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Jl. Prof. Dr. Hamka Air Tawar Barat, Kota Padang, Sumatera Barat, 25130, Indonesia.

☎ +62 (0754) 41650; Website: <http://pps.fip.unp.ac.id/>; ✉ jk@konselor.org / info@konselor.org

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Chiedu Eseadi

University of Johannesburg, Johannesburg, South Africa

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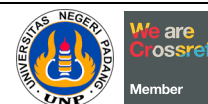
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Correspondence regarding this article should be addressed to:

Chiedu Eseadi. Address: University of Johannesburg. Cnr Kingsway & University Roads, Auckland Park, Johannesburg, 2092, South Africa. Email: chiedue@uj.ac.za

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Career counselling models and services for students with specific learning disabilities



Chiedu Eseadi*

University of Johannesburg, Johannesburg, South Africa

Abstract: The exploration of students' potential and learning capacities may provide deeper insights into their characteristics and serve as a foundation for providing practical career guidance, especially for those with specific learning disabilities (SLDs). This article presents an examination of career counselling models and services for students with SLDs. The chosen methodology for this research was a narrative literature review. Some examples of career counselling models discussed in this article include the trait-and-factor model, the client-centered career counselling model, and the faith-based career counselling model. The provision of career counselling services to students with SLDs was addressed, including aspects such as choosing a career and promoting a balance between their professional and personal lives. Career counselling models provide counsellors with a practical framework for implementing career counselling with students. These models are particularly valuable in offering practical career assistance to students with SLDs. It is advisable for career counsellors to acquire a deeper understanding of the experiential worldviews held by students with specific learning disabilities, recognise the potential impact of these disabilities on students' sense of self, and formulate interventions aimed at facilitating these students' adaptation to the educational environment and professional settings. Students with specific SLDs who use career counselling services are afforded the chance to develop a professional identity that is in congruence with the demands of the current job market.

Key Words: Career transition; Counselling models; Counselling services; Specific learning disabilities.

INTRODUCTION

Individuals diagnosed with specific learning disabilities (SLDs) often encounter challenges in acquiring, organising, retaining, comprehending, and applying both verbal and nonverbal information. Specific learning difficulties might manifest in many circumstances, including social, professional, and academic settings. According to Pesovaa et al. (2014), SLDs are characterised by a notable discrepancy between an individual's performance on standardised reading, arithmetic, or writing expression tests and what is considered average for their age, education, and intellectual capacity. According to Fangwi (2020), individuals with SLDs have a higher propensity for disengagement from educational pursuits compared to their non-disabled counterparts. Individuals with SLDs have a multitude of scholastic challenges that may impede their ability to successfully transition into the labour market.

Examples of these challenges include a dearth of resources tailored to their specific requirements, restricted opportunities to attend school, and difficulties in effectively managing their academic responsibilities. Children with SLDs exhibit lower rates of school attendance, which subsequently limits their exposure to various career opportunities. As they transition into adulthood, individuals with SLDs encounter a reduced number of employment prospects and are more susceptible to unemployment or

*Corresponding author: Chiedu Eseadi. Address: University of Johannesburg. Cnr Kingsway & University Roads, Auckland Park, Johannesburg, 2092, South Africa. Email: chiedue@uj.ac.za

experiencing lower income levels (Banerjee et al., 2011; Carpinelli et al., 2021; World Health Organisation, 2011). Aravind and Nag (2013) posit that there exists data suggesting that the impact of disability on professional advancement is more severe for those with particular learning issues compared to those with physical disabilities.

The prospect of career exploration after completion of a college education may evoke apprehension among several students, and this concern may be more pronounced for those with SLDs. This phenomenon might perhaps arise as a result of the misconception held by a significant number of persons in professional or educational settings, whereby they mistakenly associate SLDs with lower levels of cognitive intelligence. The healthy development of individuals with SLDs may be impeded if there is a lack of accurate diagnosis and understanding. This phenomenon has the potential to affect all aspects of an individual's life, including their personal life, academic pursuits, and professional endeavours.

