and cope with daily life, the curriculum for them should be as broad and balanced as that of children in mainstream schools and the educational expectations as high as these children can achieve. Therefore, this curriculum should not be designed in isolation from the mainstream curriculum; instead, it should be seen as its variation, catering to the varied needs of the children.A developmental approach should be adopted in which the learning needs of the children at all stagesofdevelopmentare taken into account. Functional elements should be emphasized in the curriculum content to develop their daily living skills.

2.4 Resources available for transition

The Disability Act of Ghana , Act 715 of 2006 clause 17 stipulated that, the Ministry of Education shall by legislative instrument designate schools or institutions in each region which shall provide the necessary facilities and equipment that will enable persons with disabilities to fully benefit from the school or the institutions. Teaching and learning resources generally refer to as teaching kits include information technology (I.T) software, audio visual teaching materials and teaching materials produced by government of Ghana and some educational organizations which are available in bookstores (Ronald, 2013). Resources are a source of aid or support that may be drawn upon when needed and in education they are those facilities and equipment that support effective teaching and learning. Amedahe (2006) stated that a teaching resource is what the teacher prepares or use to make learning easier than it would have been without it. There are

multiple resources that special educators and transition personnel can use for transition training. Sarbah andGidiglo, (2003) stated that appropriate resources, training facilities and vocational instructors should be made available in the training and development of students with intellectual disability. These authors pointed out that for a successful vocational training for those who are intellectual disability; there should be enough resources and vocational instructors in the special schools in Ghana.

Ajayi and Faremi (2008) identified some of these resources as classroom, furniture and fittings. These writers stressed that shortage of resources in primary schools for example may contribute to poor learning outcome. Best and Khan (2007), pointed out that, the use of instructional materials contributes to students' academic performance. The importance of teaching and learning resources can therefore not be overemphasized. These resources together with support play a critical role in effective teaching and learning. When it comes to inclusion education, the need for these resources and support become more determinative. Teachers in inclusive setting need to augment their teaching with the use of such resources. It is only then that their teaching can be meaningful and beneficial to the children with special needs. Lack or inadequate provision of these resources will therefore spells disaster for children with disabilities and the practice of inclusion. Obi (2004) opines that parents more than anyone else, provide the needed support to the child with special needs. Avoke and Avoke (2004) further stated that the family is the only constant in the child's life and as a result serves as advocates and case managers for the student with intellectual disabilities. These authors also noted that the families help inculcate in their children functional skills that will educate them to cope with adult responsibilities.

Teachers of individuals with intellectual disabilities can benefit from exposure to current literature on meeting the needs of these students. This literature emphasizes the need for teachers to plan their materials well, have clear goals and objectives, teach to their objectives, and assess students directly and frequently. Since individuals with intellectual disability experience

41

difficulty in maintaining the skills and knowledge they have acquired, they require frequent opportunities to practice new academic and functional skills. Not only must curriculum focus on skills that these individuals need to use frequently in school, at home, and in the community but teaching functional skills in the natural contexts in which they are performed is necessary. Curriculum orientation, although guided by the need for the children to acquire skills in self-reliance among others, are largely dependent on the goals and orientations of religious, private, or other organizations in terms of funding. Individuals with intellectual disabilities do best in learning environments where visual aids such as charts, pictures, and graphs are used. These visual tools are also useful for helping students to understand what behaviours are expected of them. Using charts to map students' progress is very effective. Charts can also be used as a means of providing positive reinforcement for appropriate, on-task behaviour in conjunction with a token economy. Individuals with intellectual disabilities require immediate feedback in order to make a connection between their answers, behaviours, or questions and the teacher's responses. A delay in providing this immediate feedback may disrupt the formation of a connection between cause and effect in the student's mind, and the learning point may be missed (Reynolds, Zupanick&Dombeck, 2011).Individuals with intellectual disabilities may find it harder to study in school when separated from their family. This is the reason why there are growing needs for teachers who would have the desire and the qualification to teach these individuals to be able to qualify as a teacher for individual with intellectual disabilities. The teachers need to also obtain such qualification or equal teaching experience about the job. Some of the requirement involves a degree of psychotherapy, social science, applied psychology, master's degree in education or alternative licensure programme for special education can also be accepted in this teaching job and allied field of expertise. Teachers also need to remember that the job requires more than educational qualification, but a combination of clinical methodology and a direct caring responsibility. Their role also requires so much focus on improvement on the quality of life and

transformational changes for the individuals with intellectual disabilities. The teacher's role also is to work and care for individuals with intellectual disabilities primarily teaching them basic literacy and values formation. Besides, teachers are to identify and modify educational curriculum as needed to meet the individual needs. Teachers handle and teach with various techniques in learning including basic effective communication and social interaction. The teachers are able to show activeness and demonstrate intensive training to set personalised goals and in case for older individuals with intellectual disabilities a more skilled teaching strategy and plan of action. The teachers have all the knowledge, ability, tolerance and patience to cope with individuals with intellectual disabilities and are highly trained to do a very critical undertaking of handling a different job. They play a very important role to lead the path of a child in a more straight direction. A teacher in this field should have a specific qualificationand specialization to make the work more effective (Szymaski& Parker, 2003).

Furthermore, the teacher needs to possess knowledge in educationalpsychology or other social or behavioural science to enable him to technically understand, the world of the individual with intellectuals disabilities. Some schools may require teachers to pass a qualification examination or have some years of experience in the field. Some schools may even require an authentic recertification and re-evaluation from previous teaching experience so as to prove teachers' special qualification, while others may only require a basic teaching experience with the ability to handle such special children (Ministry of Education, 2005). Since teachers are the ones to evaluate and nature the value of the individual characteristics of such individuals. They must be open to individuals with intellectual disabilities and maintain a high level of tolerance. The teacher's personal tender loving care is important in this type of job. It is more than just a technical learning experience. Teachers have a personal option to learn to love individuals with intellectual disabilities by expressing a genuine concern and interest in teaching them. The teachers use constant training and practical methods of teaching. Gadagbui (2008) mentioned

43

appropriate teaching aids and equipment such as hearing aids for the hard of hearing, argumentative communication books, stylus and frame, Braille machines, glasses, magnifying lenses and papers being the equipment and materials available in some of the pilot inclusive schools. Gadagbui further identified equipment such as Screening Audiometer, Diagnostic Audiometer for assessing hearing, tympanometer, Ear light, Otoscope for ear examination, battery charges, Auditory training unit, sound level meter and tuning fork as a necessities for inclusive schools.Contributing to the discourse, Mercer and Mercer (2005) noted that instructional equipment can be used to meet the specific needs of special needs children. Mercer and Mercer also believed that audio visual equipment can be used to instruct students with specific modality preferences and manipulative devices often helps to hold the attention of distractible learners. They went further to say that, the use of tape recorders, over held projectors motivate special needs learners. The use of computers and computers software cannot be overemphasized in having debate of this nature since they bring learners closer to their natural environment. They further made mentioned of miniature chalkboard, flannel board, game material, library card holders, marking pens, typewriters, Stopwatches, magnetic board, tracing screen, door mounted mirror and teaching grooming and self-concept, adjustable stables, chairs and so on. A study by Kahn (2006) revealed that assistive technology devices are designed to compensate for or enhance the function of some physical, sensory or mental ability that is impaired. Children and adults who have a broad range of disabilities or limitations use assistive devices in the inclusive settings to aid their learning. Kahn continues by saying that manual communication boards are inexpensive and practical mode by which argumentative communication device helps individuals communicate more easily and effectively. This equipment can range from a board with pictures representing student's daily needs to electronic speech synthesizers. This technology can help a child with disabilities feel independent and take part in activities with other children in the inclusive schools. The need for resources to facilitate

effective teaching and learning may vary from school to school. However, it is generally believed that teachers definitely require support of a special educator to assist them in providing equal opportunities to students with special educational needs. Concerns about lack of resources for supporting students with special educational needs in inclusive schools were particularly common in resource poor countries such as Ghana (Ocloo&Subbley, 2008). Johnson, Thurlow and Stout (2007) have it that special educational needs coordinator and other specialist teaching staff widely used to support general staff and coordinate the education of students with special needs. Margaritoiu (2010) argued that, the availability and utilization of resources in an inclusive school is the most important ingredients for the improvement of practical conditions for inclusion. The resources also increase the learning and teaching experienced by all children with and without educational needs irrespective of the situation in which they find themselves. Resources in this case include the school infrastructure, assistive equipment, material, knowledge and skills teachers have acquired, through training and experience. All these resources can be drawn upon when dealing with differences in the school and classroom environment.

