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Best Practices Guide for Educators

Supporting People with Disabilities Transition from Supported Education to Further Education

June 2018

1st Edition



Best Practices Guide for Educators: Supporting People with Disabilities Transition from Supported Education to Further Education

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About this report

This report was developed by Mada in conjunction with international experts in the field of Best Practices for supporting people with disabilities (PWD) to transition from supported education to further or higher education and or employment. It is part of a wider research project that covers all aspects of Best Practices for people with disabilities. The research material which has been developed includes specific focus on what provisions there are for supported and further education for PWD and how can they access employment. This will form part of clear and detailed in-depth understanding of the importance of best practices to support persons with disabilities in further education and employment.

About Mada Center, Qatar

Mada, Assistive Technology Center, is a non-profit institution, founded in 2010, committed to connecting people with disabilities to the world of information and communication technology. The mission of Mada is to unlock the potential of all PwD in Qatar by enabling both individuals and their environment through Information and Communication Technology.

This inclusive vision is aligned in the first place with the provisions of the International Convention on the Rights of Persons with Disabilities, as well as with the Qatar National Vision 2030 that serves as a clear roadmap to guide economic, human, social and environmental development in the State of Qatar.

The key areas in which Mada prioritizes its efforts are:

- Education: Educating both PwD and a variety of stakeholders about the ways in which ICT can be used to enhance life.
- Community: Enabling independent living by encouraging the creation of an accessible community for PWD through the power ICT.
- Employment: The inclusion of PWD into mainstream society through harnessing the power of ICT to create employment and nurture entrepreneurship.

Introduction

The main aim and objectives of the Best Practices guide is to support people with disabilities by empowering and encouraging them to improve their self-belief. Through tailored and person-centered support, they should start to believe they have the potential to succeed and contribute to society in a positive manner. They should always be reminded they have special talents and with the right level of support and understanding, they can make a difference to their self-confidence and motivation. They have to be at the heart of the best practice guide, their views and feelings and the daily challenges they face have to be considered and “what it is like for them every day of their lives”.

Therefore, the guide has to be structured in a clear and concise manner that can work on a practical basis and implemented with clearly defined outcomes to include regular reviews, monitoring of processes and evaluation methods agreed and conducted from the onset. Clear guidelines effectively communicated and documented across the board to the relevant personnel is key to the success of developing an effective and workable guide.

The transition to support people with disabilities from supported education to employment has to be developed based on experiences, knowledge and understanding of the disability issues together with detailed methodology for each particular situation.

For example, knowing and understanding the needs of the person from the onset by asking them the appropriate open questions and also involving their families. To ascertain what have been the main challenges and barriers for them on a daily basis. What works for one person with the disability might not work for another person. This is why the individual has to be at the heart of tailored support.

Any interventions thereafter should have integrated pathway and also examine the social impact and how have the family dealt with the issues and the impact this has had on everyone concerned.

It has been estimated that almost one billion people around the world suffer from some form of disability. Despite increased emphasis on the educational rights of people with disabilities, pursuing further education by them is still a challenge (Ellison et al., 2012).

A universal definition of disability has been a debatable issue around the world. Recent views on disability have shown that the concept of disability differs from country to country and even within the same country (Lahiri et al., 2020). According to Marriot (2007), disability is the outcome of negative interactions occurring between a person with any form of impairment and his/her social environment. In other words, disability is the loss of opportunities that serve as the constraint to participate in social issues on an equal level as others due to any environmental and social barriers (Dubois, 2009).

Persons with disabilities have always been denied the educational opportunities all over the world. According to Henderson (2001) and Higher Education Statistics agency (2002), almost 9%, 3% and 5% of the students in higher education are disabled in the US, Australia and UK, respectively. Studies have found that one of the drivers for increased participation of students in education is the development of public policies that require access to education for students with disabilities. Regulations such as Individuals with Disabilities Education act (1991) and its successors has required educational institutions to provide appropriate education to children with disabilities.

Despite these efforts that have been taking place around the world, still, there are many barriers to providing equal educational opportunities to students with disabilities. The challenge is not only to support them but to encourage them for participation in attending further education and taking part in employment opportunities.