Thus, career guidance should be provided to all students, with a particular emphasis on those with SLDs. It is essential for counsellors to ensure that students with SLDs at educational institutions are provided with fair and equal opportunity to alleviate and prevent their learning distress (Fangwi, 2020). It is important for individuals with SLDs to avail themselves of career counselling services and actively engage in job-development initiatives throughout their secondary education. Such services provide students the opportunity to acquire valuable skills in resume writing and job interviews, enabling them to strategically choose employment opportunities that use their strengths and mitigate their deficiencies. This article examines several career counselling models and services for assisting students with specific learning disabilities.

METHOD

The chosen methodology for this research was a narrative literature review. The author conducted a comprehensive review of scholarly literature that examined career counselling models and services tailored to students with SLDs. The databases that were searched include PubMed, Lens, Google Scholar, EBSCO, ResearchGate, Scopus, and ERIC.

RESULT AND DISCUSSION

Career counselling for students with specific learning disabilities

Counselling has historically served as a valuable resource for individuals experiencing significant life-altering circumstances that impede their capacity to function effectively in their daily routines. It has been employed as a means to enhance direction and provide guidance during such transformative periods. The counselor's office serves as a conventional setting where significant decisions are regularly discussed and assessed (Williams, 2013). According to Adebayo (2007), counselling can be defined as a collaborative process between a licenced counsellor and a client, with the primary objective of providing assistance to the client. While there are instances where multiple individuals are involved, the nature of the relationship is often characterised as interpersonal. The majority of individuals tend to pursue counselling services when experiencing feelings of sadness, irritability, or being overwhelmed by a particular issue.

After individuals have successfully determined effective strategies to manage or adapt to a given situation, they ultimately acquire the knowledge and skills necessary to proactively avoid encountering similar challenges in the future. In both historical and contemporary contexts, a prevailing fallacy has persisted among individuals, namely the belief that therapy exclusively caters to those afflicted with mental disorders. However, it is imperative to recognise that counselling can yield significant advantages for individuals seeking expert guidance in various domains, including but not limited to career transitions, stress management, and preemptive measures against potential challenges associated with career selection and transition. Career counselling is a multifaceted counselling service that encompasses various aspects of an individual's life.

According to Nidarshana (2020), career counselling is a crucial process that facilitates individuals in comprehending their own selves and the surrounding world, thereby enabling them to chart a professional trajectory and make informed decisions based on it. According to Brown (2022), career counselling is perceived as a systematic procedure that facilitates self-discovery and comprehension of the work environment, enabling individuals to make informed decisions regarding their employment, education, and overall life choices. Career counsellors offer a range of guidance and assistance to individuals seeking advice and support in navigating the complexities associated with personal and professional development, education, and transitions in employment. This of course entails an exploration of various career options, the process of making informed career decisions, the effective management of career transitions, continuous professional growth over the course of one's lifetime, and the resolution of career-related obstacles. According to Sartinah et al. (2020), the entirety of counselling procedures related to the selection and preparation of a career fall under the purview of career counselling.

The aforementioned procedures encompassed interviews, interest surveys, aptitude tests, and personality assessments. When choosing a career counsellor, it is imperative to take into account the individual's unique requirements. If one has been in their work for some time, they may desire someone who can aid them progress in it. A career counselor can help people just starting out determine which career path they want to follow. When it comes to exploring and making decisions related to choosing a primary career, joining the workforce, or pursuing higher education in a particular subject, career counseling offers qualified, one-on-one or group help. A career decision is not something that can be made easily since it will be tougher when one lacks the necessary understanding of the many career groups. In an ideal scenario, a person's career would develop throughout the course of their lifetime, with an emphasis on secondary and postsecondary education (Hughes & Karp, 2004). While in secondary school, it is essential for students to participate in professional development programmes and get career guidance. These programmes may help students choose careers that will build on their talents and minimize their weaknesses as well as help them get employment by teaching them skills in resume writing and job interviews. They could also handle problems that arise at work, including problems with interpersonal skills and temper control.

Academic challenges brought on by SLDs have become risk factors for dropping out of school over time, especially as the inclusion movement has brought more children with SLDs into the mainstream classroom. Discrimination because of their unique circumstances is one of the numerous challenges that students with SLDs may face in the educational process (Milsom, 2006). Due to their inability to regularly accomplish particular tasks like other individuals, many of these students typically leave school. The majority of these students therefore require counseling services in order to manage their schooling and life after school in general.