2.5 Challenges toeffective transition

Transition planning should ideally take into account students' views, preferences and interests. One study revealed that students spoke for just 3 per cent of the time during their transition planning meetings, despite the perception of teachers directing themeeting who reported students making greater contributions (Martin, VanDyke, Greene, Gardner, Christensen & Woods, 2006). To counter this, methods may be developed which do not rely solely on holding meetingsor on verbal and written communications in order to facilitate full student participation; video, photographs, drawings, and objects of reference can also be employed to ensure that the student's voice is heard (Carnaby, Lewis, Martin, Naylor, & Stewart, 2003). Many schools do not have the guidelines of how to implement an effective and efficient transition plan (Connor, 2012). To provide a comprehensive plan, teachers, school guidance counselors, parents, students,

community members, and college representatives should be involved in selecting and administering the appropriate services to be included in transition plans for students with intellectual disabilities to successfully transition to college (Connor, 2012). Moreover, according to Cobb and Alwell (2009), important outcomes are found in a student-focused planning model. Several studies have suggested the area within the IEP where transition goals are to be entered are either unaddressed or the details are inadequate (Collet-Klingenberg& Kolb, 2011; Dutta, Kundu, &Schiro-Geist, 2009; Powers et al., 2005). There are also a lack of collaboration between schools and outside agencies and insufficient resources to implement effective transition services (Klingenberg& Kolb, 2011).

 Powers et al. (2005) found that self-determination skills, career planning, and post education plans were not incorporated into the services, and students with intellectual disabilities were often left on their own to carry out the action plans decided within their IEP. A few transition service models have been developed to assist schools and special education teachers create an IEP for their students; however, the amount of time required to record the data and lack of resources to implement these services make their usefulness unrealistic (Gartin&Murdick, 2005). Setting and achieving goals is a key component to self-determination skills and is an important area to be addressed in school settings. The treatment group was more successful at leading their IEP meetings, understanding their strengths and weaknesses, and having a greater understanding of self. Rusch et al., however, concluded that implementing a new curriculum focus in the classroom can be difficult due to lack of resources, support systems, and growing demands for instructional time. Test et al. (2009) found that self-determination, parental involvement, and self advocacy skills have a positive impact on students' autonomy and transition outcomes. Rehfeldt, Clark, and Lee (2012) studied transition planning within the IEP and found that effective planning relies on student involvement and identification of postsecondary goals. Daviso et al. (2011) studied post school goals and transition services in secondary schools and found students were more engaged

in those activities they viewed as relevant to their future goals. However, students participating in this study were only moderately satisfied with the planning and transition services for postsecondary education. The students reported being unsatisfied with the transition services they received regarding any of the self-determination skills and independent living skills. This dissatisfaction was based on the students' limited input into the services and practices that would affect their futures.

Transition services for students with intellectual disabilities moving from high school to postsecondary education have not adequately prepared students for the challenges they face in college (Agran& Hughes, 2008; Bangsor, 2008; Bolt et al., 2011; Cawthon& Cole, 2010; Cobb et al., 2013; Daviso et al., 2011; Test et al., 2012; Wehman, 2013). Some challenges shared by study participants were lack of self-advocacyskills, preparation of larger workloads, greater demands of professors, and any of the self-determination skills. Perhaps more effective transition services would address these challenges for such students and give them the opportunity to practice these skills prior to leaving high school. To further support the studies conducted by Daviso et al. (2011) and Elkins et al. (2008), Solberg et al. (2012) conducted a path analytic study, a method that explores patterns of associations among multiple variables. Their findings revealed that students who were more involved in the teaching and learning process had developed higher self-efficacy, were more likely to be engaged in goal setting, and were found to have higher grades than their peers. One recommendation made by Solberg et al. (2012) was to promote the teaching of self-determination skills to students with intellectual disabilities. According to Wehmeyer et al. (2012), the promotion of self-determination skills is an important practice for ensuring successful transition to college. Self-determination skills are a category of skills that allow the students to make choices regarding their futures.

Teachers face many problems and different situations to teach students with intellectual (developmental) disabilities. The present research question aims at examine the challenges faced

by teachers during the process of teaching transition to students with intellectual and developmental disabilities at the Shalom Special School. Teachers faced many challenges during teaching at Special EducationSchool. Udoba (2014) conducted a study on challenges faced by instructors during teaching children with developmental disabilities and used a structured interview protocol as a toolbox to get data. Results showed that the classrooms were large; the environment was not supportive for learners with a developmental disability. Hence, teachers faced difficulty to teach students with developmental disabilities.Another variable contributing factor is the ineffectiveness of transitional programmes relating to the over-reliance on the traditional work-study approach in the preparation of individuals with disabilities particularly the students' intellectual disabilities. Negative effects on education include aspects such as lack of relevance of subject content; lack of appropriate learning materials, resources and assistive devices; inflexible styles of teaching and classroom management; and inappropriate ways of assessing learning. Motitswe(2012) notes that one of the most serious barriers to learning can be found within the curriculum itself and relates primarily to its inflexible nature. This prevents it from meeting diverse needs among learners; hence the curriculum should be adapted to suit all learners and the principle of learner-centeredness must also be taken into consideration.

The inflexible nature of the curriculum prevents it from meeting learners' diverse needs. In research by Zimba (2011) at a pilot inclusive primary school, he discovered that the curriculum used at the school was not modified to accommodate learners with a wide array of educational needs.According to Fakudze(2012), lack of support for teachers is characterised by lack of state funding for inclusive education programmes and provision of in-service training for teachers that can empower them and so lead to a change in their attitudes towards inclusive education. Fakudze(2012) further argues that teachers upgrade themselves at their own expense on a part-time basis. Moreover, government does not reward teachers' achievements through properly remunerating them after obtaining appropriate qualifications. In addition, the Ministry of

Education and Training has failed to provide schools with specialists in areas such as braille, hearing specialists and learning difficulty specialists to mainstream inclusive schools.

Teaching and learning materials capture and maintain learners 'attention, help them to understand what is being taught, and learn new skills (Ministry of Education, 2009).Lawrence et al (2009) opined that, vocational rehabilitation programmes have difficulty in achieving their aims due to a lack of resources, especially in low-income countries, as the leadership is usually not committed or able to sufficiently fund vocational rehabilitation. The situation in Africa is appalling. This is true of Ghana, where the few vocational rehabilitation centres do not have curricula that is appropriate for the specialvocational needs of persons with disabilities. In Nigeria, Ngobeni (2015) observedthat there is inadequate funding for the delivery of vocational rehabilitation,which has resulted in lack of resources to conduct practical and effective training,such as textbooks, equipment and tools, or raw materials needed to practice. Someother problems that have been identified in African countries are poor facilitiesfor staff, pathetic condition of services, and lack of adequate equipment for theimplementation of meaningful vocational rehabilitation programmes (Obioka, 2011; Ngobeni, 2015). Howard (2009) indicated that apoor learning environment also poses a serious challenge to the successfulimplementation of vocational rehabilitation programmes. Another factor is thequality of personnel who deliver the training. It has been argued by Howard(2009) that, the lack of qualified or specialized trainers to carry out vocationalrehabilitation programmes is one of the major barriers to its success. Obioka(2011) discovered that, in Nigeria, vocational rehabilitation programmes areconducted by unqualified educators who are ill-equipped in terms of knowledgeand skills required to shape the future work habits of persons with disabilities.Ngobeni (2015) also indicated that persons with disabilities receive insufficientand inadequate vocational training due to a lack of qualified trainers. Again, the Special Education Unit of Ghana Education Service lacks adequate staff to assistin the area of vocational rehabilitation for persons with disabilities.