In the current digital era, technological advancements are also one of the ways to promote educational opportunities for persons with disabilities. Adaptive learning environments (ALEs) can enhance the accessibility of modules, ensure inclusion and equal participation and provide personalized access to information technology. ALEs can integrate assistive technologies by creating a learning scenario that helps students with disabilities to perform activities (Skourlas, 2014) It is easier to identify the problems and how the interventions can overcome them, but the overall situation will be improved only if three conditions are met:

- All the students with disabilities have access to technology to enhance career and academic outcomes
- People with disabilities learn to employ technology in a manner that positively contributes to their educational career

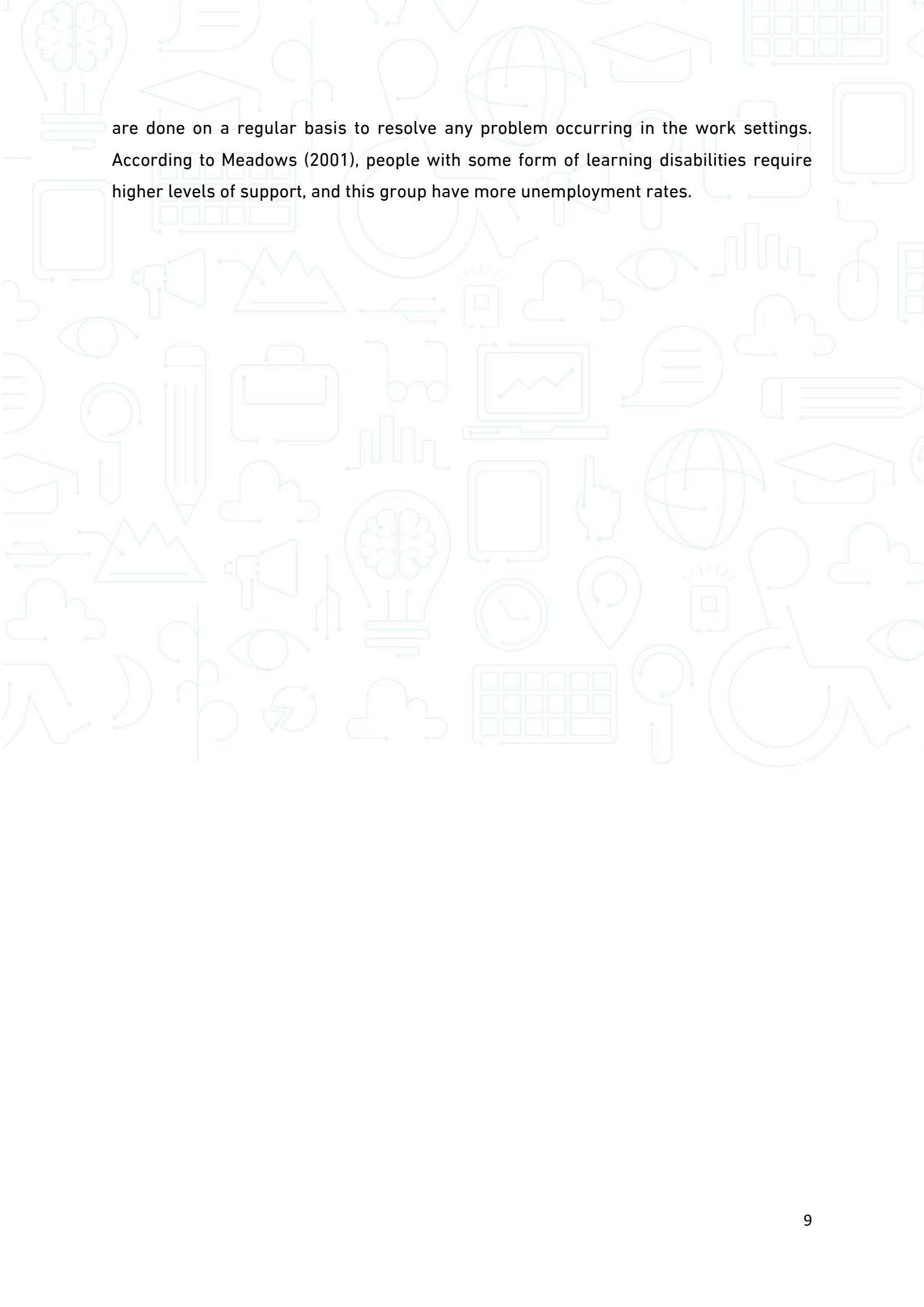
- Having a continuous transition of technology for persons with disabilities as they pass from educational field to professional career

The challenge for using the technological products is that many information technology and electronic products are developed in such a way that they remain inaccessible to the people with specific types of disabilities. So, the individuals even with the adaptive learning instruments and all the necessary technological devices may not be able to manipulate and use them because of their inaccessibility (Waddel, 2001). In simple words, they have access to technology but still not able to acquire the benefits it provides.