The counsellor is required in this situation to assist these students in finishing their coursework by advising them on the best courses for their limitations, motivating them to understand that their disabilities do not define them, and keeping an eye on their academic progress to make sure they do not deteriorate. In order to attain this aim, career counselling may aid some students with learning impairments in overcoming their anxieties about their future careers, their lack of expertise in this subject, and any arguments with their parents in order to move closer to realising their dreams. In order to facilitate optimal professional decision-making for individuals with SLDs, it is essential to provide them with appropriate assistance to enable the realisation of their unique skills, abilities, and untapped potential. Students diagnosed with SLDs who are currently engaged in employment have reported seeking or being provided with additional support services to assist them in effectively navigating their cognitive challenges (Williams, 2013).

A counselling programme has the potential to assist young adolescents with SLDs in formulating future aspirations. Counselling programmes have emerged as a vital element within the school setting for students on a daily basis. Career counsellors can provide support to students with specific learning challenges throughout all stages of their job application and interview preparation. Although job applicants are not obligated to disclose their disabilities, counsellors can offer guidance on how to effectively communicate this information while maintaining a focus on their qualifications. Professional counsellors play a crucial role in assisting individuals in their job search, evaluating their employment

alternatives, and facilitating their career advancement. Career counsellors encompass professionals such as social workers, therapists, and life coaches.

Career counselling models for students with specific learning disabilities

Throughout the annals of intellectual discourse, philosophers and scholars alike have shown a profound appreciation for the inherent worth of labour and the significance of discerning an appropriate calling. Work has a key role in defining our human nature. Career counselling have been interconnected with secondary education, life, and work since the late 1800s (Dollarhide & Saginak, 2012). The provision of postsecondary education opportunities at the secondary level plays a pivotal role in facilitating a smooth transition to post-high school life for individuals diagnosed with SLDs. The availability of higher education and work opportunities for persons with unique learning impairments is contingent upon the provision of school counselling and career preparation (Williams, 2013).

Career counsellors use career counselling models and assessments to aid individuals in making informed professional choices, addressing work-related concerns, identifying job opportunities, and exploring potential career paths. Career counsellors are available in several forms and use a range of models, interventions, and evaluations, similar to therapists. Elizabeth (2017) suggests that career counsellors may have different areas of focus, with some primarily helping clients in selecting a professional path, while others may specialise in supporting clients in achieving job satisfaction or advancing their careers. A model is often constructed as a representation intended to elucidate a substantiated and generally acknowledged concept or a collection of assumptions formulated to explicate the occurrences inside a natural system. The term "career counselling model" refers to fundamental conceptual frameworks used to illustrate the interconnections between various occurrences pertaining to employment and work.

A career counselling model encompasses a range of skills that may be developed to prepare individuals with unique learning challenges for independent living. Career counsellors use career frameworks to assist individuals with unique learning challenges in making informed choices on their career paths, addressing career-related obstacles, securing employment, and exploring various professional prospects. This article encompassed various models, including the client-centered career counselling model, Miller-Tiedeman decision-making model, liquid modernity, life design and career transitioning model, career construction model, faith-based career counselling model, strength-based career counselling model, planned happenstance learning model, hope centred management career counselling model, centric model of career counselling, and Parsons' trait-and-factor model.

Client-centered career counselling model

The client-centered career counselling model is a theoretical framework that places the client at the centre of the counselling process, emphasising their autonomy and self-direction in making job-related decisions. In this particular scenario, the client demonstrates a direct involvement in their employment selection and seeks assistance. The counsellor assumes a supportive stance, abstaining from providing explicit guidance or engaging in evaluative judgements. The direction of the session and the intervention are determined and controlled by the client. The counsellor facilitates the process of assisting the client in cultivating self-awareness, which subsequently enables the client to derive meaningful insights. The client-centered model of career counselling is founded upon the concept of "genuineness" or "sincerity" as espoused by Rogers (1951; 2013). The significance of the counsellor-client relationship surpasses that of therapy techniques. According to Nelson-Jones (2000), the primary duty of a career counsellor is to provide an inclusive and hospitable counselling atmosphere.

