

# Rehab Library News



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## Career Exploration Books

*The Rehabilitation Library has many books and audiovisual materials on career exploration. To borrow any item for up to two weeks, please contact the library at [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov) or call (512) 776-7260 or toll-free 1-888-963-7111 x7260. The online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com) lists additional materials.*

### **The 10 laws of career reinvention: essential survival skills for any economy.** Pamela Mitchell, 2010. (HF 5383 M682 2010 RHB).

This book offers readers the tools they need to navigate the full arc of career change. Part I introduces the reinvention mindset while Part II offers real-life stories of individuals who have made the leap to new careers.

### **50 best jobs for your personality.** Laurence Shatkin, 2012. (HF 5381.5 S533 2012 RHB).

This book includes nearly 270 job descriptions for six personality types. It includes lists of jobs with the best pay, fastest growth, and most openings. Job descriptions are included. This title is also available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

### **150 best jobs for your skills.** Laurence Shatkin, 2012. (HF 5381.5 S533 2012 RHB).

In this book you first take a self-assessment to discover your top three career skills. Then you browse the best jobs list for your top skills. Finally, look at the job descriptions for details on earnings, growth, job tasks, education and training needed, and much more. This title is also available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

### **Best jobs for the 21st century.** Laurence Shatkin, 2012. (HF 5381.5 S533b).

This book matches jobs to reader's interests, personality type, and level of education.

**Careers in social and rehabilitation services.** Geraldine O. Garner, 2008. (481 G234 2008 RHB).

This book provides information about the many unique careers in the social and rehabilitation service field which help to improve the quality of life for individuals with physical, mental, or emotional disabilities; they assist in developing healthy family systems; and they inspire individual and community growth and development.

**The complete guide to getting a job for people with Asperger's syndrome: find the right career and get hired.** Barbara Bissonnette, 2013. (WM 203.5 B623c 2013 RHB).

Finding a job is a confusing and anxiety-provoking process for many individuals with Asperger Syndrome (AS) who may not know what they are qualified to do and may struggle to communicate their value to employers. In this book, Asperger's employment expert Barbara Bissonnette describes exactly what it takes to get hired in the neurotypical workplace. Every aspect of finding employment is covered, from defining strengths and researching occupations, to marketing oneself and projecting confidence and enthusiasm in interviews. Job-hunters are taught how to develop a personal profile of their talents and skills, their ideal work environment, and important work criteria. They are then shown how to set realistic goals and develop an effective job search plan. A wealth of checklists, templates, sample scripts and written communications accompany the text.

**Do what you are: discover the perfect career for you through the secrets of personality type.** Paul D. Tieger, 2014. (BF 698.9 T561d 2014 RHB).

This book identifies occupations that are popular with each Myers-Briggs type and offers a rundown of work-related strengths and weaknesses. It also shows how to use each type's unique strengths to customize the job search, ensuring results in a short period of time. It includes information on jobs in growing markets such as health services, education, and communications technology.

**New guide for occupational exploration: linking interests, learning, and careers.** J. Michael Farr, 2006. (459 F239n 2006 RHB).

This book helps you take broad interest areas and narrow them down to specific careers. The book matches you with potential careers by examining your interests. It contains job descriptions for hundreds of occupations.

**Now what: the young person's guide to choosing the perfect career.** Nicholas Lore, 2008. (480.3 L868n 2008 RHB).

This book explores how to find a career that you will really love. The first part shows how to choose the perfect career. The second presents a career design toolkit to determine who you are, why you work, and where you want to work. The third part provides additional tools and charts to use on the journey.

**The seed: finding purpose and happiness in life and work.** Jon Gordon, 2011. (HF 5548.8 G663 2011 RHB).

This business fable helps the reader discover purpose in work and life. It takes the reader on a quest for the meaning and passion behind work.

**Start your own business and hire yourself: insider tips for successful self-employment in any economy.** Suzanne Caplan, 2010. (HF 5381 C244s 2010 RHB).

The author shares secrets gleaned from a lifetime of entrepreneurship and consulting for small businesses. She shows readers how to get started and succeed in their own businesses even in the toughest economy. She also explains how to create a budget and develop a business plan.

**The top 100: the fastest growing careers for the 21st century: where the jobs are now: the fastest-growing industries and how to break into them.** Joe Watson, 2010. (459.1 W339w 2010 RHB).

This book explains where to look for jobs that will be growing into the future, such as positions in health care, biotechnology, energy, education, government, security, and information technology.

**What's your type of career?: find your perfect career by using your personality type.** Donna Dunning, 2010. (480.3 D924 2010 RHB).

In this book the author discusses a step by step planning process that provides the links between your personality and the career that is right for you. With exercises, checklists, tips, and strategies, she introduces distinct ways of working to help you discover your own natural approach to the world of work.

**Young person's occupational outlook handbook.** 2007. (480.3 J61 2007 RHB).

This book, designed to assist the reader in exploring a wide variety of jobs, includes descriptions for almost 270 major jobs.

## Career Exploration E-books

If you work for TWC-VRS the following books and many more titles are available electronically and you may access them on a computer or mobile device.