Only providing access to students with disabilities for educational facilities is not enough. The quality of educational institutes is more important as these students need specialized adaptations and attention. According to World Youth report (2002), the higher costs of schooling and lower quality of educational system are the main causes for early termination or dropping out of the school of students with disabilities. These impairments are not provided with proper attention, and further exploration is needed to examine the content and quality of education provided to students with disabilities.

Despite the interests of consumer and professional groups, the actual level of assistance and support for the employment of persons with disabilities are quite low. According to Burchardt (2000), especially the people with mental disability have the worst employment experience in spite of rehabilitation programs. Even many of these successful programs didn't prove to have positive effects in the people with severe disorders such as bipolar disease and schizophrenia (Gouvier, 2003). These constraints are due to unfavorable attitudes of family members, professionals, and employers as well as due to prevocational goals rather than setting competitive employment targets (Rutman, 2003).

To overcome the employment challenges for persons with disabilities, a promising development supported employment (SE) movement has been established (Lakey & Parry, 2001). This process starts with conducting the vocational profile of the person with disability that identifies his/her skills and preferences. This assists in the determination of suitable employment field for the person by involving in job searching. When that person successfully gets the job, he is referred to a job trainer to help him carry out the work activities until the employer gets satisfied. Training and monitoring



are done on a regular basis to resolve any problem occurring in the work settings. According to Meadows (2001), people with some form of learning disabilities require higher levels of support, and this group have more unemployment rates.

1. Employment for People with Disabilities

There has been increasing awareness that persons with disabilities can work and this work will be beneficial for them, and for the overall society. Of course, there are complications to transform the concept and understanding to refine the employment levels and conditions. Consumer groups, organizations and governments are emphasizing on defining the appropriate standards in supported employment and more useful type of “Job coaching/In Job Training” that must be delivered to them. Many projects are being developed to capture the attention of employers and educators to work for the supported employment for the persons with disabilities. But, these projects will achieve their desired outcomes when the potential challenges associated with them are solved.

These challenges include:

- Minimum funding for investment in educational and employment facilities for persons with disabilities
- Non-competitive job targets or too unrealistic goals which make impossible for persons with disabilities to compete
- Employment is not taken into account as a priority for them
- Lack of job coaching and specialists that match the persons with disabilities to the appropriate jobs according to their skills and preferences

For the funding of supported employment for the persons with disabilities, there is greater scope for funding agencies to employ a continuous approach for the funding into process of employment of persons with disabilities. According to British Association for supported Employment (2008), there is a lack of awareness for seamless funding for supported employment.

To ensure the survival of professional providers for supported employment, it is necessary to bring about funding streams and to define different levels for utilizing this funding over the entire system. Without this effort, it is possible that persons with mild to severe disabilities will have denied access to the professional or job coaching support that is needed to get them and work on an appropriate job suitable for them.

The Transition Process

The concept of the transition has witnessed substantial growth since few years due to the service delivery programs and legislative foundations.

According to Webster (2001), transition is the process of changing from one form, activity or state to another. When the concept of transition is applied to human development, it is defined as the change in one phase of life to the other. From the past ten years, this practice has been promoted at the international level by employing an increasing number of projects that are emphasizing on the transition from supported education to further education for people with disabilities. In addition to the further education, the career development for the persons with disabilities called as the Division on Career Development and Transition (DCDT) is the focus of the current era.

According to Article 26 of Universal Declaration of Human Rights (1948), everyone holds the right to education. The convention of UNESCO approved in 1960 had the purpose of eliminating the discrimination in education. It has been recognised as a fundamental aspect in the process of EFA (Education for All). This convention took into account the further education of people with disabilities and prohibited any kind of discrimination in this regard.

2. Transition planning – A Person Centered approach

Transition planning is mandatory for the students with disabilities in order to pursue further education after the supported education. Researches have shown that transition planning is especially critical for the students with learning disabilities and the focus should be about what the persons needs are and they are met. Finding out from the person the impact this has had on their lives is key to supporting the person in a practical and realistic manner. In the past era, transition planning for the students with learning disabilities were not provided with importance because of the assumption that the learning disability only affects their academic outcomes but they are successfully able to move from supported education to the further education without experiencing major disability (Rogers, 2010). But a number of studies conducted in the current era has shown that many of the students with learning disabilities experience challenges in their transition from supported education to the further education and encounter the problems such as underemployment, unemployment, unable to participate in college activities and leisure activities, unable to participate in community, increased dependency for financing advanced education on their parents or guardian, job changes, post supported education academics, decreased level of satisfaction with employment and the functional skills (Dunn, 1996).

The most appropriate way to understand the best practices from transition to support to further education for people with disabilities is to address it by focusing on the process of transition planning.