To effectively provide career counselling to students with SLDs throughout their career transitions, it is essential for the counsellor to possess a distinct combination of skills, knowledge, and attitudes. Furthermore, the counsellor must engage in continuous self-reflection to ensure the intervention remains centred on the needs and preferences of the client. The counselor's role in this approach mostly involves facilitating the session rather than assuming an expert position. This is akin to the stance held by the client who is facing learning difficulties. This style facilitates the promotion of

empowerment, ownership of career development goals, and active involvement among clients with SLDs, emphasising a self-discovery approach rather than a directive one. The core components of this model are the empowerment of individuals with SLDs to actively participate in the decision-making process about their career intervention or counselling. These features are accompanied by the need for practitioners to demonstrate a high level of sensitivity, as outlined by Myers and Hyers (1994).

The Miller-Tiedeman decision-making model

The Miller-Tiedeman decision-making model, also known as the Life Career Process Theory, posits that life should be seen as a career rather than employment (Miller-Tiedeman, 1997). According to Miller-Tiedeman's conceptual framework, career transition is mostly concerned with the procedural aspects rather than the end result. Miller-Tiedeman argues that occupations should be seen as an inseparable component of an individual's whole life experience, rather than as separate entities. The use of a decision-making model may provide individuals, namely those with SLDs who are seeking a professional pathway, with the means to evaluate several significant factors that will eventually facilitate the attainment of their career goal. Miller-Tiedeman's idea encompasses two main phases, namely Anticipation or preoccupation, which denotes the early preparation phases. Individuals undergo four fundamental activities throughout this stage: exploration, crystallisation, decision-making, and attainment of clarity. The second phase, sometimes referred to as implementation or adjustment, has three distinct phases: induction, reformation, and integration.

Liquid modernity, life design and career transitioning model

In contemporary society, a prevailing phenomenon known as liquid modernity has emerged, characterised by individuals leading fluid lives. This concept, as described by Guichard (2015), refers to a state in which the established social institutions and practises that traditionally impose limitations on personal choices and define societal norms and behavioural patterns are rapidly disintegrating, rendering them ineffective as enduring reference points. In contrast, individuals are tasked with charting their own trajectories within this context, as they navigate their own journeys with sometimes ambiguous or misleading guidance. Career counsellors have the potential to provide assistance to students at all levels of education, including those in higher education who have SLDs based on insights from this counselling model. In doing so, it is important for career counsellors to consider the unique experiences of these students, which are influenced by their different cultures and settings, and are also shaped by the historical context in which they exist.

Rather than categorising all interventions related to careers as "career counselling," "career directing," or "career mentoring," the liquid modernity paradigm proposed interventions for career transitions that would assist professionals in understanding the distinctions between various career interventions. The therapies can be categorised into two distinct groups according to their underlying philosophies, namely direction and education (Guichard, 2015; Savickas, 2012). This paradigm of career counselling emphasises the consolidation of self-awareness, the expansion of vocational knowledge, and the integration of these two aspects to aid clients in the development of their professional identity (Guichard, 2015). Career education places significant importance on the process of career development, aiming to assess an individual's current professional growth, acquaint them with potential professional obligations, and aid in the cultivation of the requisite attitudes and skills essential for effectively fulfilling those obligations.

Given the challenges associated with career transition, the provision of career counselling and life planning assumes paramount significance in facilitating students' ability to reintegrate many aspects of their personal lives. According to Savickas (2011; 2012), in the context of current liquid modernity, it is necessary to use an intervention that focuses on the development of personal identity and occupational pursuits, instead of relying on a standardised method. According to Savickas et al. (2009), individuals may experience more uncertainty in their professional pathways, less clarity in their employment possibilities, and more frequent job moves. To align with the demands of contemporary corporate environments, students with SLDs must cultivate a disposition towards adaptability and embrace technological advancements. Individuals with SLDs must acquire the necessary skills to assume

command and strategically shape their own professional trajectories, actively participate in ongoing enhancement endeavours, and demonstrate adaptability in order to forge successful careers within organisations that are capable of adjusting to changing circumstances, particularly in the context of an interconnected globalised society.