49

According to Okyere (2009), most of thegraduates who majored in special education from the University of Education inWinneba, end up teaching in mainstream schools or leave the teaching profession altogether. They further indicated that, most disaffected teachers do not wantto teach students with special needs education but simply wish to obtain a degreeor diploma when they enter the University of Education, Winneba. This mightbe the result of poor motivation to become special needs educators. Ngobeni(2015) reported that the support and motivation provided to the managementand training staff in special and vocational rehabilitation institutions were insufficient foreffective delivery of services.Earlier, Costelloe and Langelid (2011) had argued that a lack of motivation amongtrainers and previous negative experiences of vocational rehabilitation trainingwere major factors responsible for trainers' inability to deliver effective services topeople with disabilities in vocational rehabilitation centres. Therefore, vocationalrehabilitation training opportunities must be organised for teachers and theyshould be given attractive allowances so that they do not opt for mainstreameducation work. According to Okyere (2009), an additional number of trainingyears should be a requirement for those who, after graduation, want to work asvocational trainers with persons with disabilities.Research has largely focused on the state of special schools in Ghana and therelevance of vocational rehabilitation and transition courses to persons with a disability, butscarcely refers to factors that affect the outcomes of such training for personswith disabilities. Persons with disabilities hardly access the labour market andeconomic benefits due to their lack of qualifications and discrimination fromemployers (Choruma, 2007). Therefore, unsuccessful vocational rehabilitation service delivery may leave persons with disabilities with no option but to continue depending on charity and unable to become fully integrated into the mainstreamof society due to lack of required skills to compete in the labour market (WorldHealth Organization, 2011).Learners with intellectual disability require materials over and above what is already being provided by the school. In most of the units, teaching/learning materials are lacking which

implies that training of DLS is threatened. Moreover, it is important to note that all learners especially those with intellectual disabilities need materials which they can touch, feel, see and even play with. They need concrete materials for concept formation. The materials should reflect their functional curriculum and therefore, such themes as personal care,feeding, care of the home, food selection and preparation, safety and security, recreation and leisure, money,health and HIV and AIDS require concrete and situational materials (MoE, 2009). Most of these materials arevery expensive and others are not locally available. It is also true that lack of appropriate teaching and learning materials hinder the effectiveness of teaching learners with mild intellectual disabilities.Due to limited funding by the Ministry of Education, the school administration may not be able to procure enough teaching and learning materials to enhance teaching of individuals with disabilities in the units (National Action Plan on Education for All 2003-2015). Teacher-student ratio in most units is high especially because of free primary education. This limits the implementing of IEP services.

McMary and Sarah (2005) observe that negative attitude from both the teachers and the school administration play a significant role in the teaching of learners with intellectual disabilities. Negative attitude makes the teacher feel detached from the learners. This limits their attachment and interest in learners with intellectual disabilities, and therefore do not teach them well, hence learners continue being dependent on other people. Teachers who are not trained in the area of intellectual disability may not understand their learners' characteristics hence do not apply teaching methods or even strategies effectively. In extreme cases, ignorance concerning disability can result in quite damaging prejudice, hostility and rejection (Friend, 2008). This is even more serious if the disability is intellectual disabilitybecause of its characteristics of deficits in both adaptive behaviour and IQ.The report asserts that the quality of theservice for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and equipment, specialized personnel, inappropriate curriculum, insufficient institutions and programmes, lack of

coordination and unity of purpose between and among service providers, inadequate support staff, an absence of clear policy guidelines, lack of legal status on special education provisions and laxity on the side of government to fund special education materials among others. S'lungile, NtindaandHlanze (2015) conducted a study on a student who enrolled in inclusive classrooms in Switzerland. This study was related to qualitative methods. By which focus group discussion was used to collect data from 35 teachers belong to the primary level. The result showed that the majority of teachers were not trained for the inclusive class. Bullock et al (2017) describe three challenges faced by teachers in the classroom to teach special children. These challenges are: overload of paperwork in a class, segregated classroom and curriculum and no scale for testing the behaviour. Woolfson and Brady (2009) described that behavioural issues, learning problems, lack of social skills, poor communication exist in children with disabilities. Teachers want to improve all these weaknesses exist in children but somehow teachers fail because of negative responses from parents and society. Lindsay et al (2013) describe the strategies for autistic children in the classroom such as understand the behaviour of a child, barriers in a society and training of teachers for how to teach these students in the classroom. According to the World Health Organization (2011), although physical access to school buildings is an essential requirement to increase access to education for children with disabilities, this essential condition is often ignored, because most educational facilities are built without taking into account the concerns of children with disabilities.

Studies by Akyeampong (2010) has also identified negative attitudes of teachers, families, and parents as well as lack of government support as obstacles hindering efforts to educate children with disabilities. The lack of a policy framework in Ghana to ensure that buildings conform to guidelines provided in international standards to make them disability-friendly and fact that the Persons with Disability Act 715 is yet to be implemented, means that school buildings are unlikely to be accessible to children with physical disabilities. This problem has caused several

special needs education teachers to work in private companies where they are paid more compared to the governments sector and thereby are more motivated for their jobs. All the informants from both school insisted that the government should act on this problem otherwise they will keep losing qualified teachers every year.

Kniel (2006)says medical, therapeutic, special educators and social services as well as vocational training options or employment opportunities from local businesses are usually quite limited for school leavers with intellectual disabilities in the community. Ngobeni (2015) reported that the support and motivation provided to the management and training staff in vocational rehabilitation institutions were insufficient for effective delivery of services. According to World Health Organisation Report (2011), vocational rehabilitation service delivery may leave persons with disabilities with no option but to continue depending on charity and unable to become fully integrated into the mainstream of society due to lack of required skills to compete in the labour market. Also, Costelloe and Langelid (2011) had argued that a lack of motivation among trainers and previous negative experiences of vocational rehabilitation training were major factors responsible for trainers' inability to deliver effective services to people with disabilities in vocational rehabilitation centres. Ngobeni (2015) indicated that persons with disabilities receive insufficient and inadequate vocational training due to a lack of qualified trainers. Inadequate training materials in vocational rehabilitation implies that students with disability may not acquire skills needed in the labour market (Opoku, 2016).

Hayes (2011) stated that sufficient motivation is necessary in every area of life because it has a strong role in igniting interest and commitment to participate in and work towards achieving the desired results. Due to lack of motivation, most tutors take on an extra job as a substitute so as to earn additional income. This finding confirmsNgobeni's (2015) report, that there is insufficient support and motivation among management and educational trainers in vocational rehabilitation

centres for effective delivery of services. Ngobeni (2015) observed that there is inadequate funding for the delivery of vocational rehabilitation, which has resulted in lack of resources to conduct practical and effective training, such as textbooks, equipment and tools, or raw materials needed to practice. Some other problems that have been identified in African countries are poor facilities for staff, pathetic condition of services, and lack of adequate equipment for the implementation of meaningful vocational rehabilitation programmes (Obioka, 2011; Ngobeni, 2015).

Summary of Literature

In relation to the present study, literature reviewed highlighted on transition programmes for individuals with intellectual disabilities, the available transition and the resources that are available to enhance effective transition programmes for such individuals. Literature also dealt with the availability of qualified teachers to teach the transition to such individuals. The transition programmes that provide a smooth transition from school to work setting or employment was also discussed based on the taxonomy transition programme model. These models explained skills and programmes required to prepare individuals with intellectual disabilities for their future lives. The need for transition programmes and availability of resources, both human and materials were identified as crucial for effective education of individuals with intellectual disabilities. Available literature indicates that, there are lots of vocational skills training that create opportunities for individuals with disabilities in general to become self-sufficient in their future lives. This is evident in literature where independent living and employability featured in most of the studies conducted globally. It can also be inferred from reviewed literature that, the development of a transition-based service provision in special schools is vital, especially for students with intellectual disabilities. Such students need to be taught such that, how and where they are going to live and work after living school is assured.

CHAPTER THREE

METHODOLOGY

This chapter presents themethodology adopted for the study. Theareas covered were: theresearch paradigm, research approach, research design, population, sample size, sampling techniques, instrumentation, trustworthiness of data, procedure for data collection and data analysis. This section describes the sources of data and methods to be employed to gather data. The techniques employed and ways they are applied in conducting any research, can considerably affect the result of a study.

3.1 Research Paradigm

The philosophical underpinning this current study is the interpretivist paradigm. The interpretivist paradigm is a research approach that focuses on understanding and interpreting social phenomena through the subjective meanings and interpretations given by individuals involved (Berryman, 2019). It emphasizes the importance of context, social interactions and the unique perspectives of participants(Kivunja&Kuyini, 2017). When applied to this study on Transition Programmes for Persons with Intellectual Disability at Shalom Special School, Nkoranza, the interpretivist paradigm would involve exploring and interpreting the experiences, perceptions, and meanings attached to the transition process by various stakeholders, including students, parents, teachers and community members. This involves qualitative method such as focus group, observations and document analysis to gather rich in-depth data. The researcher aims to understand the subjective experiences and perspectives of individuals involved in the transition programmes, seeking to uncover their unique interpretations and meanings related to the process.