This process consists of four key components:

- An emergent field of student empowerment that enhances the self-determination of students
- The foundation of transition planning, self-evaluation of the students who intend to pursue further education
- The identification of post-supported education goals that are aligned with the self-evaluation outcomes
- The selection of suitable educational experiences by the students with disabilities to achieve during further education

These transition programs will be influential only if the interventions for the students with disabilities are implemented and are consistent with these four elements of transition planning process. The programs should be person-centered taking into account the needs of the person with the disability.

3. Student empowerment and self-determination

Empowerment and self-determination of the students with disabilities become more prevalent in case of transition to further education. In case of higher education, the disability of the students is considered as a cognitive disability, and the student is regarded as unable to take responsibility for their activities (OECD, 2003). Students must provide the opportunities for learning self-determination skills with the help of instructional programs, and their preferences must be considered while designing the programs instead of only deciding by professionals (Unger & Rogers, 1991). They must be provided with a sense of empowerment for their transition planning (Thoma, 2005).

Self-evaluation of the students

Customary assessment activities should be devised for the students with disabilities in the further education. They must be taught to investigate and examine their vocational, academic and personal and social skills. Variety of rating, tests and observation can be a good informational source. For the transition planning, instructors must teach students with disabilities how to evaluate themselves by considering the outcomes of assessment. If the students experience cognitive disability, the subject of control will be his/her parents or the guider.

Post-supported education goals

There is a conflict that after the supported education, the goal of the students with disabilities is only the employment. But, the goal structure can be expanded to further education, community relations, and maintaining social and personal relationships after pursuing the supported education. The interests and needs of the students will disabilities should be the key element in deciding the goals for guiding the transition planning process. The students who intend to pursue the post-supported education must provide with the preferred potions such as joining a technical or vocational center without a license or a degree, high school opportunities, academic courses, or attendance at a community college or a four-year college.

Recognizing the prior learning experience and skills of students with disabilities

This practice must involve the development of an action plan that identifies the supported education history of the students with disabilities and emphasizes on the process of Admissions and Transfers (AT). A framework needs to be established to list the post-secondary institutions and the qualification assessment for the students with disabilities. This process is known as PLAR (Prior learning assessment and recognition). The curriculum for the post-supported education will be designed according to the gaps that were determined by the analysis of the learning curriculum of the past supported education. Innovative approaches, academic bridging and programming models must be applied to focus on the learning needs of those students (Othman et al., 2017). If a students are disabled and also economically vulnerable, then to finance his/her further education, loan or payment grant programs, credentials and financial assistance mechanisms must be initiated to help them with their educational expenses.

4. Enhancing the use of assistive technologies

In the current digital era, technological advancements are also one of the ways to promote higher educational opportunities for the persons with disabilities. The use of assistive technologies can enhance the accessibility of modules, ensure inclusion and equal participation and provide personalized access to information technology. Assistive technology (AT) assist persons with disabilities in conducting their daily activities by supporting them in advanced education, communication, recreation and employment activities. The awareness regarding the use of assistive equipment which is available to support the persons should be promoted at the national level. The awareness should be created in an accessible format by employing the use of various communication tools and the technical assistance regarding the use of assistive technologies should also be provided to the employment organizations in order to assist them in the uptake and utilization of the equipment as well to employ the use of such equipment in assisting their employees with disabilities.

5. Strengthening the community-based learning system for students with disabilities

This practice involves the transition planning processes for all the students with all forms of disabilities including physical, intellectual, visual, hearing impairment and so on. The awareness needs to be created in the post-secondary institutions around the world to make all kinds of accommodations to support the students. Appropriate assessment methods for students with disabilities must be developed in the high schools, for making the accommodations in the post-supported educational settings. These assessments must also streamline the funding process. The institute must be countable to state regarding the assurance of all necessary accommodations in the advanced education. Initially, the students with disabilities must be counselled so that they can advocate for their needs and preferences. This practice should include the following key elements:

- Monitoring the funding models and levels to provide the adequate funding
- Collaborating with the other learning providers in order to establish an appropriate performance management plan for the students with disabilities in post-supported education
- Supporting the institutional capacity by expanding the professional development and developing an innovation fund in order to support the delivery approaches of learning and instructional design to those students

Enhancing outcomes by the institutes of higher education (IHE)

Over the past several years, many strategies have been devised by the institutes of higher education for promoting the academic progress and retention of the students with physical disabilities (Ebersold, 2009). These strategies and recommendations incorporated the reforms regarding mental health literacy, infrastructure, leadership and the coordination and support within the college community. But, these developments had not undertaken any rigorous testing and was experienced with very limited evaluation. So, this stage of research requires the rigorous and scientific testing.

