

Factors Influencing Employment and Educational Outcomes for Post-Secondary

Transition Services

Emily Nostro

Florida State University

The employment rate for individuals with disabilities in the United States has been historically lower than individuals without; for people with disabilities who held full time employment in 2013 was 17.6% whereas the national employment rate for individuals without disabilities was 64.0%, (U. S. Department of Labor, 2014). Many barriers, both personal and societal have been identified as a hindrance to finding full time employment (Cavanaugh & Giesen, 2012; Crudden, Sansing, & Butler, 2005; Lynch, 2013; McDonnall, 2010). Societal barriers to employment may include perceived attitudes towards and stigmas held about people with disabilities, lack of accessible and reliable transportation, and lack of knowledge about accommodations and assistive technology that can increase an individual's ability to be an productive and successful employee (Cavanaugh & Giesen, 2012; Crudden, Sansing, & Butler, 2005; Lynch, 2013; McDonnall, 2010; Wagner-Lampl & Oliver, 1994). A lack of knowledge about the capabilities of a person with disability may lead to a lack of employment opportunities (Lynch, 2013).

Other factors that are personal or individual in nature may become a barrier to employment. Individual barriers to employment may include a lack of training, social skills or self-determination (Crudden, Sansing & Butler, 2005; Giesen & Cavanaugh, 2013). Approximately 83% of people with a disability, aged 16-64, who did not hold employment, cited their own disability as a barrier to employment. Other prominent personal barriers included a lack of education (16.5%) and lack of transportation (14.3%) (U. S. Department of Labor, 2014). While the employment rate between adults with disabilities remains large, the gap in full time employment is not as pronounced

amongst youth with and without disabilities. In 2013 The United States Department of Labor Bureau of Statistics found that the employment rate for youth without disabilities, aged 16 to 19 years, had a shockingly low employment rate of 27.1%; youth with disabilities of the same age had a stark employment rate of 13.4% (U. S. Department of Labor, 2013). The millennial generation, aged 15-33, is currently facing the longest sustained period of unemployment, particularly those with college degrees (Berridge, 2014).

People with visual impairments may face additional barriers integrating into society due to public perceptions of blindness; blindness has been one of the most feared physical disabilities (Wagner-Lampl & Oliver, 1994). “Only 31% percent of blind and 44% percent of visually impaired individuals between the ages of 21 and 64 are employed” and this statistic does not differentiate between part-time and full-time employment (Wolffe & Candella, 2002 p. 59 cited in Golub, 2003). With such a high unemployment rate amongst people with visual impairments, career services are offered by many rehabilitation agencies. While rehabilitation agencies have long had career services available to adult clients with visual impairments, the needs for youth with visual impairments may be drastically different (CITE).Whereas rehabilitation agencies may provide career services tailored to vision loss, youth with visual impairments may need instruction that focuses on concept development and hands on experiences (CITE). 2 SENTENCES ABOUT CONCEPT DEVELOPMENT (CITE).

Students with visual impairments face unique challenges during their adolescence and may face barriers in obtaining employment and post-secondary

education upon graduation from high school. Blind rehabilitation agencies have begun to offer transition programs for adolescents. These programs youth with visual impairments help them develop necessary skills in order to ease their transitions to independent living. Close examinations of the effectiveness of blind rehabilitation programs, frequently indicate many adult graduates do not go onto to find full time employment. The purpose of this literature review is to help identify factors associated with successful post-secondary outcomes (attending higher education or obtaining employment) amongst transition-aged youths (14-22 years old). Furthermore, the literature review will highlight current concerns related to the acquisition of work experiences for youth with visual impairments in the 21st century.

In this review of literature, work experience is defined as paid employment, job shadowing, internships and community service. Crudden (2012) cited “the impact of the current high unemployment rate is felt disproportionately among young people” (p.397) regardless of visual impairment and the rate of paid employment for youth nationally has declined. Currently, there is a “substantial gap in employment rates between youths with visual impairments and sighted youths in the general population: considering that 19.8% of youths with visual impairments aged 16–19 are employed, compared with 29.2% of same-age youths who are sighted. As the youth age, the gap widens for youth with visual impairments aged 20–24—39.5% versus 63.8% are employed (Cavanaugh & Giesen, 2012 p. 402; McDonnall, 2010). Due to the lack of paid employment amongst American youth, especially among youth with visual impairments, this review of

literature will also include simulated work experiences that can help promote skills necessary for employment.