Please contact the library at [library@dshs.texas.gov](mailto:library@dshs.texas.gov) or call (512) 776-7559 or toll-free 1-888-963-7111 x7559 for information on how to access the E-books.

- **101 careers in public health.** (2011)
- **The aptitude test workbook: discover your potential and improve your career options with practice psychometric tests.** James Barrett (2011)
- **Bound-for-career guidebook: a student guide to career exploration, decision making, and the job search.** Frank Burtnett (2014)
- **Career as an audiologist: healthcare professionals helping people to hear.** (2010)
- **Careers in healthcare.** Michael Shally-Jensen (2014)
- **Helping adults with Asperger's syndrome get & stay hired: career coaching strategies for professionals and parents of adults on the autism spectrum.** Barbara Bissonette (2014)
- **Occupational outlook handbook.** (2014-2015)
- **Targeting a great career.** Kate Wendleton (2014)
- **Top 100 health-care careers: your complete guidebook to training and jobs in allied health, nursing, medicine, and more.** Saul Wischnitzer and Edith Wischnitzer (2010)

## Career Exploration Audiovisuals

*We have added several new audiovisuals to the Rehabilitation Library. To borrow any item for up to two weeks or to register to view online videos, please contact the library at [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov) or call (512) 776-7260 or toll-free 1-888-963-7111 x7260. The online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com) lists additional materials.*

### **Art therapy has many faces.** 56 min. 2015.

Painters like Frida Kahlo have coped with personal anguish through the creation of art, and for people in therapy, art can be an effective way to deal with depression, traumatic memories, and even physical disability. "Art is not just about beauty," says one patient, "it's also about hideousness." This program provides an overview of art therapy, its aims, various approaches, and ways to best facilitate patient creativity, using footage of therapists in action and endorsements from patients who it has helped. The video also profiles some art therapy pioneers, documents its spread to a variety of settings, and lets viewers know what kind of training is needed to become an art therapist today. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

### **Best recession proof jobs: careers with staying power.** 30 min. 2009. (DD0297).

This DVD reveals the fields and occupations that are strong even when times are tough. Viewers will hear from people employed in these promising fields and learn information about how to successfully transition into a recession-proof job.

### **Can I make it on my own? part I.** 68 min. 2013. (DD0692).

Four people share stories of making it on their own. Anna discusses becoming disillusioned with an acting career and the path that led her to a related but different career. Javier shares his story of being a man in the field of early childhood education, his financial plans, and his life as a parent of young child. He honestly and frankly details the challenges and joys of a career in a non-traditional field. Roger faces the challenge of recovering from injuries sustained in a car accident and in the process found new enthusiasm for his work. Amanda was diagnosed with cancer and went into debt to pay for her medical treatment. She is now struggling to become a dental hygienist. These personal narratives illustrate the consequences of foolish decisions, the difficulty of dealing with the unexpected, and the importance of goal setting and determination.

### **Can I make it on my own? part II.** 85 min. 2013. (DD0693).

Four people share their struggles in finding a career. Kiran, the daughter of immigrants from India, discusses what led her to choose a career in the shrinking field of journalism. Greg took advantage of vocational classes offered in his high school and has become a successful plumber. Marlenne came to the U.S. unable to speak English but is currently in college. Ryan dealt with the disappointment of losing an athletic scholarship because of a sports injury. He recounts how Americorp helped him pay for his tuition at a community college.

### **Careers in hospitality: service and adventure.** 21 min. 2009. (DD0718).

In this DVD, people in the hospitality management field talk about what it's like to work in food and beverage management, hotel management, and convention and event management. Viewers will learn about the educational, personal, and professional requirements of this field as well as why kindness and goodwill are essential for success.

### **Careers in the nonprofit sector.** 27 min. 2011. (DD0702).

This program was filmed in Australia. It explores the diversity of opportunities available in the nonprofit sector, a part of the job market that includes advocacy groups, community organizations, and nongovernmental associations. Viewers meet three people who linked their passions to their careers: Damon landed an on-air position at a radio station, Gillian works with an ecology group, and Erica has a managerial role providing mental health services. The program explains that a range of job types can be found in the nonprofit world, including public relations, tech support, and accounting.

Although paid employment is the goal, the benefits of volunteering are emphasized. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Career pathways planning.** 25 min. 2009. (DD0638).

Career planning is an essential part of life development and it can take place at any stage in one's professional life. Taking into account the constantly evolving job market and the continual changes occurring in higher education, this program helps viewers develop a career pathway plan that identifies three areas of interest and the ways each of them can be achieved, short-term and long-term. Job seekers of any age will discover helpful methods for career pathway planning. The support that a professional career adviser can bring is discussed, along with the need to update and renew pathway plans at regular intervals. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Careers without college.** 25 min. 2014. (DD0676).

This DVD provides an inside look at top jobs that don't require a college degree. It examines fields like information technology, medicine, trades, and the law. Individuals discuss the job experience, skills, and training required to pursue careers as a web developer, pharmacy technician, plumber, and court reporter. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Finding your purpose.** 40 min. 2011. (DD0666).