3.2 Research Approach

The study adopted a qualitative research approach to investigate the transition programmes available for students with intellectual disability in Shalom Special School, Nkoranza and explored the challenges that affect the effectiveness of transition programmes in the selected

school. I chose a qualitative research approach to give direction to my research. According to Creswell and Creswell (2018), qualitative research is useful in uncovering the understanding of the nature of a person's experience with a phenomenon about which little is known since it allows those who are being studied to speak for themselves rather than respond to categories predetermined by the researcher.I conducted the interview and the observation in person which accorded me the opportunity to have in-depth interactions with the participants to observe their understandings and explanations of the topic under study.

3.3 Research Design

The research design adopted for the study was a case study. This was adopted because the study focused on mainly one particular Special School of interest. The case study method is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. It is a method of study in depth rather than breadth. The case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelations. The case study deals with the processes that take place and their interrelationship. Thus, case study is essentially an intensive investigation of the particular unit under consideration.The objective of the case study method is to locate the factors that account for the behavior-patterns of the given unit as an integrated totality.

According to Creswell (2013), a case study is a type of design in qualitative research that can be both an object of study and a product of the investigation. A case study is a qualitative approach in which the investigator investigates a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time using detailed, in-depth data collection from multiple sources of information (e.g., observation, interviews, audiovisual materials, and documents and reports), and reports a case description and a case themes.A case study design is a qualitative

research method that involves an in-depth investigation of a single case or a small number of cases within a real-world context. This method is particularly useful for exploring complex issues, social processes, or phenomena that cannot be easily quantified (Yin, 2018). Case studies can involve various data collection techniques, including interviews, observations, document analysis, and surveys.

Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcherdevelops an in-depth analysis of a case, often a program, event, activity, process, or one or moreindividuals. Cases are bounded by time and activity, and researchers collect detailed information using avariety of data collection procedures over a sustained period of time (Yin, 2014).Fobi (2023) says in a case study, the unit of analysis could be multiple cases (a multisite study) or a single case (a within-site study). Also,it involved studying individual cases, usually in their natural environment and for a long time and employing a number of methods of data collection and analysis since the study sought to examine transition programmes for persons with intellectual disabilities at Shalom Special School in Nkoranza, to ensure effective transition through school to community integration.

3.4 Target Population

According to Creswell (2014), the term population is generally used to describe the total number of people in a geographical area.The target population was made up of teachers who had been teaching in the selected special school for a period of five(5) years and more. In all, there were sixteen (16)teachers which made up the target population. They consisted of ten (10) males and six (6) females.

3.5 Sample Size

A total of twelve (12) respondents were involved in this study.Thiscomprised all the teachers in the school who teach vocational programmes. The sample consisted of 8males and 4females. Their ages range between 33 years and 47 years. With educational qualification, four(4) of them

hold a diploma in education. Six (6) of them hold first degree in special education. Four (4) hold a master's degree in special education. Eight (8) of the participants have been teaching in the school for five (5) and ten (10) years. One (1) taught in the school between eleven (11) and fifteen (15) years and three (3) of them had sixteen (16) years and above teaching experience in the study school. The table below explains further

Variables	Frequency (N=12	Percentage (%)
Age group		
33-37	4	33
38-43	2	17
44-47	6	50
Total	**12**	**100**
Gender		
Male	8	67
Female	4	33
Total	**12**	**100**
Educational Qualification		
Masters	2	17
Degree	6	50
Diploma	4	33
Total	**12**	**100**
Teaching Experience		
5-10	8	67
11-15	1	8
16 years and above	3	25
Total	**12**	**100**

3.6 Sampling Technique

The purposive sampling technique was employed to get the participants for the study. Purposive sampling which is also known as judgmentsampling entails the researcher using their expertise to select a sample that is most useful to the research's objectives. It is mostly used in qualitative research, where the researcher prefers to gain detailed knowledge about a specific phenomenon rather than making statistical inferences, or when the population is very small and specific (Fobi, 2023). The study population was twelve (12) teachers and the researcher adopted the census method to involve all of them. The researcher involved all of them because they have all had five (5) years and above teaching experience in the school and are perceived to have some level of knowledge in the topic of the study. The criteria for the selection were that, participants must have served in the school for five (5) years and above. Since all the participants met the criteria and also the format in which the researcher intended using for the interviews (focus group) made it easier for the researcher to use all the participants

3.7 Instrumentation

The instruments used to gather data for this study werefocus group discussion,observation and document scrutiny/analysis**.** Focus groupdiscussionis an effective data collection method for widening the range of responses, activating forgotten details of experiences and releasing inhibitions that may otherwise discourage participants from disclosing information (Nieuwenhuis, 2007). Nieuwenhuis (2007) regards the use of focus group interviews as effective to obtain a better and holistic understanding of transition programming. Section A consisted of the demographic characteristics of participants. Section B contained three items which aimed at answering research question one. Section C also contained four items aimed at answering research question two.Section D equally contained five items aimed at answering question three. Finally, section E consisted of six items answering research question four.

According to the criteria identified by Greeff (2002), Babbie and Mouton (2002), I determined the size and number of focus groups that would take part in the research as follows:The size of the group should preferably include six to ten participants. My groups comprised four participants each, who all honoured their interview appointments. The size of the groups was manageable and not challenging in terms of discipline. In order to ensure that I obtained information from each participant, I made sure to give each participant an opportunity to express their views on a question. This avoided only certain participants contributing to the discussion.A number of three to five groups at most are suitable to get adequate data. I formed three groups, which was in line with the aforementioned suggestion. Groups must be heterogeneous to avoid idiosyncratic characteristics clouding the data. My focus groups were heterogeneous in terms of type of culture, age, sex and teaching experience.

Observation

According to Creswell (2014), observation is a gradual process of studying a situation for a period of time in order to undo the puzzle in that situation. Marvasti, (2004),observation involves watching people, events, situations, or phenomena and obtaining first-hand information relating to particular aspects of such people, events situation or phenomena The observation was a naturalistic one. A naturalistic observation according to Fraenkel et al (2012), involves observing individuals in their natural setting. With this method the researcher makes no effort whatsoever to manipulate variables or to control the activities of individuals, but simply observes and records what happens as things naturally occur. This data gathering can occur anywhere in the students' setting, classroom, home and other such situations. Kothari (2008) stated that, the main advantage of this method is that subjective bias is eliminated, if observation is done accurately. The researcher observed some of the work places and the teaching materials.

Document scrutiny/analysis

Document scrutiny/analysis included the curriculum, pictures from the workshop, pictures from the materials used in the workshop and a short video. According to Creswell (2018), document scrutiny/analysisinvolves recording and preserving various types of data, such as language and words of participants, private documents (e.g., journals, diaries, letters), and audiovisual digital materials (e.g., photographs, videotapes, computer messages).

3.8 Pre-Test

The interview guide was pre-tested on five teachers of Dzowulu Special School, Accra since they all possess the same characteristics. The purpose of the pre-test was to remove ambiguities, and unnecessary items in the interview guides. The interview guide was amended accordingly for use in the field. The refining of the items in the interview guide was also intended to make the items very simple for the respondents to understand so that they could provide the appropriate response to the items. Section D also had three items which did not generate responses geared towards research question 3, so those items were reconstructed and two of them discarded. The pre-test lasted for 1hour, 30mins. This gave the research a clue on the duration the interviews were likely to take and how the researcher was going to pose questions to reduce the duration on each group while ensuring quality of interaction. Pre-testing, according to Creswell (2014),aids in the establishment of reliability, validity and practicability of the research questions of a study. It serves among other things: to check feedback on the response categories for data analyses, eliminates ambiguity and checks the clarity of the questions.

3.9 Trustworthiness of data

Trustworthiness is the alternative form of validity and reliability in qualitative studies. The term trustworthiness is used to describe four criteria for judging qualitative research (credibility, transferability, dependability and confirmability)

Credibility

Interviewees were given the opportunity to check transcripts of interviews and to add or amend any information provided, a suggested method. Member checking is defined as a validating procedure (Yin, 2013) for the overall quality of a study.