Factors Influencing Post-Employment Transition Outcomes

While there has much been much discussion on how to improve post-school outcomes for youth with visual impairments, there has been little to no reported evidence of successful transition interventions that can effectively result in employment. In a systematic review of fifteen studies of interventions designed to improve the employability of transition-aged youth with visual impairments the authors cited that there is lack of research on statistically sound ways to improve employment outcomes in youth with visual impairments (Cavanaugh & Giesen, 2012). None of the fifteen studies reviewed in the study were found to improve direct employment outcomes, but found correlations between predictors of successful employment, strategies to enhance employability skills, and efficacy measures to determine whether transition programs were considered to be effective (Cavanaugh & Giesen, 2012). Researchers and practitioners have identified early work experience activities during high school as a positive predictor of employment in the future (Cavanaugh & Giesen, 2012; Wolffe & Kelly, 2011; Nagle, 2001). However, there is debate to what extent that work experience can be a predictor of success in taking in consideration the quality of the work experience and quantity of hours worked (McDonnall, 2010).

Furthermore, there is indication that other significant factors such as assistive technology preparation for vocational experiences, self-advocacy skills in college, or extensive orientation and mobility (O&M) training can influence an individual's success

in a work experience position or their ability to obtain employment in post-transitional outcomes (Wolffe & Kelly, 2011; Zhou, Smith, Parker, & Griffin-Shirley, 2013; Hutto & Thompson, 1995; McDonnall, 2010). The Expanded Core Curriculum (ECC) is a disability-specific skill training that covers areas beyond the traditional academic curriculum that students with visual impairments that practitioners believe must be attained in order for a student with a visual impairment to become competent, productive, and independent member of society (Wolffe, Sacks, Corn, Erin, Huebner, & Lewis, 2002). The ECC includes compensatory and functional academic skills, such as communication modes; O&M; social interaction skills; independent living skills; recreational and leisure skills; career education; technology; self-determination; and visual efficiency and is taught by teachers of students with visual impairments in the public schools (Wolffe et al., 2002).

Work Experience as a Predictor of Post-Transition Outcome Success

In a 2013 article, Giesen and Cavanaugh, used the 2010 Annual Rehabilitation Service Administration Case Service Report (RSA-911) and determined a variety of negative and positive factors that could be interpreted as predictors of competitive employment. Giesen and Cavanaugh used a single-subject control group whose participants were aged 21 years or younger at the time of application, and who had received services [from the rehabilitation agency]. They concluded that work experience and academic competence were associated as positive predictors for competitive employment (Giesen & Cavanaugh, 2013). Several of the articles used the 10-year Longitudinal Transition Study-2 (NLST2) with controls set for individuals with disabilities,

which led to a wide consensus of authors concluding that early work experience can positively impact post-transition outcomes (Connors, Curtis, Wall Emerson & Domitorio, 2014; Wolffe & Kelly, 2011; McDonnall, 2010).

Connors et al., (2014) found that students who had completed work experiences or held paid jobs while attending high school were more likely to have positive transition outcomes post-graduation. The authors used five waves of the NLST2 to run a quasi-experimental study to investigate modifiable and non-modifiable factors that were strongly associated with successful transition outcomes. The study also found that income, vision, and presence of an additional disability were non-modifiable factors that were associated with longitudinal success for post-school outcomes (Connors et al., 2014). In turn, modifiable factors such as educational attainment and work experience were associated with successful transition outcomes; youth with visual impairments who had completed high school and held a work experience position in high school were much more likely to attain longitudinal success in post-school outcomes.

Similarly, in the 2011 article, Wolffe and Kelly used the NLST2 to find that prior work experience, career counseling and job readiness have promising outcomes for most individuals, and concluded that community service has a strong relationship with positive post-transition outcomes. The conclusion that community service also had a strong association is relevant in the changing economic tides. Nagle (2001), who also found that community service to be a positive factor in obtaining employment, recommended that evaluation of transition-to-work experiences to be assessed in terms

of both quality and quantity to ensure that transition-aged youth are adequately prepared during this experience.