The most purposeful people in the world spend their time doing what they love. This video will help viewers discover and live a life of purpose by answering the question "What should I do with my time that will benefit both me and society?" Topics include beliefs, values, achievements, feedback, empowering questions, goal-setting, your life story, writing your future, vision boards, making your passion pay, affirmations, and more. If you have a purpose, you will achieve it if you believe that you can. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**In search of a college major and career direction.** 52 min. 2008.

Navigating the college major and career planning process is as confusing as it is exciting. This program guides students and parents through those stressful crossroads, helping young people identify options and personal preferences in order to maximize their potential, productivity, and self-fulfillment. Created by veteran career counselor and instructor Susan Posluszny, the video offers real-world case studies and targeted strategies for developing an educational and professional focus, using methods based on Posluszny's 20-plus years of counseling and interacting with both college and high school students. The result is a fun, field-tested tool that supports, challenges, and empowers users while helping to shape their lives and livelihoods. This title is available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Jobs in child development.** 29 min. 2010. (DD0727).

A variety of professionals are employed by proud parents and concerned care providers to ensure the health, education and general well-being of their children. Gain insight into the personality and skills required to become a social worker, developmental therapist, childcare worker, and teacher. Learn what these jobs entail as well as other careers relating to the growth and development of children.

**Jobs in clothing textiles and fashion.** 24 min. 2010. (DD0728).

Viewers explore the world of fashion by witnessing a day in the life of a clothing designer, fashion journalist and boutique owner while learning about other career opportunities available in the clothing and textiles industry.

**Jobs in food and nutrition.** 30 min. 2010. (DD0729).

Many people don't realize where - or who - their food comes from. But farmers, chefs, scientists and health care workers all play a role in the story of what we eat every day. Learn how these professionals combine their efforts to produce, prepare, develop, and evaluate food and ensure nutrition. Discover related jobs and the education and experiences beneficial to building a career in food and nutrition.

**Jobs in housing and interior design.** 29 min. 2010. (DD0730).

Viewers will explore the careers of an architect, general contractor and interior designer and other related careers and learn how the combined knowledge of these professionals turns the idea of a house into a reality. See what each job entails-from planning to meeting with clients, to solving problems and completing a project. Discover the role business skills play and the type of education required.

**Now what? Non-college opportunities for high school graduates.** 16 min. 2006. (DD0719).

College is not the only choice for students, but students who do not choose college still need to think about and plan for the future. This DVD provides a step-by-step approach to exploring opportunities and preparing for life after high school. Taking advantage of their high school guidance department and career counseling services, students learn how to create individualized plans that optimize their talents, abilities and ambitions. The key is to open the door to the possibilities and understand the myriad of excellent choices available. This program focuses on young people who have opted for the non-college route and succeeded: Latesha is starting her career as a draftsman; Jonathan is a design engineer and operations manager for an automotive supply company; Enrique is training as a firefighter; Stella is opting for the US Air Force; Peter has become a journeyman electrician. A high school guidance counselor and a career expert add advice and perspective to help students prepare for their futures.

**Promoting your designs.** 21 min. 2010. (DD0711).

For some designers, the thought of promoting their own work is overwhelming. They may even believe that having creative talent means they should leave the advertising and marketing to others. With a strong focus on designers and artists, this program explores strategies for achieving commercial success. The benefits of having a professional portfolio, photographs, business cards, and a Web site are emphasized, along with how to use the five Ps: product, price, people, placement, and promotion. The DVD also addresses the use of promotional strategies when seeking employment, the concept of branding, and the best way for creative people to get their work into the public eye. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Right job for you.** 22 min. 2010. (DD0394).

This program teaches viewers how to set short and distant goals, methods for researching job objectives that fit their skills and interests, and develop a plan for achieving these goals.

**STEM careers in two years.** 22 min. 2012. (DD0712).

This DVD features profiles of three IT workers who make a comfortable living after only two years of higher education. Viewers meet Bob, a help desk administrator for an innovative retail company; Mike, a system administrator for a communications company; and Joe, a network engineer for a custom IT service provider. Each describes the job search path that led to a position with professional, emotional, and financial rewards. Their managers and coworkers also provide input. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Top careers in two years: construction and trades.** 18 min. 2009. (DD0708).

New workers are needed every year in construction and the trades to meet the demand for assembling and maintaining buildings and keeping vehicles running. This program focuses on an electrician, a plumber, a mason, an interior designer, an HVAC repair technician, and an auto service technician. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**Top careers in two years: manufacturing and transportation.** 18 min. 2009. (DD0707).

Living in a world of cutting-edge technology hasn't eliminated the need for turning out-of-this-world concepts into real-world products and then delivering them exactly when they're wanted. This program spotlights three professionals in manufacturing: a robotics technician, a machinist, and a chemical technician, and three professionals who help get products from point A to point Z: a quality manager, a distribution manager, and a dock supervisor. This DVD describes the skills, talents, and interests that lead to success in fields related to

manufacturing and transportation. The program also describes what a typical work week encompasses for various jobs in these fields. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

## Career Exploration Assessments

### **Ability explorer.** 2006. (KT0084).

Job seekers rate their ability to perform 140 different tasks from very good to very poor. They then total their self-ratings and learn about which courses, activities, and careers are most suitable to a person with those abilities.