Leavy (2014), recommended crosschecking the data collected by inviting participants to read and reread to check their transcribed interviews for accuracy. This strategy was employed to determine if participants believed the transcripts reflected their responses to questions accurately and to assess if the analyses were credible and plausible.

Transferability

Transferability requires providing sufficient thick description of the study context(Geetz, 2008; Ponterotto, 2006) to enable a reader to assess the degree to which the findings can be transferred to other situations, in particular the nature of contextual similarity. Providing a thorough and rich description of the research context, including the social, cultural, and organizational factors, helps readers understand the unique characteristics of the setting (Shenton, 2004). This detailed contextual information enables them to assess the relevance and applicability of the findings to their own contexts. To ensure transferability of this study, the characteristics of participants, the study context and other demographics were described in details to ensure that findings would be able to be transferred to different situation if that situation's characteristics are similar to that of the study.

Dependability

A detailed methodological process was followed to carry out this study. The descriptions in the methodology were adhered. The study findings were reviewed over and over by the supervisor and other academic lecturers of the department who are seasoned researchers in the area of

qualitative research. Fobi (2023) is of the view that to ensure dependability of study findings, the findings must be reviewed over by professionals in academia with the required experience in the subject matter. Fobifurther averts that the methodology used to conduct the study must be justified and its effectiveness ascertained.

Confirmability

Confirmability relates to the level of confidence that the research study findings are based on participant's narratives and words rather than potential researcher biases (Fobi, 2023).

It is one of the criteria used to assess the trustworthiness and credibility of qualitative research**.** By this, I used direct quotations as much as possible. This represents the views of the respondent directly to avoid interpretation biases.

3.10 Procedures for data Collection

This section involved all the processes the researcher undertook to gather data for the study. Before the researcher went out to collect data for the study, permission was sought from the school head teacher. I secured an introductory letter from the Department of Special Education, University of Education. This letter introduced me and the research topic to the study school. I handed over the letter to the head teacher and upon little interactions; He led me to meet the entire teaching staff where the head teacherintroduced me to them and the purpose of my presence there. Scheduled meetings were also communicated to the participants three (3) days before each meeting time. The entire data collection took three days. On the first day of the data collection, I met the first four teachers. I had the interview with them as a group. The interview session lasted for 45 minutes. I first explained the purpose of the study to the participants and how their participation was necessary. I returned the second day and had another interview with four participants constituting the second focus group interview. The following day, I returned to conduct the last one with the last set of four teachers making a total of three sessions with a total

of 12 participants. I then returned to the head teacher to show my appreciation for the opportunity and the conducive environment provided me.

3.11 Ethical consideration

During the data collection process, I adhered to Creswell's (2014) guidelines for protecting the rights of participants as follows: Participants were given the free will to participate voluntarily and the right to withdraw at any time. Participation in the research was voluntary, and the participants were not coerced into participating. The purpose of the study and what their involvement entails was explained verbally to participants and added the informed consent form which all participants signed before they took part in the research *(Appendix* B). This was done in order for them to understand the nature of the research and its likely impact on them. Participants were given an opportunity to ask questions about the research and it was agreed that they would obtain a copy of the research results after the work was completed if they so desire to have it. The participants' privacy was respected concealing any name during the data analysis and the interpretation of the findings. The participants were made aware of the benefits of the study, namely; recommendations could result in assisting them to implement the principles of the inclusive education policy more effectively. Anonymity was guaranteed by identifying participants and schools with numbers. Data, once analyzed, need to be kept for a reasonable period of time. Investigators should then discard data so that it does not fall into the hands of other researchers who might appropriate it for other purposes. In line with the ethical requirements of the University, data will be kept for a minimum period of seven years. Member checks were used to make sure that the interpretation of data accurately reflected the views of the participants.

3.12 Data Analysis

The data handing exercise started with field editing to check the appropriateness, consistency and accuracy of the information provided by respondents.

The audio-recordings were transcribed verbatim by the researcher as all were conducted inEnglish. For accuracy, the transcriptions were compared again with the notes the research assistant took during the interviews at the study site. The data was edited, coded, and classified into themes. The data analysis was done manually by the researcher. Some of the responses were cited verbatim to highlight the inner feelings of respondents which could have been concealed by the quantified data. Data from documents and observations were discussed alongside the interview data. And literature was used to support the arguments where necessary.

CHAPTER FOUR

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of findings from the study. The findings are presented according to the four research questions posed that guided the study)1. What type of transition programmes is available for persons with intellectual disabilities at Shalom Special School?) 2. How does the programme prepare persons with intellectual disabilities for transition? At Shalom Special School?) 3. What type of resources are available for transition programmes for persons with intellectual disabilities at Shalom Special School and) 4. What challenge's affects the transition programming for persons with intellectual disabilities at Shalom Special School?

Section A:

4.1 Demographic characteristics of the Respondents

Bio-data plays an essential role in human interaction. The Bio-data have a relation with many parts of human social interaction in lines of people. Thus Bio-data variables are crucial in the educational study. In this wise, it defines the relationship between the Bio-data variables and the character of respondents (interviewees).

Variables	Frequency (N=12	Percentage (%)
Gender		
Male	8	67
Female	4	33
Total	**12**	**100**
Educational Qualification		
Masters	2	17
Degree	6	50
Diploma	4	33

Total	12	100
Teaching Experience		
5-10	8	67
11-15	1	8
16 years and above	3	25
Total	**12**	**100**

Source: Field work, 2023

The findings revealed that, majority of the participants (67%) in terms of their education had obtained their first and second degrees (undergraduate and postgraduate) , while a few (33%) had their diploma (the teachers). More males'represent 67% took part in the study than females (33%), partly because the male teachers dominated the school. Again, the results indicated that the majority of the teachers had worked in the selected school for a period of eight (8) years and more.

4.2 Transition programmes available for persons with intellectual disabilities

This research question sought to investigate the transition programmes available in the school. Data gathered indicated that the school run programmes equivalent to any other school for persons with intellectual disability. Three themes emerged under this research question. These themes include: Academic programmes, vocational programmes and community integration programmes.

4.2.1Academic programmes run by the school

The academic programs being run by the school include arithmetic's, literacy mathematics, language and literacy. These programs aim at equipping the students with skills in basic literacy and numeracy skills. These skills are important for their functionality in the wider community settings. Some quotes supporting this assertion include;

We undertake academic programs such as arithmetic and mathematics, language literacy and skills in home management, daily living skills, and pre-vocational skills (Teacher A in group one).

4.2.2 Vocational Training Programmes

Vocational training programmes are also introduced in the school to equip the students with hands on skills to enable them develop useful skills they would need to earn a living. Under these vocational training programmes, learners are trained in leather work, painting, chalk making, sewing and bead making. Some of the respondents indicated;

"We train the students in vocational programmes such as leatherwork, chalk making, doormat, art and painting, beads making, etc. (Respondent 2 in group 3).
We also engage them in car washing, Agric, weaving of Kente" (Respondent 2 in group 1).

A respondent said;

"Students receive training in social skills to preserve client relationships while working at the Clear Mind Foundation in Nkoranza, which was founded by Dr. EnekeBossman. Some graduates of the program go on to work as car wash attendants."(Respondent 3 in group 2)

4.2.3 Community Integration

The school also run programs aimed at building skills in students to effectively be integrated into the wider community. These community integration programs include; relationship skill.

A respondent said;

We train students through the manipulation of hands that is through washing, so when they go back into the community, there is a Foundation called Clear Mind founded by Dr. EnekeBossman in Nkoranza where some go back to do car washing". (Respondent 3 in group 2)

68

They can manipulate with the fine motor skills by washing things, even some of them came here and could not hold anything, but now they can wash on their own without much difficulty (Respondent 3 in group 3).

Some come here without being to do anything but after leaving here they are able to do something like learning toileting skills, eating skills, how to bath themselves. How to brush the teeth, keeping the environment tide. Some also come here and can't walk but after sometime they are able to walk. (Respondent 3 in group 1).

4.2.4 Document scrutiny/analysisof observation report

Observation of teachers and learners, who do transition programmes in the vocation class, revealed that yes indeed they have transition programmes running in the school. Evidence from photos from the workshops confirms that these were the types of practice of transition programmes offered learners. Data from documents are also attached as appendix D for reference.