However, it is imperative that vocational rehabilitation professionals remain open-minded as they may need to create new and personalized opportunities for transition-aged youth to gain experience in their desired career field, rather than attempting to place all students in paid employment position. The transitioning youth should be guiding the selection of their work experience in order to ensure that is meaningful and valuable to them. Crudden (2012) recommends volunteer work as one method to help assess and develop vocational skills through these experiences. Nagle's findings give further weight to the employability strategies that Cavanaugh and Giesen (2012) found to be effective in their literature review and should signal practitioners to incorporate these strategies into finding tailored work experiences for their individual clients.

Factors Influencing Successful Outcomes for Work Experiences

Service Delivery

While the general consensus is that work experience is effective in leading to successful post-transition outcomes, having a work experience does not guarantee success. There are a few identified factors that may influence whether a work experience may lead to successful job preparation such as type and length of employment in a work experience (McDonnall & O'Mally, 2012). Factors related to service delivery can greatly impact the type of training that a student receives and current work experience can vary greatly in terms of the quality of work and quantity of

work assigned. There is some demonstrated evidence that personalized work experiences that are interesting to an individual can have more effective outcomes.

To begin with, the extent to which students with visual impairments successfully complete a work experience is variable. Transition programs are not available to every youth with a visual impairment and youth in some geographic regions may be less likely to receive comprehensive training (Crudden & Sansing, 2011). Giesen and Cavanaugh (2013) state that youth with visual impairments will most likely have the opportunity to participate in employment or simulated work experience in part due to interagency agreements between vocational rehabilitation agencies and local education agencies. McDonnall (2010) also used the NLST2 to determine whether work experiences while attending high school had a positive impact on transition outcomes through a correlational quasi-experimental study. However, this article also warns “whether any type of work experience, regardless of how short or limited in the number of hours, will help these youths find employment in the future is unknown” (McDonnall 2010, p. 302). Given Nagle’s (2001) earlier findings that community service may be as beneficial as competitive work experiences such as internships or paid employment, “it would be helpful to understand how both paid and unpaid work influence competitive employment outcomes and to develop a hierarchy of preferred work experiences that lead to competitive employment” (p. 729). McDonnall and O’Mally(2012) also cite that the varying intensity of early work experience has an impact on whether the experience can be seen as a predictor for future employment citing that the type of employment, how the job was obtained and the amount of time the job was held for are important factors

in predicting future employment. The quality and quantity of the type of work experience can influence post-transition outcomes and it may be difficult to ascertain whether each work experience program aimed at transition youth provides a high quality and comprehensive training in employment-related skills (McDonnall, 2010; McDonnall & O'Mally, 2012; Nagle, 2001).

Furthermore, Nagle (2001) also found that traditional programming for vocational rehabilitation may be ineffective to clients because it did not meet the client's unique needs. Nagle (2001) argues in favor of having rehabilitation agencies tailor services to an individual rather than dictating that youth complete a traditional program. The author cites previous research that rehabilitation systems may stunt the growth of an individual by encouraging dependence on rigid rehabilitation services. (Resnick, 1983, Rumrill, Schuyler, & Longden, 1997; Wolffe & Johnson, 1999 cited in Nagle, 2001, p. 736). Flexibility and individualization in job readiness training may also impact future success in a work experience. Crudden, Sansing, & Butler, (2005) found that some adults receiving rehabilitation services did not feel psychologically ready to enter the workforce and felt external pressure from the service providers to return to work before they felt they were adjusted to blindness. Transitional employment may be more effective in promoting long-term successful employment outcomes than rigid programs seeking to find stable, full time employment (Crudden, Sansing, & Butler, 2005).

When rehabilitation training helps a client pursue or reach a life goal, the client will typically be more willing to receive services and around 70% of the participants in the study listed life goals involving work, career, and education-related goals, such as

maintaining or getting a job (Cimarolli, Boerner, & Wang, 2006 p.345). However, Cimarolli, Boerner and Wang (2006) found that clients of a rehabilitation agency for the blind found that those whose life goals were not addressed by through services delivery it was typically because the nature of the service could not address the life goal, services were delivered prior to pursuing the goal, or the client did not mention the goal to service provider. The authors also cited that when the services help the client accomplish their goals, the perceived outcome was deemed highly successful (Cimarolli, Boerner, & Wang 2006). The authors provided recommendations to service providers to better address life goals by conducting thorough and on-going assessments to obtain accurate life goals as well as provide more functional applications for the skills being taught and opportunities for the client to use it in their daily life (Cimarolli, Boerner, & Wang 2006).