### **Barriers to employment success inventory,** 3<sup>rd</sup> ed. 2007. (KT0064).

This assessment helps individuals identify their barriers to obtaining a job or succeeding in employment. It can be used by people who are about to begin looking for a job, those who have been unsuccessful in securing employment, and those who are unable to keep a job.

### **Career exploration inventory EZ.** 2007. (KT0076).

Taking only 20 minutes to complete, the CEI-EZ is a quick way for individuals to explore three major areas of life: work, leisure activities, and learning. With the CEI-EZ, individuals reflect on 96 activities and consider their past, present, and future interest in them.

### **Career personality inventory.** 2010. (KT0080).

The Career Personality Inventory (CPI) is based on the personality types created by Carl Jung (and later adapted by Meyers and Briggs for the MBTI). The CPI uses a testing method that requires test takers to circle words that describe them and then total the number of descriptors circled. The CPI then helps users consider how their personalities relate to their careers by focusing on their top two traits. Users can match their personality types to careers and work preferences and then use the career planning guide and worksheet to set goals and start their career research.

### **Career priorities profile.** 2010. (KT0081).

The Career Priorities Profile (CPP) provides a way for individuals to identify and compare their work needs, skills, interests, desires, and education to the realities of jobs. The result is a profile of their most important needs and preferences for use in exploring and deciding on careers. The CPP allows individuals to consider more than 100 key job-related factors. It helps to identify work needs and preferences before or as part of career exploration, job preparation, and the job search so these processes can be realistic, targeted, and effective. This tool provides a comprehensive way of assessing an individual's career needs and wants and matching them to occupations. A new career planning worksheet is included to help users decide what steps to take next.

### **Individual employment plan.** 2007. (KT0077).

This assessment pinpoints 84 employability assets and barriers and is organized into seven major employability areas. You can record information about an individual's assets and liabilities in seven categories, such as personal issues and considerations, work orientation, education and training. Worksheets are included to develop a training and services plan and to summarize the individual's progress and recommended changes.

### **Transition to work inventory.** 2004. (KT0062).

The Transition-to-Work Inventory assesses levels of interest in a wide variety of non-work activities. Test takers review a list of 84 non-work activities and rate their like or dislike of each one. Their scores connect to 14 major career interest areas based on the Guide for Occupational Exploration.

### **Work preference match.** 2007. (KT0078).

This structured self-exploration and career exploration tool is designed to help career decision-makers identify priorities and evaluate career or job choices based on those priorities.

## New DVDs

**Barriers to communication and how to overcome them.** 35 min. 2015. (DD0722).

A closed door, an exasperated expression, a noisy workstation, a cultural misunderstanding, all of these are examples of noise, a general term for anything that gets in the way of effective communication. The key to overcoming communication barriers is to be able to identify and understand them. This program explains the various types of noise and details specific examples of physical, organizational, emotional, nonverbal, cultural, language-related or written barriers. Through expert interviews and creative vignettes, the video offers solutions to overcoming these common communication barriers.

**Keys to getting hired.** 38 min. 2016. (DD0723).

This DVD has three programs in one. *Job search steps that get results:* Job seekers discover how to make the most of their time and efforts in the job search. They will learn how to expand their network, find open positions, stay motivated, and overcome employment obstacles. *Resumes and cover letters that work:* Viewers will discover how to customize cover letters and resumes to effectively introduce themselves to employers. They will learn about different types of resumes and get career coaches' top tips for creating, formatting, and submitting resumes and cover letters. *Ace the interview and get the job:* This program will help job hunters master the important steps of research, practice, and preparation as well as review what to expect in different types of interviews. Viewers will learn how to make a great first impression and convince employers they are the right person to hire.

**Words, camera, action: how body language tone and words affect communication.** 24 min. 2012. (DD0724).

An acting troupe realizes how dramatically communication skills can affect meaning and perception as they rehearse scenes from a play. With help from their instructor, a communications expert, they learn the importance of body language, tone, and words. Whether playing a character on stage, making new friends at school, or trying to get ahead in the workplace each skill is targeted and discussed in an entertaining scene created by each actor.

## New Books

**Asperger syndrome: the OASIS guide: advice, inspiration, insight, and hope, from early intervention to adulthood.** Patricia Romanowski Bashe, 2014. (WS 350.8 P4 B297a 2014 RHB).

This book explains what Asperger syndrome is and what to do after getting a diagnosis. It discusses interventions, with an emphasis on established guidelines for evidence-based treatments, including medication, applied behavior analysis, cognitive-behavior therapy; social stories, comic strip conversations, and more. It treats the child as a whole by including information on the child's emotional life, social struggles, school life, and physical health. One chapter covers life after high school.

**Best jobs for ex-offenders: 101 opportunities to jump-start your new life.** Ronald L. Krannich, 2016. (HF 5383 K89b 2016 RHB).