In the present professional landscape, individuals with SLDs are required to exert greater diligence, introspection, and assurance. This is due to the imperative of navigating an uncertain and volatile job market, which demands adaptability, ongoing acquisition of knowledge, and the ability to transition between occupations. Consequently, instead of relying on predetermined plans, these individuals must cultivate a readiness to embrace various possibilities (Savickas, 2012; Savickas, 2013). To facilitate the cultivation of self-awareness among students with SLDs, it is imperative for career counsellors to prioritise the development of self-awareness rather than relying solely on societal norms of career advancement as imparted through conventional career guidance practises.

Career construction model

This constructivist paradigm offers counsellors with tools and resources they may utilise to assist clients, especially those with SLDs, to make ideal career decisions. It also proposes a framework for examining career/vocational behavior throughout the course of a person's life. This theory of career counselling proposed by Savickas (2013) emerged in response to the exploration of alternative approaches within the field of career counselling. According to Savickas, "I distinguish career creation as a discourse in applied psychology from life designing as a discourse in the counseling profession. I refer to life design as the third important paradigm for career intervention after career education and vocational counseling." Savickas' theory explains how people choose their careers. Unlike earlier career counselors who employed tools like aptitude testing, statistical profiles, and other quantitative analyses, Savicka's career counseling model used a more qualitative approach to counseling. By encouraging them to think of their careers as books in which they are both the author and protagonist, the counselor urges their clients—in this case, those with SLDS—to imagine the next chapter in their stories.

The goal of Savickas' career counselling approach is to address the requirements of employees who may feel lost and confused while businesses go through transition. This approach emphasizes the interpretative and interpersonal processes. This ideology is based on the career creation paradigm. The paradigm proposes that individuals co-construct their work when they make professional judgments that support the expression of their self-concepts and the justification of their goals. While a person's objective job and career path may be obvious to others, that individual must also build a subjective career that gives the workplace conduct direction, purpose, and stability in the face of change (Savickas, 2013). The experiences of clients who get job development counseling are merged with details about their most recent improvements and challenges in "self-and-work identity narratives" (Savickas, 2013).

This self-work narrative is used to control emotions and make sense of a change, driving action toward a more fulfilling life and assisting in making decisions about what comes next. As students with SLDs enter adulthood, social interaction affects their career decisions. The student should be able to identify their skills and how they might be applied to the work. Additionally, through gaining transferrable skills, being open to opportunities, and boosting their self-esteem, individuals with SLDs should be able to fit into any workplace. Students with this disability must realize that decisions regarding their future educational and professional paths must be made in the future, and they must be prepared for them. This extends beyond only using this approach of career counseling to assist students with SLDs in their career transition. They should make advantage of the opportunities and resources that are available to them in their surroundings in order to learn more about employment generally and about certain professions in particular. This idea will surely aid them in making successful career transitions.

Faith-based career counselling model

Counselling that incorporates spiritual and/or religious elements is referred to as faith-based counselling. Some persons with SLDs who place a high importance on spirituality or religion and who rely on their religious beliefs to inform their decision-making, explain pain, create goals, and give their

lives meaning and purpose are likely to find this model of counseling appealing. Fowler (1981) proposed a pre-stage and six stages of faith development, all of which have some connection to aging. The early stages appear to progress properly and directly in relation to an individual's age. According to Fowler, people might develop and hold onto an earlier stage of religious development. Furthermore, there is no assumption that an intervention is required to assist a person in moving on to the subsequent developmental stage.

The model may be totally religious or spiritual or it may combine and include secular psychological theories and therapies as well, depending on the provider's training and skill set. Professional psychologists who include spirituality or religion into their clinical and counselling work are known as faith-based counsellors. They frequently use the psychological underpinnings of the religious Scriptures to influence their therapeutic or counselling work. Pastoral counsellors, biblical counsellors, specialized faith-based therapists, psychotherapists, or psychologists are some titles for faith-based counsellors. Meditation, prayer, studying holy texts, acting in forgiveness, mindfulness, and partaking in religious rituals are a few examples of these spiritual therapy practices. Career counsellors may utilize the faith development model as a good beginning point when deciding on the appropriate treatment approaches and supports for students with SLDs.