Discussion of results

Transition programmes availablefor students with intellectual disability in the Shalom Special Schools

The study found out that vocational skills programmes such as leatherwork, chalk making, candle making, doormat, tie and dye, art and painting, beads making, are offered in the school. Mantey(2017) confirm the accessing by stating that such transition programmes have already been in existence in Ghana since the era of the Castle schools, the missionaries introduced vocational trades in the elementary, secondary and tertiary schools. Moreover, it was revealed that such programmes offered at the schools do not meet entirely the needs of the students due to lack or inadequate resources. Although there is a transition policy, the necessary resources needed for schools to affect these programmes are inadequate. Consequently, Avoke (2004), in line with his research conducted, stated categorically that, these individuals do not basically see any relationship between the skills they learn in the school and their future lives and often affect their chances of getting jobs or engaging in their own self-work.

4.3 Preparing Persons with Intellectual Disabilities for Transition at Shalom Special School

This research question also meant to find out from teachers their views on how the programmes prepare students with intellectual disabilities for transition programmes. Three themes emerged strongly under this research question. These were; vocational training, functionality of the programmeto students and skills acquired.

4.3.1 Vocational training

All the respondents (12) indicated that they prepare the students for transition. On the issue of whether programmes offered in the school prepare them for transition, this was what one of the respondents had to say:

> *With the study of self-help skills, daily living skills, we teach them how to do certain things on their own for example, toileting, brushing of teeth, bathing, washing, cooking and so at the end of the academic year, some of students are being transformed, that is they can eat, wash their clothes, without much difficulties (Respondent 1 in group 2).*
> *The study of self-help skills is helping the students to become relatively independent.* (Respondent 1 in group 3)
> *They also learn how to make beads, baskets, chains and necklaces, which aids them in getting employment after graduating from school (Respondent 3 in group 1).*

4.3.2 Training in Daily living and Self-help Skills

On the matter of the skills acquired in training of the programs, Majority of the respondents indicated that students are given some skills which will prepare them for living after completing their program;

> *There are some skills being acquired for example they study of vocational skills like this, the students are able to make basic things like key holders, beads, chains and necklaces, baskets etc. Some of them acquire skills in farming and rearing of animals".* (Respondent 3 in group 2)

Discussion of results

4.3.3Preparing Persons with Intellectual Disabilities for Transition at Shalom Special Schools

There is no doubt that most people with disabilities, especially, the intellectual disability spent most of their time in special schools. This, notwithstanding is different issue with those in Shalom Special School, where these individuals undergo various kinds of training in order to adjust themselves in their community after their training programmes.They acquire some knowledge and skills in leatherwork, chalk making, candle making, doormat, tie and dye, art painting and beads making, the students are also able to make basic things like key holders, beads, chains, necklaces and baskets etc. Some of them acquire skills in farming and rearing of animals.

It is evident in Ghana that, the ultimate aim of training these individuals is to equip them with function-able skills to enable them to live independent lives. It is important not to lose the sight of the fact that Article 23 of the United Nation Convention on the Rights of the Child recognizes the right of the child to enjoy a full and decent life, in conditions which ensures dignity, promote self- reliance, and facilitates the child's active participation in the community. According to Morgan and Morgan (2006), transitional programmes are aimed at enhancing the academic, vocational and technical performance of students with disability. Through this they can also experience socialization and interdependence. Those who may not be able to come to school also be trained at home using correspondent learning where they may require the help of their parents or guardian. Their schedule then will be dependent on their availability and their capacity to learn.The study would also investigate the transition supports and pathways available to students at Shalom Special School, such as post-secondary education, vocational training centers, or apprenticeship programmes. The study would explore the extent to which the school collaborates

71

with external institutions to ensure smooth transitions and ongoing learning opportunities.It was observed from the study that, persons with intellectual disabilities after equipping them the right transition programmes and training they attain good social skills and relate well with their families, communities and their clients when they are employed.

4.4 Resources available for Transition of Persons with Intellectual Disabilities

This research question also sought to investigate the materials available in the school which are used to train students for the transition programmes. There were varying responses to this question five of the respondents attested that there were materials and other resources at their disposal which aided them in teaching the children with intellectual disabilities. Those who agreed to this listed things which included sewing machines, training workshops, carpenters' bench, and tools, tie and dye materials s . These made teaching children with intellectual disabilities effective and to enable them participate in class activities. However, seven of the respondentsdisagreed to the availability of materials. They reported that materials and tools needed were lacking which affects the smooth training. As a result of these varying views from respondents, two major themes were generated with five sub-themes. They include availability of physical materials, inadequate materials and other resources.

4.4.1 Availability of materials

Five (5) respondents indicated that there were materials such as sewing machines, training workshops, carpenters' bench, and tools, tie and dye materials. In their views, these materials were not enough to facilitate the teaching and learning process. Since children with intellectual disabilities require materials for effective learning, these materials were readily available. They intimated;

I feel we have some of the materials needed to teach the kids. Though they are not adequate, I can say we have some of them. We have sewing *machines, training workshops, carpenters' bench, and tools, tie and dye materials. (Respondent 3, group 3)*

4.4.2 Inadequate materials

It also emerged that majority of the teacher seven (7) indicated there were inadequate materials for teaching the children with intellectual disabilities. The issue of inadequate materials also surfaced strongly with respondents intimating that children with intellectual disability require audio-visual materials to function effectively. However, the school lacked these materials. The few materials available were but only sewing machines, training workshops, carpenters' bench, and tools, tie and dye materials. This hindered and posed challenge to teachers in the process of teaching. Some of their responses include;

Few facilities exist at the center such as sewing machines, training workshops, carpenters' bench, and tools, tie and dye materials and others, available in the school. (Respondent 3, group 1)

In my class, I should have electricity but I don't have it. If I want them teach sewing, I can't, because the school has electric sewing machine. As a teacher, I can only improvise in the absence of these resources. (Respondent 3, group 2)

My class if I want to train them in Kenteweaving because we don't have the weaving materials (Respondent 1, grouped 2)

4.4.3Staff adequacy at the School

It was reported from the findings that the staff strength of the school was woefully inadequate. Human resources play an integral component in the successful management and education of students with intellectual disability. Since this category of persons with disability require a specialized care, many people do not venture into becoming professionals in this area. Hence the limited staff in schools for persons with intellectual disabilities and Shalom Special School was not an exception. This was raised by all (12) teachers of the school. One of the repondents commented that:

73

We don't have enough teachers in the school. We have student population of 216 but the Staff strength is 12. Looking at teacher- student ratio is not balance. (Respondent 3, group 3)

4.4.4Structure of curriculum

The structure of the curriculum for the education of students with intellectual disability leaves much work to be done. Adopting the curriculum in the case of Shalom Special School, Nkoranza was challenging. It is designed for the use experts and in circumstances where all materials are provided and readily available. However, Shalom Special School lacks much of its needed resources hence implementing the curriculum to its fullest becomes a challenge. The responses further revealed that how the curriculum has been structured to form an integral part essentially to meet their needs into the communities. The following were the responses;

You see this curriculum we have now as compared to the old one, is quite of good content, included the various skills needed to teach transition programmes for the students but the resources are so limited that we are compelled to ignore some of them and use our own means to teach them" (Respondent 3 in group 2).

Some aspects of the curriculum require that students provide materials themselves. On the contrary, some cannot afford it, others are due to the perception their parents have about their education, they fail to provide. This becomes a challenge and implementing the curriculum to its fullest becomes impossible. (Respondent 3 in group 1).

I am a teacher for the vocational training aspect. I sometimes get so frustrated and wanting to quit teaching but my love for them wouldn't let me leave" (Respondent 4 in group 3).

Teaching in the special school is a curse and I regret doing that course in school". (Respondent 3 in group 3)

74

4.4.5   Document scrutiny/analysis of observation report

Observation of teachers and learners, who do transition programmes in the vocation class, revealed that yes indeed they have transition programmes running in the school. Evidence from photos from the workshops confirms that these were the types of practice of transition programmes offered learners. Data from documents are also attached as appendix D for reference.