This book examines jobs suitable for ex-offenders. It describes jobs in terms of employment outlook, nature of work, working conditions, education and training requirements, expected earnings and recommended resources.

**The big book of team coaching games: quick, effective activities to energize, motivate, and guide your team to success.** Mary Scanell, 2013. (HM 133 S283b 2013 RHB).

This book provides the structure and games to build and manage powerful teams. It is filled with dozens of physical and verbal activities. It leads step-by-step through the process of teaching team members how to identify their values, leverage their strengths, and reach their goals while having fun.

**Bridging the soft skills gap: how to teach the missing basics to today's young talent.** Bruce Tulgan, 2015. (HF 5381 T917 2015 RHB).

This book explains how to teach new, young employees the basics of soft skills such as self-evaluation, personal

responsibility, positive attitude, good work habits, people skills, proactive learning, problem solving, decision making, respect for context, good citizenship, service, and teamwork.

**Career counseling interventions: practice with diverse clients.** 2016. (HF 5381 K48c 2016 RHB).

This text emphasizes creative interventions tailored to the unique needs of diverse populations. The book provides an in-depth exploration of underserved populations who have unique career development needs. It includes interventions that move beyond job hunt strategies or resume preparation tips. It explores life stage concerns and gives readers details on implementing over 50 creative career counseling techniques.

**Emily Post's the etiquette advantage in business: personal skills for professional success,** 3<sup>rd</sup> ed.

Peter Post, 2014. (HF 5381 P857 2014 RHB).

This book explains what to do in social occasions, along with why that behavior is appropriate. Principles of consideration, respect and honesty are promoted throughout the book. Sections are included on the keys to success, the job applicant, at the workplace, rising to the occasion, communication, and on the road.

**The essential family guide to borderline personality disorder: new tools and techniques to stop walking on eggshells.** Randi Kreger, 2008. (WM 190.5 B5 K92 2008 RHB).

This book explains what borderline personality disorder is and how to deal with it using five tools. The tools help organize your thinking, learn specific skills, and focus on what is needed to avoid becoming overwhelmed. The tools include communication, setting limits, reinforcing the right behavior, and more.

**The ex-offender's job interview guide: turn your red flags into green lights.** Ronald K. Krannich, 2009. (HF 5383 K92e 2009 RHB).

This book shows how to best respond to reluctant employers who prefer not hiring ex-offenders. The book demonstrates how ex-offenders can develop communication skills that emphasize the positives. One hundred and one frequently asked job interview questions are included.

**The ex-offender's new job finding & survival guide: 10 steps for successfully re-entering the work world.**

Ronald L. Krannich, 2016. (HF 5383 K92n 2016 RHB).

Some employers are willing to give ex-offenders a second chance. This book provides important answers to many re-entry questions facing ex-offenders so that they can find and keep productive employment. It includes tips on resumes, interviews, dress and appearance, and much more.

**The gift of dyslexia: why some of the smartest people can't read and how they can learn.** Ronald D. Davis, 2010. (WL 340 D263g 2010 RHB).

This book outlines a unique and revolutionary program with a phenomenally high success rate in helping people with dyslexia learn to read and to overcome other difficulties associated with it. This edition includes teaching techniques and contains information on research, studies, and contacts.

**How do I keep my employees motivated: the practice of empathy-based management.** George Langelett, 2014. (HF 5549.5 L274h 2014 RHB).

The purpose of this book is to teach readers how to empathize with each employee and create a better work environment. When work days are mundane, readers can create a sense of connection with their employees. During stressful times, readers learn to display empathy to calm and reassure each employee, so that they can think clearly and find solutions to their problems.

**Jails to jobs: seven steps to becoming employed.** Mark Drevno, 2014. (HF 5383 D775j 2014 RHB).

This book explains the four reasons why employers do not want to hire ex-offenders and two financial incentives that may convince employers to hire them. It gives tips for filling out application forms and how to find training programs. Top ten tips for becoming more marketable are also presented.

**The owner's manual for the brain: the ultimate guide to peak mental performance at all ages**, 4<sup>th</sup> ed. Pierce J. Howard, 2014. (WL 300 H851 2014 RHB).

Drawing from psychology, neurobiology, information science, philosophy, anthropology, and linguistics, this guidebook combines the latest in brain research with real-world applications for personal, family and work life.

**Promoting successful transition to adulthood for students with disabilities.** Robert L. Morgan, 2016. (LC 4019 M849p 2016 RHB).

The purpose of this book is to describe issues, processes, and outcomes in the transition from special education to adulthood for youth with disabilities, with particular attention to (1) evidence-based, research-based, and promising practices in transition; (2) practices that can be implemented in schools and communities to improve post-school outcomes; and (3) methods for involving youth and their families as driving forces in transition.

**The ultimate guide to America's best colleges.** Gen Tanabe, 2015. (HF 5382 T161u 2015 RHB).

This book provides detailed profiles on academics, student life, athletics, admissions, scholarships, and financial aid for 300 colleges.