Career counsellors can better relate to and collaborate with their clients who have SLDs, by using Fowler's idea. If a client has SLDs, it will be helpful for career counsellors to first assess the client's degree of spiritual development. The client may change their faith as they enter adulthood as a consequence of new exposures and experiences in life, which might result in emotions of fear, anxiety, and loneliness. Normalizing the client's experience will reduce their negative feelings, and providing them with support will encourage their independence from previously revered authority, such as their family, and help them develop their own worldviews. It is significant to mention that clients with SLDs and their counsellors will jointly choose the professional goals for counselling services provided by religious organizations. As stated by Stanard and Painter (2004), these objectives include discovering one's purpose or meaning in life, identifying religious or spiritual values that guide one's life choices and decisions, reconnecting with a religious community, and learning how to deepen one's faith through spiritual or religious interventions.

Strength-based career counselling model

This approach aims to understand human virtue and determine a person's capability for coping with life successfully. The strength-based approach is based on the social work profession. This approach, which stresses a person's power and self-determination, is known as a "work practice philosophy" (McCashen, 2005). Strength-based therapy provides a theoretical and practical framework for counsellors and psychologists to utilize in creating a modality or asset for individuals of all ages (Fortune, 2018). Snyder et al. (1997) define strength-based counselling as a type of assistance wherein counsellors get a positive awareness of their client's strengths and attributes while giving therapy or in a school context. Additionally, by being aware of the client's strength, a counsellor may clarify how the client's strength functions in the counseling and psychotherapy processes (Peterson & Seligman, 2004).

The establishment of a therapeutic relationship, identification and discovery of strengths, identification and growth of hope, framing of solutions and treatment plans, development of strength and competence, construction of a new identity and reintegration, evaluation, and conclusion of the counseling process are the eight steps of the strength-based counseling approach. The strength-based approach places more emphasis on an individual's or a group's positive attributes than on their weaknesses. It assesses the environment in which the person lives as well as the individual (Stoerkel, 2019). The strength-based paradigm examines how systems are configured, especially where there may be an imbalance in power dynamics between a system or service and the beneficiaries. This counselling strategy might help parents and schools recognize and develop the abilities of teenagers (specific learning disabled ones inclusive).

Teenagers can be instructed to identify their strengths and draw on them as a resource when faced with difficulties. A counsellor is conditioned by strength-based treatment to change their service perspective from seeing the client as being in danger to seeing the client as strong (Hartanto, 2019). Strength-based career counselling model's central tenet is to use a client's assets as a springboard for

creating and implementing a sensible counselling plan (Toporek, 2017). According to Stoerkel (2019), this model is unique because it focuses on identifying factors that might be preventing the professional development and transfer of people with disabilities, especially those who have SLDs. Career counsellors may use an intriguing aspect of the strengths-based paradigm to influence change in people with SLDs.

Instead of focusing on flaws, it fosters environments where people can see themselves as they truly are, acknowledge the value they already possess, and carry that value forward to strengthen their professional strengths. The strength-based approach also identifies any constraints that could be keeping students with SLDs from reaching their full potential. When a person deals with social, personal, or cultural challenges in circumstances where they can not be equitably balanced, these limitations may be applicable (McCashen, 2005).

Planned happenstance learning model

The Planned Happenstance Learning Model, is sometimes referred to as the John Krumboltz model of career development (Krumboltz, 2008, 2009). People learn when they are positively or negatively reinforced. This model recognizes that career planning was not essentially done as a series of choices made at various points in life, but rather was an ongoing process that was affected by unexpected events. The theorist asserted that being unsure about one's course of action was good since it allowed one to take advantage of unplanned events. This method stresses that every person is better suited for a different line of work. It also emphasize that everyone has the potential to progress in their position so long as they are willing to diversify their interests and skill sets (Elizabeth, 2017). This model states that some factors determine a person's career choice.

