
Preface

Welcome to the second edition of *Career Counseling for People with Disabilities*. The purpose of this book is to serve as a text in rehabilitation counseling, educational psychology, and special education courses. It could be the primary text in a rehabilitation course related to career counseling and job placement or in a special education course on career education. In addition, it could serve as a supplemental text in an educational psychology course on career development and implementation. It should also prove helpful as a resource guide to counselors and educators who are practicing in public and private rehabilitation or in education facilities serving people with disabilities. Finally, people with disabilities and their families are encouraged to use this book to guide relevant career planning and job seeking efforts.

The book is divided into four major sections: Introductory Materials, Career Counseling Content Areas, Career Counseling for Clients with Differing Abilities, and Future Issues and Resources. The sections are subdivided into fourteen chapters, as described briefly in this preface. Each chapter begins with a vignette, follows with content related to the concepts introduced in the vignette, and ends with application activities for the reader.

The first five appendices that follow the body of the text contain handouts related to each of the career counseling content areas: self-awareness, career exploration and vocational selection, job seeking skills, job maintenance skills, and job search skills. Appendix F contains reproducible blackline masters of select figures that also appear in the text.

Section 1: Introductory Materials

Chapter 1 introduces the reader to the area of career counseling and identifies potential clients. Clients are categorized according to their need for intervention, and this system is described in the first chapter. In Chapter 2, career development theories (including both structural and developmental theoretical constructs) are identified. In Chapter 3, the legislative history relevant to career counseling for people with disabilities is overviewed. Legislation particular to both education and rehabilitation is covered, including the 2004 reauthorization of the Individuals with Disabilities Education Act; the Ticket to Work and Work Incentives Improvement Act (TWWIIA) of 1999; the Workforce Investment Act, which includes the Rehabilitation Act Amendments of 1998; and the 2008 reauthorization of the Americans with Disabilities Act. Chapter 4 presents information about using traditional vocational evaluation tools in career counseling with people who are disabled and introduces readers to naturalistic assessment procedures and tools.

Section 2: Career Counseling Content Areas

Specific counseling interventions are detailed in Chapters 5 through 9. Each chapter provides information and counseling techniques specific to a career development content area. The five content areas covered are self-awareness, career exploration and vocational selection, job seeking

skills, job maintenance skills, and job search skills. The self-awareness chapter includes information designed to help clients identify their interests, abilities, values, work personality, and liabilities, both from their own perspective and from the perspective of others. The career exploration and vocational selection chapter covers exploring career options investigating available jobs that relate to clients' long-term career goals. The job seeking skills chapter encompasses the skills necessary to capture employment: the ability to locate job leads; to produce well-written applications, personal data sheets, résumés, or qualification briefs; and to interview successfully. The job maintenance chapter focuses on how to keep a job by understanding good work behaviors and employers' expectations, as well as how to evaluate and solve problems on the job. The job search chapter describes the application of the other areas: being able to successfully match one's self to jobs, identify prospective employers, produce and catalog paperwork required for employment, get out and meet with prospective employers, follow up on job interviews, secure employment, and maintain a job. Skills and behavioral competencies critical to each content area and ultimately to job placement are identified. Where feasible, I have provided worksheets and forms to facilitate the counseling process.

Although it may seem a bit odd to have the chapter on job maintenance precede the chapter on job search strategies, it is essential that job seekers know what it takes to keep a job before they actually go out to get a job. Without job maintenance skills, job seekers are doomed to the "revolving door" syndrome: being able to find a job, but unable to keep a job. Therefore, I have included job maintenance content in Chapter 8 and job search techniques in Chapter 9.

Section 3: Career Counseling for Clients with Differing Abilities

Disability-specific considerations are covered in Chapters 10, 11, and 12. These three chapters are divided according to the categorical divisions introduced in Chapter 1. Strategies and activities are shared for working with clients performing at informational, instructional, and advocacy levels. These categories or client levels are based on the amount of intervention needed for success rather than traditional, medically based definitions of disabling conditions. This client-centered approach encourages counselors and other service providers to facilitate the career planning and implementation process rather than "do for" clients.

Section 4: Future Issues and Resources

Chapter 13 delineates future trends in the provision of career counseling to people with disabilities. Topics covered in this chapter include self-determination issues, family involvement strategies, case management for life concerns, and the need for interagency coordination. Attention is also given to the impact technological advances have had on the lives of people with disabilities and transition from school-to-work considerations. In Chapter 14, the reader is introduced to local, state, and national resources in the fields of education and rehabilitation that may prove helpful in providing career counseling to individuals with disabilities. Following the text are helpful telephone numbers and Internet sites, a recommended readings list, and appendices. The appendices contain handouts and forms that can be used to facilitate learning in the major content areas covered in Section 2: self-awareness, vocational selection, job seeking skills, job maintenance skills, and job search skills. Appendix F contains reproducible blackline masters of select figures that also appear in text.

Learning activities are included at the end of each chapter. These activities are meant to give the reader an opportunity to apply what he or she has read in the chapter. I provide two approaches to enhancing the reader's knowledge in the area: reading activities and activities that involve doing things. Books and Web sites that are mentioned for further reading are listed in the references. The learning activities are intended to be fun and easy to do.

I hope you will enjoy reading this book as much as I have enjoyed producing it. If you have any questions or concerns about any of the material covered, please do not hesitate to contact me in care of PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78757. I always welcome suggestions and whenever possible will incorporate your feedback into my work. Thank you.