## Featured Websites

**CareerConnect** <http://www.afb.org/info/living-with-vision-loss/for-job-seekers/12> is a website maintained by The American Foundation for the Blind for job seekers who are blind or visually impaired.

**Goodwill Industries** <http://www.gcflearnfree.org/careerplanningandsalary/explore-careers/2> provides information on career exploration and planning.

**My Next Move** <http://www.mynextmove.org/> sponsored by the U.S. Department of Labor, Employment and Training Administration helps job seekers and students learn more about their career options.

**The real people, real jobs: stories from the front line** website <http://www.realworkstories.org/> highlights the employment successes of people with intellectual and developmental disabilities who are working in paid jobs in their communities.

## Featured Journal Articles

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**The career decision state and rehabilitation counselor education programs.** Leierer S, Wilde C, Peterson G, Reardon R. *Rehabil Couns Bull.* 2016;59(3):133-142.

Undergraduate and graduate students enroll in rehabilitation counselor education programs with varying degrees of commitment to a career goal in the field. The career decision state (CDS) comprising certainty, satisfaction, and clarity is a snapshot of one's career goals. It is bidimensional, differentiates between undergraduate and graduate rehabilitation counseling students, and is associated with negative career thinking. Implications for using CDS in the form of a brief questionnaire, in student orientation and ongoing advising, and in future research are discussed.

**Career development of young adult cancer survivors: a conceptual framework.** Strauser D, Jones A, Chiu C, Tansey T, Chan F. *J Vocat Rehabil.* 2015;42(2):167-176.

Research with young adult cancer survivors has found that they are often lacking appropriate career development skills. As a result, they are often disconnected with the labor market and deal with low levels of career readiness, low career self-efficacy, and higher rates of under and unemployment. Objective: The purpose of this article is to describe a multi-domain model that provides a framework for conceptualizing the career development of young

adult cancer survivors. Methods: This study utilized a comprehensive review of the literature to develop a theoretical based conceptual model. Results: The model emphasizes the interaction of contextual and career development domains to improve participation in the areas of work, society, community, and home. Conclusion: A brief discussion of potential implications regarding research, service and policy are offered with the overall goal of conceptualizing career development as a public health intervention for young adult cancer survivors and other young adults with chronic health conditions.

**Career-related parental support of adolescents with hearing loss: relationships with parents' expectations and occupational status.** Michael R, Cinamon RG, Most T. *Am Ann Deaf*. 2015;160(1):60-72.

The study examined the contribution of parents' occupational status and expectations regarding persons with hearing loss to career-related support they provide their deaf and hard of hearing (dhh) adolescent children. Thirty-eight parents completed the Evaluation of Occupational Competence Scale (Weisel & Cinamon, 2005), the Evaluation of Family Competence Scale (Caprara, Regalia, Scabini, Barbaranelli, & Bandura, 2004), the Career-Related Parent Support Scale (Turner, Alliman-Brissett, Lapan, Udipi, & Ergun, 2003), and a background questionnaire. Parents' occupational expectations were positively correlated with their family expectations regarding deaf persons. Parents' occupational status contributed to expectations of success for deaf persons in prestigious occupations with high communication demands. Different types of expectations contributed to career-related parental support. Implications for theory and practice are discussed.

**Collaborative assessment for employment planning: transition assessment and the discovery process.**

Stevenson BS, Fowler CH. *Career Dev Transit Except Individ*. 2016;39(1):57-62.

As the Workforce Innovation and Opportunities Act (WIOA) is implemented across the nation, special education and vocational rehabilitation professionals will need to increase their level of collaboration. One area of potential collaboration is assessment—transition assessment for the field of special education and the discovery process for adult service providers. The purpose of this article is to describe both processes, highlighting similarities and differences, and make recommendations for practice.

**College and career readiness: course taking of deaf and hard of hearing secondary school students.**

Nagle K, Newman LA, Shaver DM, Marschark M. *Am Ann Deaf*. 2016;160(5):467-82.

Research shows that deaf and hard of hearing (DHH) students frequently enter college and the workplace relatively unprepared for success in math, science, and reading. Based on data from the National Longitudinal Transition Study–2 (NLTS2), the present study focused on DHH students' college and career readiness by investigating their opportunities in secondary school to acquire college and career skills. DHH students earned more credits overall than hearing peers; both groups earned a similar number of credits in academic courses. However, DHH students took more vocational and nonacademic courses and fewer courses in science, social science, and foreign languages. There was evidence that DHH students' academic courses in math lacked the rigor of those taken by hearing peers, as DHH students earned more credits in basic math and fewer credits in midlevel math courses, and even fewer in advanced math courses, than hearing peers.

**Current practices in job matching: a Project SEARCH perspective on transition.** Persch A, Cleary D, Susie R, Malone H, Darragh A, Case-Smith J. *J Vocat Rehabil*. 2015;43(3):259-273.

