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Serving Transition-Age Youth and Students with Disabilities.

Kathleen Marie Oertle

Transition 2019: Wise Practices Keep Getting Better

Caren L. Sax

Abstract: Transition planning and services for youth with disabilities as they exit the K-12 system and enter the world as adults has taken on new importance and a sense of immediacy, particularly in the past five years. The passage of new legislation (i.e., Workforce Innovation and Opportunity Act [WIOA], 2014; Carl D. Perkins Career and Technical Education Act, 2018), a new guide to transition (Office of Special Education and Rehabilitation Services, 2017), and efforts to reauthorize both the Individuals with Disabilities Education Improvement Act (2004) and the Higher Education Act all reflect multi-agency and multi-disciplinary approaches for expanding options for youth and students.

Band-Aids for Barriers: Key Transition Policies as Experienced by Incarcerated Youth

Taryn VanderPyl, Louise M. Yoho

Abstract: Almost all incarcerated youth will someday be released back into the community, yet their time spent “inside” typically makes them more prone to not only reoffend, but to escalate in their criminal activity. Further, as high as 85% of incarcerated youth have disabilities, making them arguably the most vulnerable population when it comes to transition, yet the least supported in legislation. The purpose of this study was to understand how the key factors of the Individuals with Disabilities Education Act; the Carl D. Perkins Career and Technical Education Act; the Workforce Innovation and Opportunity Act; and Juvenile Justice and Delinquency Prevention Act are experienced by incarcerated youth. Very few of the challenges faced by incarcerated youth with disabilities are considered in these pieces of legislation, ending with mere Band-Aids for the barriers they will inevitably face. A problem-driven content analysis was completed using written responses from incarcerated youth in bi-weekly publications from the writing program, The Beat Within. Themes were analyzed in the areas of dream jobs/goals, skills, hopes/predictions, and barriers. Finally, the youth shared what they believe they need and what should be addressed in legislation that may actually help them. Their voices guide policy, program, and research recommendations.

Autonomy and Uncertainty in Employment for Emerging Adulthood

Jinhee Park, Jill Meyer, Lindsay Portela, Vanessa Hinton

Abstract: Emerging adulthood (EA) is a theory that was developed to describe a unique developmental stage that precedes adulthood where an individual does not feel like an adolescent or an adult. To be effective in the provision of work exploration and career readiness for emerging adults with disabilities, rehabilitation counselors must consider

the developmental stage of EA. Specifically within the framework of EA, the current study examined the relationship between the constructs of autonomy and uncertainty and employment among 122 emerging adults with and without disabilities. The findings of the study indicated that participants with employment were more likely to perceive a sense of autonomy in their family roles and work/education, and less likely to feel uncertain about understanding the cause-and-effect relationship of social events. Participants who reported having a disability were less likely to perceive autonomy in their role within family. Implications for rehabilitation professionals and future research were discussed.

Increasing Rehabilitation Counselors' Support for College Students in Academic, Social, and Career Integration

Allison R. Fleming, Kathleen Marie Oertle, Anthony J. Plotner

Abstract: The Workforce Investment and Opportunity Act (WIOA, 2014) included specific enhancements within the Vocational Rehabilitation system for transition-age students and clarified the role of rehabilitation counselors in postsecondary education. Rehabilitation counselors are an underutilized resource to students enrolled in postsecondary education as a post-high school option. Increased enrollment of college students with disabilities has not been matched by competitive retention and graduation rates with peers. Numerous studies have illuminated barriers and challenges faced by students, uncovering gaps where rehabilitation counselors could intervene and potentially positively impact student outcomes. Rehabilitation counselors have had a strong presence in supporting students as part of targeted programs focusing on specific disability populations and are well-positioned to expand supports already provided to these restricted groups to all college students with disabilities. The purpose of this paper is to expose barriers and challenges reported by college students with disabilities, highlight examples of rehabilitation counselors providing effective supports to college students, and present strategies to increase supports in areas connected with improved college retention and employment outcomes.