Revising the policies for advanced education for students with disabilities

According to Clay (2011), the policies of many of the educational institutes make it complex for the students with disabilities to complete their degree because of the self-injuries, forced absences, retraction of the financial aid of the students and the suicide attempts because of the mental health issues. Also, for the people or students with mental or psychological disabilities, memoranda of understanding must be signed with a local hospital for them (Gruttadaro & Crudo, 2012). According to Mowbray et al. (2006), the in-depth analysis of the college practices and the experiences of students with mental disabilities have provided with some suggested steps in order to recover their mental health and well-being on the campus. These recommended steps include the education on mental health by the college website, enhancing the communication patterns about the campus supports and mental health, easy access to the information on the counselling services including their timings and location, detailed information about the required attitude and the policies of the rules of the campus, and the designing of the college website that exhibits the online screening tools to the students with disabilities about the variety of the adaptations and accommodations the college will make; this will

In order to ensure the increased enrolment of students with disabilities in the higher education institutes, the following practices must be followed (Collings & Mowbray, 2008).

- Employing the office staff with a specified qualification in each of the forms of disability
- Accountability of the service staff to a major disability head services office

6. College-based counselling

It is necessary to work on the counselling of students with all forms of disabilities within the college campus. This service must be observed as a resource especially for students with psychiatric disabilities (The Jed Foundation, 2012). Campus counselling centers must provide short-term therapy to the students with required resources and consultation to administrators and teachers. According to Gallagher (2012), there is an increasing number of students who seek help from the counselling centers, but there are many challenges faced by the counselling centers within the colleges regarding addressing the emergency needs such as concerns related to confidentiality, insufficiencies in accessibility, the ability for responding in emergency, training of staff to provide assistance to suffered people, and resistance faced due to the administrators in providing the adequate resources (Mowbray et al., 2006). Gallagher (2012) suggested several improvements to be made in college counselling services such as enhanced accessibility including the evening hours and weekend services; making services easy to acquire; employing specialist mental health professionals (not only the graduates), identification of procedures of better crises management and prevention process even before identification of problem, outreaching aggressively, and using screening tools online to promote the health of the students with disabilities (Watkins et al., 2012).

Moreover, it is also beneficial to provide the services of crises team or helpline numbers, training to the students regarding the suicide prevention issues, providing functional, psychosocial and diagnostic assessment, employing behavioral intervention staff to discuss the condition of the students who are at concern or risk, adjustments for changing demographics of the students and training to the students to assist them to manage and tolerate mild and moderate emotional discomfort without medication (Gruttadaro & Crudo, 2012).

Funding to support further education for students with disabilities

The institutes have to make appropriate adjustments so that the students with disabilities and learning difficulties do not have to face a substantial disadvantage. This obligation can be fulfilled by making funding available to the students with disabilities

through the provision of ASF (Additional Support Fund). This fund will enable the institutes to provide personal and technical support to the students with disabilities by eliminating the obstacles faced by them during studying in the advanced education. Some of the examples of technical support include the use of assistive equipment such as hearing loops, specialist software and assistive technology.