Background: Individuals with disabilities are employed at rates significantly lower than those without disabilities. Job matching has been an integral part of supported employment practices for individuals with disabilities for over 30 years. However, no research examines the specific practices of key stakeholders who make job matching decisions with, or on behalf of, individuals with disabilities. Objective: The purpose of this study was to determine the: a) current practices in job matching, b) outcomes of the job matching process, and c) tools used by Project SEARCH professionals to inform job matching decisions. Methods: This study used a mixed-methods sequential-explanatory research design to examine the practices of key stakeholders involved in job matching. Stakeholders were students and professionals participating in transition using the Project SEARCH model. Quantitative and narrative data were collected by survey during the first phase of the study. A second, qualitative phase employed a multiple case study design using focus groups to evaluate the perspectives of key professional and consumer stakeholder groups. Results: Integration of quantitative and qualitative data revealed that: a) job matching is a

collaborative process, b) stakeholders consider many different types of data when job matching, c) current practices in job matching are variable and lack consistency, and d) outcomes of the job matching process are poorly defined. Conclusions: Additional resources are needed to support the efforts of stakeholders who make job matching decisions with, or on behalf of, individuals with disabilities. In the absence of formal resources, key stakeholders who utilize a collaborative, consistent, data-driven process for job matching are most likely to observe positive outcomes.

**Does career and technical education strengthen the STEM pipeline? Comparing students with and without disabilities.** Gottfried M, Bozick R, Rose E, Moore R. *J Disabil Policy Stud.* 2016;26(4):232-244.

Despite the strategic investment of the Perkins IV legislation to promote a broader application of career and technical education (CTE) to all students, it is unclear whether these initiatives distinctively support the needs of students with disabilities in science, technology, engineering, and mathematics (STEM) fields of study. This is a critical lapse in the research, as knowing the efficacy of CTE experiences in promoting the STEM pipeline will be important for policy makers as they consider new or revised educational policies to support the pursuit and persistence of students with disabilities into STEM fields. This study evaluates whether two CTE experiences (applied STEM course taking and school-based experiential programs) in high school differentially predict the declaration of STEM college majors for students with and without disabilities. Assessing nationally representative data, the analyses suggest that CTE experiences consisting of applied STEM courses and school-based experiential programs may both be sufficient to move through the STEM pipeline for students in the general population, but both are insufficient for supporting students with disabilities.

**Evaluation of career planning tools for use with individuals with autism spectrum disorder: A systematic review.** Murray N, Hatfield M, Falkmer M, Falkmer T. *Res Autism Spectr Disord.* 2016;23:188-202.

This systematic review aimed to identify tools published in peer reviewed journals that could be utilised in career planning for individuals with autism spectrum disorder (ASD), and to describe their clinical utility and psychometric properties. Due to limited results for ASD-specific tools, the search was broadened to career planning tools for individuals with a cognitive or developmental disability, which could be used by individuals with ASD. Six databases were electronically searched. Main search terms used were 'disability', 'young adult', 'assessment' and 'employment'. Boolean operators expanded the search strategy. Two independent reviewers undertook data extraction and quality assessment. Electronic searches located 2348 literature items; 14 articles met inclusion criteria covering 10 career planning tools. Identified tools were of a predictive nature; however, none of the studies assessed all the psychometric properties necessary for evaluating a sound predictive tool. Only one addressed all three components of clinical utility. None of the identified tools had strong reliability or validity and their clinical utility remains unexplored.

**The influence of family origin on the career development of outstanding women with disabilities in China.**

Hampton NZ, Denninger YZ, Li Q. *J Rehabil.* 2015;81(4):38-48.

Study explored how family of origin influences the career development of women with disabilities (WWDs) in China. Fourteen outstanding WWDs from China were interviewed. Open-ended question asked the participants to discuss their childhood, adolescence, and adulthood career aspirations and expectations, as well as individuals who influenced the development of their career aspirations, expectations, and career path. A constant comparison method was used to analyze interview transcripts. Six themes emerged from the interview data, including: (1) parents' emphasis on education; (2) parents' advocacy; (3) parents exposing participants to all aspects of life; (4) parents' love, care, and support; (5) parents as role models; and (6) siblings' love, care, and support. Implications are discussed in the context of socioeconomic environments in China.

**A life-design-based online career intervention for early adolescents: description and initial analysis.** Nota L, Santilli S, Soresi S. *Career Dev Q.* 2016;64(1):4-19.

Using contemporary digital technology offers possibilities for better engaging youth in constructing their future careers. This study describes and initially tests the effectiveness of an online career intervention based on life-design principles. Middle school students were assigned to either a traditional test interpretation-based intervention group or an online intervention group. Analysis conducted to evaluate pre- and posttest differences between the 2 groups indicated that students in the online intervention group showed higher levels of career

adaptability and life satisfaction than did students in the traditional intervention group. Results also suggested that intervention increased students' narratives future aspirations.

**Occupational characteristics of adults with pediatric-onset spinal cord injury.** Hwang M, Zebracki K, Vogel LC. *Top Spinal Cord Inj Rehabil.* 2015;21(1):10-9.