However, when finding unique work experience opportunities, community rehabilitation providers and individuals with visual impairments often face a unique set of barriers when seeking employment. A pervasive barrier in finding and obtaining employment for an individual with a visual impairment is the public's perceptions and attitudes towards a visual impairment (Crudden, Sansing & Butler, 2005). Previous research has found that blindness is viewed more negatively than are other physical disabilities and "the general public agreed with the most popular stereotypes about blindness and blind persons" (Verplanken & Meijnders, 1994; Wagner-Lampl & Oliver, 1994). Even with proper rehabilitation services, such as instruction in independent living skills, assistive technology and low vision aids, people with visual impairments

may face a variety of stigmas and irrational or idiosyncratic beliefs about blindness; practitioners need to be conscious of these beliefs and employ educational outreaches to help combat these stigmas when engaging with prospective work experience hosts (Wagner-Lampl & Oliver, 1994; Lynch, 2014). Community rehabilitation providers can combat societal stigmas about blindness through public education efforts such as awareness training, employer conferences, viewing a sample portfolio, videos about successful individuals and even offering visits of current job sites (Crudden, Sansing, & Butler, 2005). This strategy can be extremely effective in changing emotional attitudes towards people with visual impairments; when hiring managers meet a person with a visual impairment and have the ability to ask questions, it may change their perceptions of the capabilities of a person with a visual impairment (Verplanken & Meijnders, 1994; Lynch, 2013; Crudden, Sansing, & Butler, 2005).

Mastery of Expanded Core Curriculum Skills and Impact on Post-Transition

Services Outcomes

In order to be successful in an untraditional work experience, research conducted has been focused on the types of skills and attitudes needed to successfully obtain and maintain employment (Crudden, Sansing, & Butler, 2005; Crudden & Sansing, 2011; Golub, 2003). Many of the identified variables corresponded with areas of the ECC. However, the amount of instructional time spent on each of these ECC areas are variable. In a study conducted in 2002 in which 18 teachers with visual impairments were observed working with students, researchers only observed teachers providing instruction in career education twice and found that the majority of instructional time

observed was related to academic skills (Wolffe et al., 2002). The authors concluded that the instruction in self-determination and self-advocacy, social skills, independent living skills, and career education was not considered to be a priority educational need (Wolffe et al., 2002).

To begin with, the motivation to work and the ability to find one's own employment may be a predictor of future employment (McDonnall & O'Mally, 2012). A sense of well-being and high perception of one's own competence can also influence whether a student wants to obtain employment. "The receipt of SSI [Social Security Income] at an early age may be a disincentive for an individual to acquire early work experiences, thus indirectly hindering subsequent employment" (Giesen & Cavanaugh, 2013, p. 456). These findings are similar to that of McDonnall (2010) who used the NLST-2, whereas Giesen and Cavanaugh (2013) used the 2010 RSA-911 and took into account adults with visual impairments in their findings. This factor is important because over 25% of those completing vocational rehabilitation are SSI or SSDI [Social Security Disability Income] beneficiaries. Crudden, Sansing, and Butler (2005) also found that SSDI was also a disincentive in finding full-time year-round employment. When focusing on transition-based outcomes, the receipt of Social Security Income or remedial services were associated with being at risk of not obtaining competitive employment (Giesen & Cavanaugh, 2013). Using data from the NLTS, McDonnall & O'Malley (2012) found amongst one group of youth with visual impairments, those who were receiving SSI were less likely to participate in paid employment than those who were not. Moreover, the lack of competitive pay for individuals with a severe visual impairment

may also impact whether an individual seeks full time employment. The Fair Labor Standards Act 14-C which allows companies, who undergo training, to pay an individual less than minimum wage and accordingly for productivity if the individual's productivity is severely impacted by his or her disability, and lists blindness as a disability that impacts productivity (U.S. Department of Labor, 2011).

Even if the individual has the motivation to work, access to transportation can impact whether an individual has reliable means to travel to and from their place of employment. Transportation issues vary due to geographic regions, individuals in rural areas may have limited access to options whereas individuals in urban areas may find that public transportation or paratransit is unreliable or inefficient (Crudden & Sansing, 2011). Unique solutions such as carpooling and networking may be employed by individuals to help alleviate transportation concerns (Crudden, Sansing, & Butler, 2005). Individuals who demonstrate the ability to travel independently are more likely to have a successful work experience as they are able to independently navigate their workplace and be held to the same standards as their sighted colleagues (Golub, 2003).