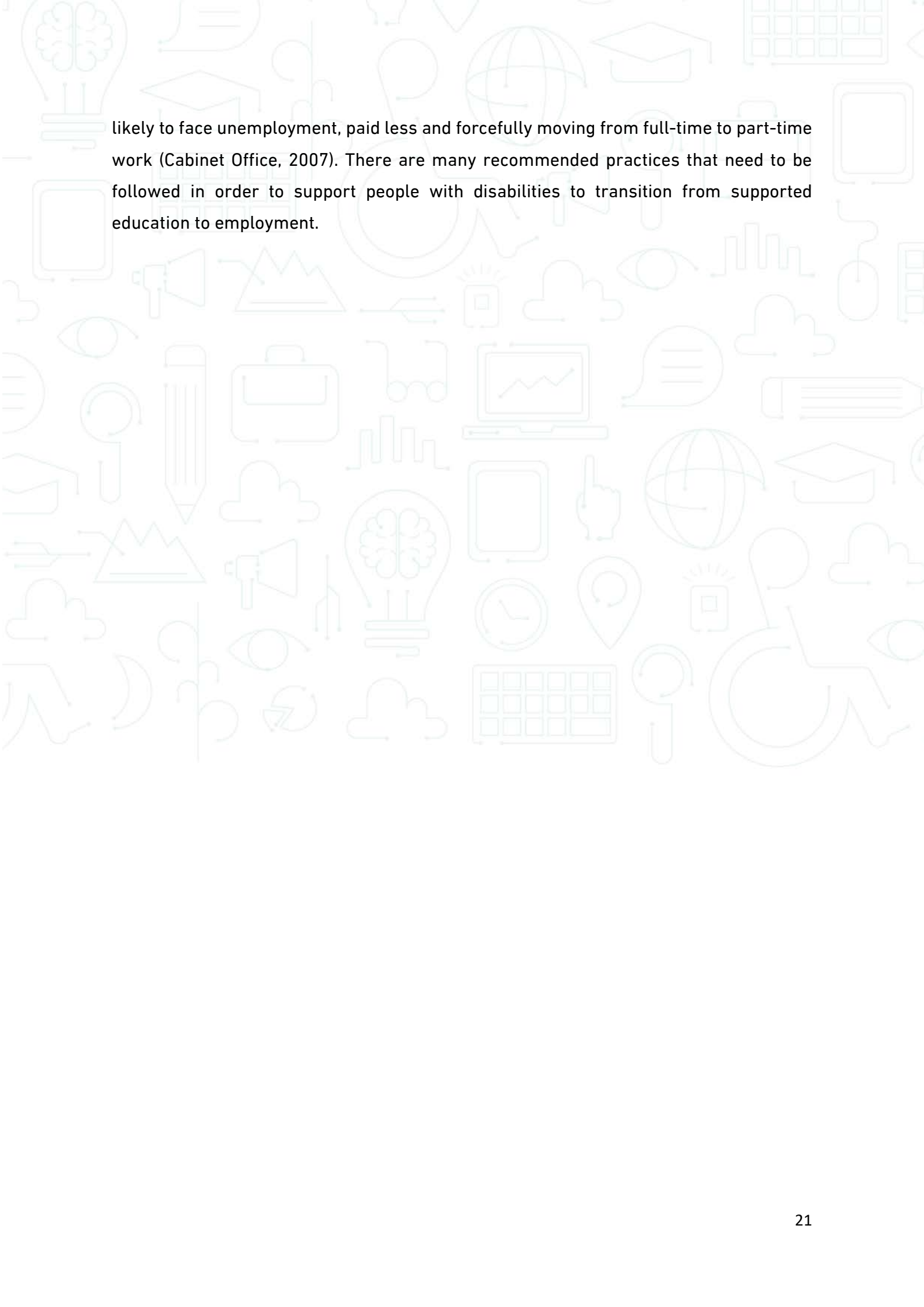
Personal support involves the professional tutors or advisors such as the advisors for visual improvement, hearing disabilities, note takers, classroom assistants and interpreters. The level of personal support provided to the students with disabilities relies on the course of study and the nature of the disability experienced by those students. These practices or the transition planning process will assist the students with disabilities and support their transition from the supported education to the further education.

Supported Education to Employment

According to a study conducted by AGCAS (2007), there is a low difference between the disabled and non-disabled graduates. According to the findings of the report, 49.6% of students with disabilities were employed in a full-time world, as compared to 59.6% of the students without any disabilities. This study demonstrated the improvement in the ratio of full-employment of the graduate students with disabilities as compared to 48.4% and 48.9% in 2003 and 2004, respectively. These figures show the entering of the people with disabilities into the professional occupations including communication, science, technology, law, teaching, statistics and business. The report further revealed that the students with the visual disability were more successful in achieving the full-time employment (AGCAS, 2007).

Despite these improvement ratios, there is a need to provide support to the people with disabilities from supported education to employment. The reason is that if observed from an overall perspective, the people with disabilities have suffered from the continuous disadvantage of employment (Burchardt, 2005).

The transition to the employment for the students with disabilities is less regarding occupational attainments and aspirations irrespective of their qualifications (Cabinet Office, 2007). In short, the overall view exhibited that people with disabilities are more



likely to face unemployment, paid less and forcefully moving from full-time to part-time work (Cabinet Office, 2007). There are many recommended practices that need to be followed in order to support people with disabilities to transition from supported education to employment.

7. Training and employment support services

Training and employment support services (TESS) is a program that provides funding to people with disabilities for acquiring a number of services including the following:

- Employment training which involves the provision of tutors, books, tuition, training suppliers and the living expenses.
- Employment support that includes the job search, support workers, job coaching, work-site modifications, entrepreneurial planning and counselling.
- Assistive technologies that encompass adaptive equipment and tools, specialized transportation, ergonomic aids and assessment (Ebersold, 2008)
- Job crises management that involves providing intervention services in case of job crises

8. Disability Support program

This program must be available city-wide for assisting the people with long-term disability. This program is focused on providing the disability related support to the persons with the purpose to enhance their career development and assist them for increased inclusion and participation in the community. This program must be person-centered focused and include the adaptive approaches for planning. The employment support should be aligned to the goals and preferences of the persons with disabilities. Many types of supports will be provided through this program such as the personal care assistance with respect to the grooming and dressing for the job, job support and assistance with the disability-specific transportation.

