

he main aims of this research was to find out: what were the transition-related roles and responsibilities of secondary special educators while preparing youth with intellectual disabilities for employment and the specific challenges or difficulties they face while performing these transition-related roles and responsibilities. Secondary special educators were also asked to rate the effectiveness of their teacher training programme and make recommendations to improve their programme. And finally, they were asked what kind of support from the school they received to help them perform their transition-related roles and responsibilities effectively. Both qualitative and quantitative research methods were used in this study.

Through this research it has been found that there exists quite a high percentage of secondary special educators (i.e. overall 59% and above) who felt that they performed 20 out of the 23 transition-related roles and responsibilities while preparing students with intellectual disabilities for employment. The findings of this research also reveal the specific challenges or difficulties that secondary special educators experience while performing their transition-related roles and responsibilities. 5 out of the 12 secondary special educators rated their teacher training programme as good and another 5 gave a rating of fair. Thus, majority of the secondary special educators in this research did not feel so poorly prepared to perform their transition-related roles and responsibilities. And lastly, the findings of this research reveal the various recommendations given by secondary special educators to improve their teacher training programme and support their received from the school in order to perform their transition-related roles and responsibilities effectively.