Assistive technology is often considered as a pervasive barrier to obtaining and maintaining employment (Crudden, Sansing, & Butler, 2005; Crudden & Sansing, 2011; Golub, 2003). Issues with assistive technology that could arise on a job site include: lack of technical support, changing technology in the work place, incompatibility of technical systems, delays in requiring assistive devices, and lack of high quality training programs to access (Crudden, Sansing, & Butler, 2005). Thus, proficiency in compensatory skills and assistive technology can play a significant predictors in

post-transition outcomes. The study conducted by Wolffe and Kelly (2011) using the NLST-2 examined the instruction in areas of core curriculum and also concluded that braille readers' knowledge and comfort with braille and assistive technology has a strong relationship with positive outcomes and O&M instruction has a strong relationship with positive employment outcomes. Students who are proficient in assistive technology have more varied and diverse opportunities for employment (Wolffe & Kelly, 2011). Practitioners should be aware when designing transition programs to train youths to access assistive technology to complete work related tasks. It is also important to note the familiarity that a youth has with technology and whether it is incorporated into their daily lives. Zhou et al., (2013) notes the disparity of computer competency among youth with a visual impairment and youth with multiple impairments and concluded that youth with multiple disabilities typically reported that a lower level of computer competence and used a computer and internet less frequently than those with only visual impairments (Zhou et al., 2013). Practitioners need to be cognizant of a youth's prior knowledge and experience with technology in order to successfully instruct a youth in how to use assistive technology to complete work-related tasks. Cimarolli, Boerner, and Wang (2006) state that community rehabilitation service providers need to explicitly teach individuals how to employ new found living skills in a functional manner.

In addition, the receipt of remedial services during transition was seen as negative factor for predicting positive employment outcomes. Practitioners need to closely examine the current skill sets of individual consumers who are youth with visual impairments to ensure that each individual has a wide array of skills that can be utilized

for employment. In addition, this can help place a student in a work experience where the student has the prerequisite skills to be successful in the position. Nagle (2001) warns that a “vocational assessment should be outcome oriented and directly linked to transition goals and post-school aspirations,” and further, that transition planning and outcomes should not be disability specific (p.729). The NLST-2 has also been used to link to individuals with “high perceptions of their own computer competence” to more likely employment outcomes, whereas the opposite for those who thought they had low computer competence” provided that gender, the severity of vision loss, and multiple disability status were held constant (Zhou et al., 2013).

Designing Effective Work Experiences for Transition-Aged Youth with Visual Impairments

A young adult with a visual impairment may receive career education as a part of their school instruction in the ECC as stipulated in their Individualized Education Plan (IEP). However, youth have more opportunities to receive more instruction in obtaining and maintaining employment through community rehabilitation agencies and the Division of Blind Services; vocational rehabilitation agencies may collaborate with community rehabilitation programs incorporating work components or experience into summer transition programs (Giesen & Cavanaugh, 2013). Students who attend transition programs during the summer, typically had a better understanding of work and greater career awareness (Cavanaugh & Giesen, 2012). Leonard (1997) cites that career awareness and general traits of workers can be learned through career education programs. Career education programs can specifically teach general

responsibilities required for the work place and were more aware of how to demonstrate these general skills.(Leonard, 1997).

Programs that help integrate youth into the community by providing on-site work experiences or work experience in visibly public places may be effective in changing societal attitudes towards blindness (Miller, 2014; Brown, Brown, & Glaser, 2006; Lynch, 2013). In a 2012 study conducted by the National Industries for the Blind showed that hiring managers who knew someone who was blind or visually impaired personally were also more likely to hire a person with a visual impairment (Lynch, 2013). Verplanken and Meijnders (1994) cite that having the opportunity to interact with a person with a visual impairment in a realistic context, the general public is more likely to more favorable feelings towards people with visual impairments.

