

The Skills for Success...

in Employment

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Research – Studies Worldwide on Employment

- Results reported are taken from published articles describing the employment of individuals who are blind or partially sighted – young adults transitioning into the workplace and adults re-entering employment.
- Countries represented include: **Canada, New Zealand, Taiwan, United Kingdom, United States**

Factors Leading to Successful Outcomes

- Number and length of work experiences while in school
- Access to transportation
- Disability-specific skills (braille, O&M, AT, ILS...)
- Computer skills and Internet use
- Parents' high expectations

- Academic competence (program completion)
- Self-determination (specifically, locus of control)
- Finding a job independently
- Demographic characteristics (vision, gender, ethnicity)
- Social networks and having friends
- Economic climate when entering labor market

Work Experiences

- Early work experiences and the number of work experiences are important predictors of employment.
- Youth who had just two jobs in the past two years had odds 1.6 to 2.1 times higher of being employed.
- Youth with easy/somewhat easy transportation had odds 2.4 times greater of being employed

Disability-specific skills

- Disability-specific skills such as reading and writing with braille or use of optical devices, orientation and mobility, and independent living skills are correlated to success.
- Likewise, structured learning designed for visually impaired participants and support from career counselors in career exploration and job seeking skills seem to facilitate positive employment outcomes.

Computer Skills and Internet Use

- The use of assistive technology was significantly associated with employment outcomes in a number of studies.
- Youth who had a paid job since leaving high school were approximately 2.24 times more likely to use technology for regular online communication than were those who did not.
- Those who participated in postsecondary volunteering or community service were 1.78 times more likely to use the Internet to interact with others than were youth who did not.

Parental Expectations

- In a Canadian study, correlational analyses revealed that involvement in activities of daily living and parents' high expectations that young adults would perform these activities was a significant factor associated with whether a participant was currently employed.

Academic Competence and Locus of Control

- Youth whose cases were closed successfully (in US rehabilitation programs) had higher reading and mathematics achievement than others.
- Self-determination skills and the use of assistive technology were also significantly associated with employment.
- Locus of control was also significantly associated with a positive employment outcome.

Finding a Job Independently

- Finding a job independently was associated with future employment.
- However, engagement in school-sponsored work experiences during high school had little impact on obtaining future employment.
- Youths who received government benefits were less likely to engage in productive activities.

Demographic Characteristics

- Greater severity of visual impairment and having additional disabilities (both cognitive and non-cognitive) are negative factors for competitive employment.
- There is a reduced likelihood of competitive employment for females and African Americans in the US; however, there is a positive effect on competitive employment for Hispanics.

External Factors

- In Taiwan (2008-2010), 271 out of 313 (87%) clients were gainfully employed after receiving rehab services; 224 were employed as massage practitioners. Factors that increased the likelihood of successful employment outcomes after receiving services included more postemployment services, fewer pre-employment services, and having a vocational qualification.

Social networks

- Unemployed individuals tended to have less extensive informal and supportive social networks.
- Employed respondents reported a larger number of friends and used their supportive networks in more sophisticated ways by providing guidance on the types of jobs they were seeking and feedback on whether the members were helping in a constructive way.

Post High School Training and Work

- A recent lifestyles study of academically capable students indicated all respondents expected the students to attend college or university following high school.
- Students were significantly more likely to think they would get a job post high school than their teachers. Parents also were significantly more likely to report that they believed students would get a job post high school than the teachers.

Materials to Facilitate Positive Interventions

- Perkins Pre-Employment Program:

<http://www.perkins.org/school/public/pre-employment-program>

- RNIB employment materials: EAT, PEP, professional's guide:

<http://www.rnib.org.uk/cy/services-we-offer-advice-professionals/employment-professionals>

- APH's Transition Tote System, Facilitator's Guide:

www.aph.org

Thank you for your interest.

If you have further questions,

please contact:

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