Employment policies

The employment policies for the people with disabilities must be redesigned to be based on the presumption that the people with disabilities are able to get employment and the key focus of the government efforts should be to support the people with disabilities so that they can work to their full potential.

One of the best practices to support the transition is to identify the value and importance of investing in making the young people with disabilities ready either to work or to pursue further education. Increased attention must be provided to the early literacy skills, work preparation, transition planning with careful attention, enhanced mental health condition, the creation of critical skills and competency, resiliency, and community work experience that aids in job activities. These practices are dependent on the collaborative framework of support for the persons with disabilities and the effective partnerships with the employers and the community organizations (American Psychiatric Association, 2000).

Expanding the individualized employment services and support

This practice recognises that the persons with some form of disability have unique and individual needs for the support regarding employment. This demonstrates a shift from the present policy which limits the number of weeks in which the employment support

can be provided. This need should be addressed both in the short-term and long-term. Support services that are specific to the particular disabilities such as employing sign language translators for the people who have hearing impairment must also be provided.

Social Assistance Reform

The social assistance reform must be focused upon in order to eliminate the disincentives for the people with disabilities and those who intend to work. The fundamental practices in this aspect include increasing the wage exemption and provide them with access to the health and employment benefits for long-term even if they want to leave the social assistance for paid work. This practice must involve the proactive approaches that are based on the consideration of employability as a critical feature in the social assistance reform.

Post-secondary education and career training

Post-secondary education is a fundamental indicator of achieving success in employment activities for the students with disabilities. So, measures should be taken in order to ensure that the people with disabilities have access to the support and able to participate in the post-supported education programs (Cohen & Fulsberg, 2000).

Moreover, to enhance their career development and guarantee greater chances of getting employment, internship and apprenticeship programs must also be organised and are targeted to the persons with disabilities.

Proactive recruitment by employers

This measure should involve the human resources and top managers to develop a continuous and deliberate commitment in order to hire the persons with disabilities within their organisations. In addition, the recruitment organisations must also focus on the training, creating awareness, devising an effective recruitment strategy, aligning the recruitment strategy with the human resource and the overall corporate strategy, understating the business case for providing employment to the persons with disabilities

and a development of an 'outreach' strategy that emphasizes on the persons with a disability (Community Living Research, 2006).

This practice of proactive recruitment needs assistance and reinforcement from both private sector and public sector employers. For instance, the government of any country should include the recruitment and retention strategy for the persons with disabilities and make it a part of the broader country policy regarding the diversity of the public sector.

Assisting people with disabilities to participate in the development programs

This practice demonstrates a commitment to assist the people with disabilities to participate in the workshops or development day programs so that they can move to community employment. This practice must be consistent with the initial employment policies, and many strategies and practices must be devised in order to assist people with disabilities to attend workshops and day programs so that they are able to make a transition from the supported education to paid employment in the regular workplaces in the community. There will be need of additional investments to monitor this transition successfully, but the progress can be achieved with the effective utilization of existing policies (Niemiec, Lavin and Owens, 2006).

Supporting the vision and goals of disability employment plan within the policy framework

The disability employment action plan should involve a supportive and enable policy framework with the purpose to guide the action and policies of the government across all the department. For this, it must be critical to ensure the coherence and coordination in the government actions because of the involvement of a number of departments. The success of this practice also depends on the willingness of the government to provide the visibility and priority within its daily work operations.

9. Implementing an “Employment First” policy

One of the most recommended practices is to implement an “Employment First” policy across the departments to provide them with the idea regarding the key objective of the government programs. With this Employment First policy, the persons with disabilities will also be able to work to their maximum potential as they will acknowledge the presence of the opportunities for them for the planning of their careers and the employment opportunities beyond the entry-level occupations. This policy will also consider the need of the supports related to disability such as the activities that are outside the frame of employment. In addition, the government should also appoint a key department and provide it with the responsibility to oversee the establishment and implementation and the collaboration of all the policies related to the employment of persons with disabilities (Crawford & Cameron, 2006). These policies and the overseeing department must be primarily focused on the successful transition of the persons with disabilities from supported education to employment.

Based on the analysis, the approaches of transition planning vary from country to country and even from the work settings and institute. But, there is a critical need to revise the guiding policy on the transition planning for employment for people with disabilities. This policy should include the clearly defined standards of practices with the increased focus on the guidance and transition planning, workplace and learning opportunities and the activities related to work preparation. The government of a particular country must also engage in discussion with its private sector, other governments and community partners to establish, adopt and implement the provincial policy on the transition from supported education to employees for the persons with disability. This policy must take into account the appropriate and fair standards of practice for recruiting organisations (Crawford and Cameron, 2004).