The factors include aptitudes, genetics, circumstances, and experiences. The important lesson is that no one factor determines someone's job decision. This approach emphasizes that each individual is better suited for a different vocation. The theorist place more emphasis on the idea that anyone may have a profession if they are open to broadening their interests and skill set. Here, a career counsellor's core duty is to assist clients address employment or career challenges rather than choosing the right jobs for them. Individual therapy and career counseling are both possible in this approach. Clients with SLDs might gain from this counseling model's proactive approach to evolving circumstances and occurrences. Its framework can help clients with SLDs to develop skills at different stages of vocational development: curiosity, persistence, adaptability, optimism, and risk-taking.

The hope centered management career counselling model

This model of career counselling includes key underlying attitudes and actions required for efficient career self-management. These attitudes and actions include optimism, self-reflection, self-clarity, visioning, goal-setting, and planning, as well as executing and adjusting (Niles, 2011). The main components of hope include having objectives, having a strategy for achieving those objectives, and believing that a learner with disabilities may reach their goals. Underlying the foundation for addressing challenges with professional self-management is human agency and optimism. This model has significance for students with SLDs' career transition since it demonstrates that when people lack hope, they are less likely to take significant action in their lives. People might imagine they will be able to take certain steps to attain their future goals thanks to hope. The purpose of the hope-centered counselling approach is to assist clients construct clearer professional goals and more paths to achieving them, to increase their drive to stick with the goal, and to reframe challenges as hurdles. The proponents of this counselling model advocate combining general factors, solution interventions, narrative, and cognitive behavioral interventions to assist clients in developing positive self-perceptions of their abilities for successful career transitions.

Centric model of career counseling

Amundson (1987) developed the centric career counselling paradigm. The author views work as one component of a larger life style in this approach, which also considers psychological, social, and

economic variables. Four developmental phases are used to define the counselling process in this vocational counselling paradigm. Progress requires switching back and forth between the stages and utilizing a variety of pre-planned activities in a humanistic therapeutic setting. Expansion is required during the research and evaluation phase, followed by restriction when people weigh and commit to prospective alternatives, and finally, greater flexibility and expansion are required when these possibilities are incorporated into a labor market that is always shifting. Even though these phases frequently occur in a sequential order, counsellors dealing with clients who have specific learning disabilities should expect a lot of back and forth movement. The four developmental phases are succinctly described by Amundson (1987) as follows:

Readiness (Building the Working Alliance): The initial meeting between a counsellor and a client with a specific learning disability is vital and serves as the foundation for further therapy (Gelso & Carter, 1985). Counsellors must create a setting where a client with a learning disability feels heard, respected, and valued (Amundson, 1993). This type of setting necessitates taking into account both the internal interpersonal relationships and the exterior environment. It is crucial to assess how well-prepared persons with SLDs are in terms of expectations, fulfilling their basic needs, and feeling good about themselves in order to sustain a strong relationship. For many people with SLDs, progressing to step two makes little to no sense until a few core issues are resolved. Before continuing, clients should discuss their concerns with their counselors since, for instance, some people have misconceptions about what career counseling comprises. Regardless of the issue, counselors working with specific learning impaired individuals must pay special attention to speed and only go on when readiness has been attained.

Career Exploration and Assessment: The subject of inquiry in this case pertains to career exploration and assessment, with a focus on two distinct domains: the outer domain and the personal domain. The personal domain encompasses various factors such as interests, values, skills (or abilities), weaknesses, and personal style. Individuals with SLDs are encouraged to conduct both qualitative and quantitative evaluations in order to gather comprehensive information about their diverse personal traits. This knowledge can be acquired by examining each domain separately or by closely examining past experiences. The outer domain encompasses interconnected elements such as employment and leisure activities, educational background, and employment opportunities. In order to obtain accurate information about individuals with SLDs in these areas, it is necessary to conduct research, engage in social interactions, and carefully analyse their previous experiences.

Evaluation, Compromise, and Integration: In order to arrive at a well-informed decision, it is imperative to engage in a comprehensive process involving evaluation, compromise, and integration. This process entails conducting thorough research, collecting relevant data, and analysing the feasibility of various options. It is important to acknowledge that making concessions may be necessary, as it can facilitate the implementation of a new integrated approach. Moreover, it is crucial for individuals with SLDs to fully grasp the intricacies associated with their employment choices, as highlighted by Gelatt (1989).