Discussion of results

4.4.6 Resources available for transition programmes in Shalom Special Schools

The study found out that they have things like the carpentry workshop, the sewing machines, and materials to make beads andkente weaving materials and workshop, but most of the resources had deteriorated whiles others too were obsolete to serve their purpose and had since rendered the resources ineffective. Some of them were improvised by the teachers. This was attributed to inadequate financing from the government to the schools. Government funding must be directed appropriately towards schools concerned, providing sufficient vocational centres, basic tools, and equipment for training and other learning facilities (Disability Act 175, 2006).

Studies further indicated that for effective transition programmes of students with intellectual disability to be achieved there needs to be adequate provision of resources. Sarbah and Gidiglo (2003) stated that appropriate resources, training facilities, and vocational instructors should be made available in the training and development of students with intellectual disabilities. Slife (2004) observed that, making support services available in the form of technology, teaching learning materials and specialists in the field of special education is worthwhile.

National Information Centre (2007) advocates for the education of children with disabilities in appropriate environment till they attain the age of eighteen (18). They describe educational placement of children with special needs as those with extra educational needs and stated that as far as possible, every child with special needs should be placed in regular schools, with the needed support services and facilities. Obi (2004) opines that parents more than anyone else,

provide the needed support to the special needs child. Avoke&Avoke (2004) further stated that the family is the only constant in the child's life and as a result serves as advocates and case managers for the student with intellectual disabilities.

It was observed from the study that, persons with intellectual disabilities after equipping them with adequate resources they can receive adequate training to function well in the job market and to compete with other service providers.

4.5 Challenges affecting the transition programmes for persons with intellectual disabilities

This research question intended to find out the challenges that teachers encounter in implementing an effective transition program for students with intellectual disabilities at Shalom Special School, Nkoranza. This research question generated four themes. These were; Limited staff motivation, limited parental support, limited state support,

4.5.1 Limited Staff Motivation

The absence of motivation was acknowledged to have some influence on the work of the staff. There were a majority of the respondents who had a bitter experience on this matter and one of the respondents commented as follows;

> *Few facilities exist at the center such as sewing machines, training workshops, carpenters' bench, and tools, tie and dye materials and others, available in the school. This thus not encourages me to teach in the school (Respondent 3, group 1)*

> *The salaries for us the staff are so small and cannot take care of our family; in another way, the grants for the upkeep of the center are delayed so much and some parents also fail to acknowledge what the teachers are doing for their wards"(Respondent 2, group 2).*

Another respondent noted;

> *Teachers in special schools are not motivated, since the occupational hazards in special schools are great. Some of these children spit on us and some even beat us, sometimes we use our money to buy food for them.* (Respond 2 in group 3)

76

4.5.2 Limited Parental Support

From the responses, it emerged that there was limited support from parents towards the education and care of their children with intellectual disability. Most parents do not harbor the care of their children with intellectual disability. They rather prefer that their children remain in the school without returning home. They do not collaborate with the teachers in caring for the needs of their children in the school.

A respondent remarked;

> *It will surprise you to know that the parents wish their children do not even vacate and they give wrong addresses and contacts to the authorities of the school since they don't want to be part of their wards transition planning". (*Respondent 1in group 2).

Another respondent had this to say*;*

> *Sometimes we call for Parent Teacher Association (PTA) and only a few attend. So, we adopted a mechanism of calling them anytime there is a program and have to put across some challenges we faced in the school."* (Respondent 2 in group 3).

Another respondent also added that:

> *Some \times when we vacate they don't come for their wards, we have to severally call them on phone and to the extreme, go to their homes".*

4.5.3Insufficient state support to the school

On the issue of government support, the respondents remarked that there is limited support from the central government to special schools and shalom special school is no exception. Respondents lamented that the support from the state is irregular.

> *Government funding is not regular. Funds from government mostly delay in being released. This affects the running and provision of quality transition programs to children with intellectual disabilities* (Respondent 2 in group 3)

Also, government is responsible for providing funds for the boarding and lodging needs of children in the special schools. However, Headmasters of the special schools complained about the insufficiency of the funds as well as delays in releasing the funds to the schools. The respondent added that:

> *Sometimes the feeding grants delay for three terms and I have to use my money to purchase foods stuff for the school. Where I don't have money, I have to go and credit it and later pay.*
>
> *We don't have a kitchen, a dining hall, where the food would be prepared for them to sit comfortable and eat".* (Respondent 2 in group 2)

4.5.4 Attitudes towards children with disabilities

Respondents cited parents and teachers as people whose attitudes were hindering access to quality programmes for children with intellectual disabilities. Almost all the respondents agreed that negative attitudes of parents, teachers and the community at large were affecting education of children with intellectual disabilities. From the views of one of the respondents, because of the negative perceptions about the capabilities of children with disabilities, some parents preferred to educate their children without disabilities to those with disabilities. He argued that:

> *Most parents think children with disabilities cannot do anything so there is no need exposing them or sending them to school. Some parents end up hiding their children with disabilities because of stigmatization. Most of these children are out of school because their parents are hiding them.* (Respondent 2 in group 1).
>
> *Some people we live with don't want associate themselves with simply because they will give birth to such individuals.* (Respondent 2 in group 2).

78

Discussion of Results

4.5.5 Challenges affecting the transition programmes for students with intellectual disabilities in Shalom Special School

Persons with disabilities especially those with intellectual disabilities as stated by Avoke (1998) face different types of transition that should be successfully approached to ensure stable adulthood. Also, Ngobeni (2015) indicated that persons with disabilities receive insufficient and inadequate vocational training due to a lack of qualified trainers. Inadequate training materials in vocational rehabilitation imply that students with disability may not acquire skills needed in the labour market (Opoku, 2016). However, there are different kinds of obstacles that come along with their transition periods. From the study conducted at Shalom Special School, it was found out that the school lacks the following:, lack of audio-visual materials, lack of electricity, staff inadequacy, lack of resources to teach practical programmes in the curriculum content, negativeattitude by some parents. Addressing the needs of students with disabilities relatively varies from each other, however, due to the major challenge in running special school such as Shalom School in the area of resources, resort to a limited area of training. Contrary to this, happen in many special schools such as Shalom where they are clinging to the old ways of training these individuals. Inline to this could be stated that maybe due to lack of commitment on the government to fully support the system through a progressive policy implemented to give it a mandate as the United State of America. This affects the impact of the programs on the lives of these individuals.

McMary and Sarah (2005) observe that negative attitude from both the teachers and the school administration play a significant role in the teaching of learners with intellectual disabilities. Negative attitude makes the teacher feel detached from the learners. This limits their attachment

and interest in learners with intellectual disabilities, and therefore do not teach them well, hence learners continue being dependent on other people, they added.

It is expected that the government, which has the obligation to provide education for all, and has been a signatory to many international conventions on disability, would be more positive towards the education of children with disabilities and would create the enabling environment for them. However, as indicated by the findings of the study, government seemed to have shirked this responsibility. For instance, financial support to the special and inclusive schools has been inadequate and often released late to the schools, a situation that often disrupts academic work. Indeed, there are instances whereby special schools have re-opened late or closed down early due to lack of funds. A study by Akyeampong (2010) supported this assertionby identifying negative attitudes of teachers, families, and parents as well as lack of government support as obstacles hindering efforts to educate children with disabilities. It is worthy to note that while getting enrolled in schools is one of the major challenges for children with disabilities; the few who get enrolled encounter numerous difficulties in the schools because conditions in the schools are not tailored to meet their needs. The nature of the environment–inaccessible buildings, lack of support services, and non-availability of qualified teachers who understand the needs of the children– make teaching and learning unsuitable for children with disabilities. According to the World Health Organization (2011), although physical access to school buildings is an essential requirement to increase access to education for children with disabilities, this essential condition is often ignored, because most educational facilities are built without taking into account the concerns of children with disabilities.

Finally, MoEVT (2008) reported lack of motivation among teachers due to low salary. Lack of motivation can be a result of lack of morale and commitment among teachers. This problem has caused several Special Needs Education teachers to work in private companies where they are paid more compared to the Governments sector and thereby are more motivated for their jobs. It

was observed from the study that, lack or inadequate resources militate against the effective transition persons with intellectual disabilities in order to gain the requisite skills and knowledge to live independent live after school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations for the study. It also includes suggestion for further research.

5.1 Summary

The purpose of the study was to examine the transition programmes available for persons with intellectual disabilities in Shalom Special School, Nkoranza, and how they are prepared for transition from school to the community.The study was guided by four main research questions that were raised. In all twelve (12) teachers were involved in the study.