While McDonnall and O'Mally (2012) cite that more "research is needed to determine whether school-sponsored work experiences have the same value to future employment as paid work experiences do", examples of successful work experience programs through school and inter-agency collaboration have been lauded as successful (McDonnall & O'Malley, 2012 p. 135; Brown, Brown, Glaser, 2006; Miller, 2014). In Miller's (2014) article, "Meeting Expectations of the Workplace in the Schoolplace," his case study examined an intervention designed to increase job readiness skills amongst five youths with severe visual impairments. The Lunch Delivery Program as a part of the "Workplace Expectations" curriculum targeted secondary students at Saint Joseph's School for the Blind in Jersey City, New Jersey to work on skills that would be necessary to obtain and maintain paid employment.

Through the use of the college-style classes and work experience, all students showed improvement in mastering work-related skills and the majority of students demonstrated full mastery of the aforementioned skills (Miller 2014, p. 498). While the work experience was not paid employment, the author cites that “expectations of the workplace are best understood when the student is given the opportunity to work” and through the hands-on experience offered at the Lunch Delivery Program, the students had an opportunity to hone work-related skills in a structured setting to better prepare themselves for the realities of paid employment (Miller 2014, p. 499).

Furthermore, the similar studies on transition programs found that “Partner’s Program curriculum (Cochran, 1985), along with blindness-specific job information and with parental involvement, had improved career certainty and salience and reduced career indecision” (Cavanaugh & Giesen, 2012 p. 409). The role of community rehabilitation programs for the blind should not be underestimated for youth with visual impairments as it can lay a strong foundation for career exploration and awareness.

Brown, Brown and Glaser (2006) encouraged the use of interagency collaboration in order to improve transition outcomes and cited Hillsborough County, Florida’s efforts to provide more comprehensive trainings for prerequisite skills for employment, vocational schools, colleges, and independent living. The case study cited showed that when schools, adult service agencies and community rehabilitation providers opened up lines of communication, the youth receiving services experienced increased self-confidence and more opportunities for work experience (Brown, Brown, & Glaser, 2006). Much like how the students Miller (2014) cited were provided with work

experience in their school, youth with visual impairments had opportunities to volunteer with related programs for early intervention to help gain on-the-job training and employment-related skills (Brown, Brown, & Glaser, 2006). While supported employment through a school-sponsored activities or through inter-agency collaboration may help build soft skills, finding one's own employment can further develop job seeking skills and building a professional network (McDonnall & O'Mally, 2012).

The review of literature conducted by Cavanaugh and Giesen (2013) cited evidence that one single-subject study demonstrated that social skills training could enhance verbal skills in job interview situations. Social skills can play an integral role in obtaining employment. Youth and young adults with visual impairments "may fail to recognize their behaviors and deficits in social skills that negatively affect potential employers and co-workers" (Hutto, 1995). Social competence and the ability to make others feel more comfortable were cited as key factors of adults with visual impairments who completed successful work experience (Golub, 2003). Golub (2003) cites that work experience can help adults develop better employment-related social skills such as maintaining eye contact, knowing when to listen, and strong conversational skills. Hutto (1995) continued to emphasize that even though opportunities for employment may be more abundant than in the past, it is still imperative for those with visual impairments to conduct themselves appropriately in a job interview and present their best self to prospective employers.

Students in the SSJB Delivery Lunch Program experience improved communication skills and improved attitudes upon the completion of their work

experience, and demonstrated a higher understanding of workplace behavior expectations as a result of attending the course (Miller, 2014). Furthermore, interventions such as role play, blindness-specific support groups, and physical education were all shown to improve social skills (Cavanaugh & Giesen, 2012). Students may also benefit from instruction in the Americans with Disabilities Act of 1990 to help become stronger advocates for themselves; Hutto (1995) cites Faddis and Long (1988) that students with disabilities may be particularly sensitive and more likely to perceive discrimination than students without disabilities. Adults with visual impairments who completed successful work experiences were more likely to be knowledgeable about the accommodations afforded to them by the American with Disabilities Act and were active in advocating for their own needs (Golub, 2003).

In summary, although employment rates for youth with visual impairments are not as high as for youth without disabilities, there are strategies that can be used to increase the chances that youth with visual impairments will obtain meaningful employment. Students who complete work experience or who engage in community service while in high school appear to have a higher rate of employment later on, although more research is needed to ascertain what specific factors help make youth more successful. Likewise, those students who obtain competency in using assistive technology and have developed appropriate social skills seem to have better outcomes. Furthermore, identifying personal and work goals is beneficial to future work experiences.

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