Study determined the specific occupations of adults with pediatric-onset spinal cord injury (SCI) using the 2010 Standard Occupational Classification (SOC) system, and examined associations between SOC occupations and demographic factors. Cross-sectional data specific to education and employment were collected from the last interviews of a larger longitudinal study. Occupations were categorized according to the 2010 SOC system. SOC groups were compared within gender, level of injury, and final education. Of the 461 total participants, 219 (47.5 percent) were employed, and specific occupations were available for 179. Among the SOC groups, Education, Law, Community Service, Arts, and Media Occupations were most prevalent (30.2 percent); followed by Management, Business, and Finance Occupations (21.1 percent); Computer, Engineering, and Science Occupations (10.6 percent); Administrative and Office Support Occupations (10.0 percent); Service Occupations (7.3 percent); Healthcare Practitioners and Technical Occupations (3.9 percent); and Production Occupations (3.4 percent). Differences were found in the distribution of SOC groups between gender, levels of injury, and final education groups.

**Occupational engagement and adults with intellectual disabilities.** Mahoney WJ, Roberts E, Bryze K, Parker Kent JA. *Am J Occup Ther.* 2016 Jan-Feb;70(1):1-6.

People with intellectual disabilities may be predisposed to occupational alienation as a result of an inherent need for ongoing support and limited understanding of how they express choice and engagement in occupation. In response to this risk of occupational injustice, this phenomenological study explored the occupational engagement of adults with intellectual disabilities in a community-based day program. Data were collected through interviews using visual supports and through observation of activity groups using the Volitional Questionnaire. Thematic analysis illustrated how participants demonstrated engagement in occupation through doing activity/initiating action, expressing positive affect, and showing focused attention. Findings can inform how occupational therapy practitioners describe and facilitate occupational engagement in adults with intellectual disabilities.

**Social-cognitive career theory predictors of STEM career interests and goal persistence in minority college students with disabilities: a path analysis.** Dutta A, Kang HJ, Kaya C, Benton SF, Sharp SE, Chan F, da Silva Cardoso E, Kundu M. *J Vocat Rehabil.* 2015;43(2):159-167.

This study tested a model of the theoretical relationships between the Social-Cognitive Career Theory (SCCT) constructs relating to Science, Technology, Engineering, and Mathematics (STEM) career interests and goal persistence for minority college students with disabilities. Career assessment data were extracted from the case files of 115 minority college students with disabilities who participated in the Minority Disability Alliance in Science, Technology, Engineering, and Mathematics (MIND Alliance) project. Students completed the SCCT instruments as part of their career assessment, planning and academic support services. Path analysis was used to evaluate the hypothesized model. Results indicated that the SCCT causal model fits the data very well. SCCT constructs accounted for 16 percent of the variance in STEM career interest and 48 percent of the variance in STEM goal persistence. The SCCT model provides useful guidance for designing postsecondary education interventions for minority students with disabilities in STEM education to help crystalize their career interest and increase goal persistence.

**Vocational counseling of HIV-infected people: a role for nurses in HIV care.** Wagener MN, Miedema HS, Kleijn LM, van Gorp EC, Roelofs PD. *J Assoc Nurses AIDS Care.* 2015;26(4):330-9.

People living with HIV (PLWH) face various work-related problems, such as stigma and physical difficulties. Health care professionals can help improve the employment situation of PLWH. Nurses who work in HIV care play a central role in the care of PLWH in the Netherlands. The aim of this cross-sectional study was to investigate the contributions of nurses to the vocational counseling of PLWH, and to make an inventory of needs for future care. Our findings, collected with a self-administered survey, clarified that HIV nurses in the Netherlands regularly faced patients with problems at work, but that they didn't have the required knowledge to provide

assistance. Our study emphasized the important role of HIV nurses in vocational counseling because of their central positions in care and their confidential relationship with patients. The study underlined the importance of available, up-to-date knowledge about HIV and work, as well as a clear referral network.

**Vocational exploration in an extracurricular technology program for youth with autism.** Dunn L, Diener M, Wright C, Wright S, Narumanchi A. *Work*. 2015;52(2):457-68.

Background: Within a life span approach, introducing opportunities to explore careers through activities of interest provide ways for children to learn to explore, problem solve, and envision a future for themselves. However, little information exists about programs to promote social engagement and to explore potential career interests for youth with autism. Objective: Explore engagement and learning in a technology-based extracurricular program (called iSTAR) for youth with autism. Methods: The researchers used a qualitative approach with grounded-theory analysis to explore the processes that contributed to engagement and learning for youth with autism in an technology-based extracurricular program. Findings: youth centered learning and opportunities to demonstrate skills emerged as themes that illuminated the processes by which engagement and learning occurred for the youth in the iSTAR program. Interest in the graphics program stimulated interactions amongst the youth with each other and with the adults. Modeling, demonstration, and scaffolded questioning supported engagement and learning for all the youth. Providing structure, encouraging choices, and following the youths' lead provided bridges for sharing and learning about the technology program. Conclusions: Career exploration through use of interests in technology can provide opportunities for youth with autism to develop social and technical skills needed later for employment. Providing an environment that recognizes and builds on the youths' strengths and supports their autonomy and choices are critical components to promote their positive development and career potential.