A focus group discussion, observation and document scrutiny/analysis were the instrument used for data collection from teachers. The Homogeneous purposive sampling technique was employed in selecting the participants from the school.

The outcomes of the study were as follows:

5.1.1 Transition programmes availability for students with intellectual disability in the schools

It was revealed that Shalom Special School provides students training in academic programmes, vocational programmes and community integration programmes in the school.

5.1.2 How programmes prepare the students for transition

On whether the Transition programmes studied in the schools prepare the students for transition, the results of the participants suggest that the programmes prepares them for transition but the students will not be accepted in any employment since it thus not address their transition needs.

5.1.3 Resources available for transition programming in the schools

The views on resources as expressed by the teachers to the various interview guides revealed that resources play a crucial role when it comes to the education of children with intellectual disabilities. Resources for transition programmes such as sewing machines, training workshops,

82

carpenters' bench, and tools, tie and dye materials, colours, toys and pictures, are needed to make teaching children with disabilities effective and to enable children with disabilities participate in class activities. However, responses from the participants suggest that the schools have but inadequate and inappropriate resources to match the teaching and learning needs of children with disabilities.

5.1.4 Challenges affecting the transition programmes for students with intellectual disabilities in the schools

For research question four (4), the results revealed pertinent issues militating against the teaching of transition programmes in Shalom Special School. In the first place, the results revealed that there was lack or inadequate resources in teaching transition programs in the school. More so, the school was challenged with inadequacy of teachers, lack of parental support, and lack of motivation from the government, infrastructure, and financial difficulty and inadequate or lack of government support.

5.2 Conclusions

Based on the findings of this study, it was possible to draw the following conclusions:

It was revealed that Shalom special school provided pupils training in academic programs such as arithmetic and mathematics, language literacy, and skills in home management, daily living skills, and pre-vocational skills. Additionally, vocational programmes such as leatherwork, chalk making, doormat, art and painting, beads making, are offered in the school.

Findings of the study further indicated that children with intellectual disabilities were encountering challenges in accessing education in the study region. The barriers included inadequate resources, negative attitudes of teachers, and inadequate government commitment. These findings are consistent with many findings on education for children with disabilities across Sub-Saharan Africa and parts of Asia. Thus, although the study is limited in scope, that is, focused on just one region, the situation in other regions might not be different.

5.4   Recommendations

Based on the findings of the study, it is recommended that:

1. The existing transition programmes should be relooked at in other to meet the current demands of employers.

2. Further, transition programmes must be carefully be designed to appropriately place students in employment after graduating from school.

3. However, it is suggested that **t**raining equipment, materials and logistic should be regularly supplied to the special school by Government through the Ghana Education Service to enhance the training skills of students.

4. In addition, adequate and qualified teachers with technical and vocational training background should be encouraged to teach in the special schools after training. The researcher believes that when these recommendations are implemented, individuals with intellectual disabilities will see positive results in terms of their independent living.

5.4 Suggestion for Further Research

The findings of this study suggested that there is the need to conduct a study to explore ways of enhancing appropriate transitional and vocational programmes in special schools in Ghana.

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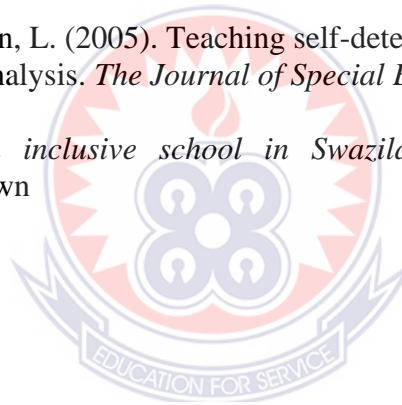
APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF SPECIAL EDUCATION
P.O. Box 25, Winneba, Ghana   sped@uew.edu.gh
+233 (020) 2041069

17th April, 2023

TO WHOM IT MAY CONCERN.

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR. NABIN ISAAC

I write to introduce to you, **Mr. Nabin Isaac** an M.Phil. student of the Department of Special Education with index number 220024086.

He is currently working on his thesis on the topic: **"Transition Programming for Persons with Intellectual Disability at Shalom Special School, Nkoranza, Ghana."** He needs to conduct interview in your school.

I would be grateful if you could give him the needed assistance.

Thank you for the consideration and assistance.

Yours faithfully,

....
MRS. FLORENCE AKUA MENSAH
(Ag. Head of Department)

APPENDIX B

LETTER OF APPRECIATION TO SCHOOL

University of Education, Winneba
Department of Special Education
P. O. Box 25. Winneba.
Central Region

June 2, 2023.

………………………………
………………………………
………………………………

Dear Sir,

LETTER OF APPRECIATION

I write back in relation with my research in which your school participated. In research, data collection may not usually be an easy task for researchers. If it was successful it was as a results great support and cooperation from your school, Shalom Special. I would therefore like to convey my greatest gratitude to all teachers for making it possible for me to obtain data for my study.

May God bless you, Sir.

Yours faithfully,

…………………..

NABIN ISAAC
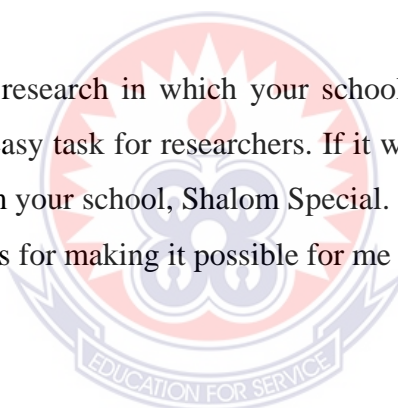
APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SPECIAL EDUCATION

INTERVIEW GUIDE FOR TEACHERS AT SHALOM SPECIAL SCHOOL,
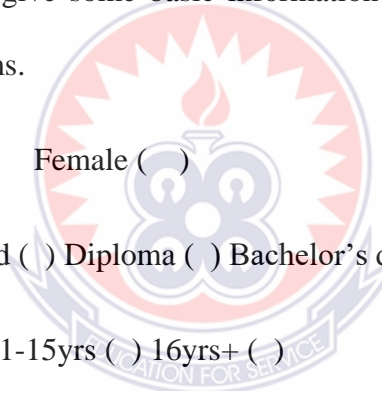
NKORANZA

Instructions

PART ONE

Teachers' Bio-data

In this part, you are requested to give some basic information about yourself. Please, indicate your response to the following items.

Gender (Please, tick): Male (   )   Female (   )

Training Level in Sp ED: Untrained ( ) Diploma ( ) Bachelor's degree ( ) Master's degree ( )

Teaching experience: 5-10yrs ( ) 11-15yrs ( ) 16yrs+ ( )

PART TWO

Kindly respond to the following questions to the best of your knowledge on the transition programming for Persons with intellectual disability **at Shalom Special School, at Nkoranza**. You are assured of utmost confidentiality and your responses will be used for academic purposes only.

Research question 1

What transition programmes are available for persons with intellectual disabilities in the school?

1. What transition Programs are offered in the school

2. How has the transition programs help in the integration of children intellectual disability?

3. In your opinion how does the program meet their specific needs?

Research question 2

How does the programme prepare them for transition?

1. To what extent does the program offered in the school prepare them for transition

   Prompt: can you give me some instances?

2. How does the programs address the holistic needs of children with intellectual disabilities

3. Are parents and other stakeholders involved in the design and implementation of the programmes

4. How many children has the program prepared for transition?

Research question 3

What resources areavailableat shalom special school for transition?

1. In your opinion how appropriate or suitable is the materials use in teaching children with intellectual disability?

2. In your own view, do you have enough resources that can enable teach children with intellectual disability more effectively?

3. What facilities and equipment are available to support you teach persons with intellectual disability?

4. What assistive devices are provided for children with intellectual disability to enhance their learning?

5. To what extent are parents contributing to the development of the education of their wards?

Research question 4

What challenges affect the transition programming in the school?

1. In your opinion what are the challenges/barriers limiting the effective transition of children with intellectual disability in the school?

   Prompt: can you state some of these problems?

2. Are there adequate programmes for the transition of children with intellectual disability?

3. How often do parents visit their wards in school?

4. How often does the state support the school?

   Prompt: what kind of support if any?

5. How often does the Education directorate visit the school?

6. What are the available programmes

APPENDIX D

102