The Conceptualization of a Framework for Social Skills Development in Transition-Age Students with Disabilities

Michelle McKnight-Lizotte, Allison Levine, Emily M. Lund

Abstract: Social skill difficulties have been linked to detrimental vocational outcomes for students with disabilities. Transition-age students are especially at risk for having underdeveloped social skills and parents/teachers are not aware of what the social requirements of the job market are. Pre-employment transition services (Pre-ETS) were included in the reauthorization of the Workforce Innovation and Opportunity Act (2014) as a means to aid in post-school employment for transition-age youth and to allow for workplace readiness training and the development of social skills. In addition to employment related benefits, improvement in social skill efficacy allows individuals to develop relationships, which makes a positive impact on their lives and the lives of those

around them. Using Maslow's Hierarchy of Needs (1943), as well as the Taxonomy of Social Skills developed by Levasseur, Richard, Gauvin, and Raymond (2010), the Social Skills Hierarchy of Needs (SSHON) is proposed which posits a framework to illustrate a potential pathway for social skill development for students in transition. A case conceptualization is provided to demonstrate the application of the social skill hierarchy as it relates to transition-age students with employment goals. The SSHON framework allows education and rehabilitation professionals who work with students with disabilities to identify the students current "stage" of social skills development as well as potential next steps to improve social participation.

Responsibility to Inform: Rehabilitation Counselors, Students with Disabilities, Alternatives to Guardianship, and Self- Advocacy Instruction

Kathleen Marie Oertle, Tim Riesen

Abstract: Despite precedent to the contrary, many professionals presume that the students they serve have diminished capacity. As a result, secondary transition professionals often default to recommending guardianship for students with disabilities approaching the "age of majority" (18 years-old). If a guardian is appointed, the student's rights become restricted and are unlikely to be reinstated even when requested. Tensions and contradictions arise as legislative mandates designed to promote self-advocacy and autonomy directly contradict the restrictive practice of guardianship. Given the mandate, in the Rehabilitation Act as amended in the Workforce Opportunity and Innovation Act (2014), for self-advocacy instruction, the purpose of this systematic literature review was to investigate the responsibilities of rehabilitation counselors in informing transition-age students with disabilities about alternatives to guardianship and using strategies to promote self-advocacy instruction. An eight-step legal and ethical decision-making model was used as the conceptual framework. Eleven databases were systematically searched; limited to peer-reviewed articles in English published 1992 to April 2019 in academic journals. From this search, 179 articles were screened and 14 articles were reviewed. The data extracted were research methods, targets, types, and major conclusions. Of the 14 articles, seven were descriptive, five were explanatory, and two were evaluative. Most combined the targets of self-advocacy and guardianship alternatives with only one article specifically targeting rehabilitation. Supported decision-making, which offers an alternative to guardianship, is less restrictive, research-based, ratified policy, and recommended practice that aligns with rehabilitation counselors' legal and ethical obligations.

American Board of Vocational Experts Salary Survey 2018 and Impression of the CORE/CACREP Merger

Scott Beveridge, Courtney Glickman

Abstract: The following study builds upon prior research on counseling salary surveys completed by the American Counseling Association (ACA) and the Commission on

Rehabilitation Counselor Certification (CRCC), and adds to an existing study on annual average salary of counselors and vocational experts with the International Association of Rehabilitation Professionals (IARP). The present study provides a current update to the distributions measured in 2016 with IARP participants. This specific effort is to determine the current state of salary distribution within the American Board of Vocational Experts (ABVE). The survey instrument from the first study in 2016 with IARP was utilized for this research. It was created by building on the existing ACA and CRCC salary surveys in the counseling field and refined with the assistance of a Delphi panel of 10 vocational experts who were IARP members. The Delphi panel that created the survey instrument had an average of 31 years clinical experience in rehabilitation counseling. The current survey participants included 136 members of the American Board of Vocational Experts who completed the online survey to provide the data to examine the average annual salary, demographics and participants who experienced disabilities within the ABVE organization.