Guiding the transition programs by the “Employment First” perspective

The post-secondary institutions or the supported education institutes have to play their role to support the students with disabilities to apply for a job and to access the training to enhance and polish the skills required in a job. It is imperative to conduct follow-up

surveys with the persons with a disability after two years of leaving their high school. The students with disabilities must be aware of the need for their participation in the employment and training. Moreover, there should be a clear description of the partnership between the community organisations and government departments as well as the clarified understanding of the roles and responsibilities of the government and community organisations.

Another useful practice is to establish and implement the formal partnerships with the community organisations as they have experience with the operations of supporting the persons with disabilities in order to acquire employment targets and achieve transition. These partnerships should include also the funding parties and must be designed in order to provide assistance to the persons with disabilities assistance with career development and exploration, work preparation strategies and the transition to employment planning from supported education.

Changes in the employment assistance programs

The design and development of the experiential workplace programs such as cooperative employment must be required on a regular basis in order to ensure that these programs are according to the current needs and preferences of the persons with disabilities. It is critical to ensure that all the persons with disabilities have access to the learning and employment opportunities of the workplaces operating the community (Rutkowshi, Daston & Reihle, 2006).

The workplaces should record the accurate baseline data and the rates and the proportion of participation in these learning and employment opportunities. The learning opportunities provided by the workplaces must be aligned with the career and employment goals of the students as well as their strengths and competencies. In the workplace settings, appropriate accommodations and workplace should be provided along with the carefully devised strategies for mentoring support and job coaching by the professional and specialists that are being trained in providing the employment support to the persons with disabilities. In addition, the needs of transportation of the persons with disabilities must also be addressed.

Educating the organisation's personnel regarding the employment training for persons with disabilities

The training programs of the organisations are designed along with the specific skills and learning development goals. Employers must be educated to act as the partners to the persons with disabilities and assist them in their self-evaluation and overall evaluation of the experiential workplace training, learning and development (Posthuma, Morgeson & Campion, 2002). The students with disabilities who are completing their supported education or further education should be experienced with providing the work opportunities related to the interns so that they are able to have an experience of the conditions and the requirements of the workplace settings operating within the community. The training access provided to the students with disabilities who are about to complete their supported or further education will result in the successful development of beneficial employment outcomes for the persons with disability (Hoyt and Lestel, 1996).

The employment training can operate in many different forms. The training on the requirements of employment can be provided within the college and the university, but there are also other significant forms that can serve as a source for providing valued employment learning and the opportunities for skill development. These can further include the formal and professional apprenticeship training, internship training opportunities, knowledge about the private training operations and the training and education regarding the targeted skills within a specified sector or occupation (Westbrook, Nye & Martin, 2012). In the current era, the access to the employment training opportunities for the persons with disabilities is limited by many factors. So, in order to develop the recommended practices to support the transition of persons with disabilities from supported education to employment, providing increased access to the employment training opportunities will be a critical component of the action plan for supporting employment. There are a number of aspects that can serve as barriers to access the employment education and training for the persons with disabilities. These barriers include:

- The complexities and challenges associated with the documentation needed for applying to a further education

- The complications involved in the preparation of documents for employing in an organization
- The complications associated with the funding of employment in order to assist with the financial aid of the persons intending to get a job.

One of the most common constraints associated with the access of employment education and training for the persons with disabilities are the time delays by the employment and recruiting organizations in approving their confirmed recruitment and providing them funding (Department of Health, 2012). The committee established for this purpose also needs to develop benchmark information that tracks the number of students with disabilities who are pursuing the advanced education and the number of students who are employed in the full-time and part-time jobs.

These targets and records will be helpful for enhancing the participation of the persons with disabilities in the next years because of evaluation with the previous years. A consultation process also needs to be established in order to create clear guidelines regarding the requirements and needs of employment assessment including the decisions such as who requires employment, who will be responsible for monitoring, coordination and support.

The current policies on the conditions of the employment of persons with disabilities should be reviewed so that better and consistent guidelines and procedures should be developed that assist the persons with disabilities to either continue their education or to employ in any recruiting organisation. A psychoeducational assessment of the students with disabilities will also be helpful, especially for the students with learning disabilities so that the accommodations in the employment can also be noted and document because of the analysis of the past accommodations required by the students with disabilities during the period of their supported education. These requirements must be listed according to the priority of the proposed employment policy for the students with disabilities.

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