Action Planning, Commitment, and Execution: The final stage of the process involves the assumption that clients, (in this case, those with SLDs), are prepared to advance towards their objectives. They are prepared to demonstrate commitment to the process, select a limited number of significant concerns, and thoroughly explore them.

Parsons' trait-and-factor model

Trait-and-factor theory primarily focuses on connecting people's characteristics with occupation. According to this model, a person's personality may be determined by looking at their abilities or talents, values, and professional interests. The most important option, according to Parson (1909), was choosing a career. Since he was among the first to develop a career counseling theory, he is usually referred to as the father of contemporary career counselling. Career counsellors must observe and interact with students with SLDs before assistin them in transitioning into new careers. This method of thinking still forms the basis of many career counselling models.

Three basic components from the trait and factor model can help someone with SLDs choose a vocation that will be both fulfilling and productive: (1) A complete understanding of who you are, your

abilities, interests, objectives, resources, and limitations, as well as the causes of each. A clinical interview was frequently utilized by Parsons to get this information. (2) Knowledge of the requirements, conditions for success, advantages and disadvantages, compensation, job prospects, and long-term prospects in diverse professions. Understanding each profession's advantages and disadvantages, compensation, job opportunities, and requirements is necessary for this. (3) Sound analysis of the relationships between these two kinds of information.

By contrasting a person's traits with the needs of the occupation, one may reasonably evaluate if they are appropriate for or likely to be happy in a certain vocational position (Chartrand, 1991). Using the Parson's trait and factor model, a career counsellor should watch and speak with a SLD person before matching them with the ideal career. Students with SLDs require support in creating a clear understanding of who they are, as well as their aptitudes, abilities, interests, and aspirations. They also need help identifying their resources and the employment options available in the workforce. This would only be possible if there were career guidance teachers in the classroom who had the required training, access to enough and appropriate professional resources, and favorable government laws controlling the delivery of career counselling services. The comprehension of career criteria, such as work requirements, circumstances, success, advantages and drawbacks, salary, opportunities, and possibilities across numerous professions, must be linked with their personal traits. All in all, career counsellors can utilize this approach to assist students with SLDs in deciding on a professional route.

Career counselling services tailored to meet the needs of students with specific learning disabilities.

People frequently seek career counselling in order to better understand themselves and the workplace so that they may make decisions about their jobs, educational pathways, and general quality of life. In addition to guiding people in making the decisions they need to make, career counseling is meant to provide them the information and skills they need to make future career and life decisions (Brown, 2022). In addition to providing a safe haven for people to navigate the complicated and constantly evolving world of work, career counselling also enables people to come up with their own answers to a range of employment-related problems. People who are working have to choose their own courses more and more (Savickas, 2011). However, due to the variety of alternatives available, picking a profession can be a stimulating but frightening activity for individuals at any phase of life. Therefore, remedial therapies that focus on certain functional domains are required for children and teenagers with specific learning difficulties.

The likelihood that learners and students with learning difficulties will graduate from school successfully increases significantly if extra attention is devoted to their psychological needs. By building long-term therapeutic connections with students, who they guide through the system while admitting their flaws and praising their successes, counsellors can improve the possibility that this will happen. Parents, school officials, instructors, and counselors have historically played a key role in helping children find their path. International guidelines require that youngsters with particular learning difficulties be involved as much as possible in general education classes. Resource specialists and general education teachers must communicate with counselors in order to give customized help to those with LSD within and outside the classroom (Fangwi, 2020; UNESCO, 2018). The categories listed below are just a few instances regarding career counselling services for students with SLDs.

Provision of career intervention services

The provision of career intervention services for students with SLDs entails recognising the similarities between this group and other populations. In implementing interventions, it may be necessary to adopt a proactive approach to problem-solving, while also being mindful of cultural differences and appropriateness. The impact of the disability, whether it manifests directly or indirectly, may require addressing external challenges or issues that are external to the individual. School counsellors should be cognizant of the limitations and biases that may be exhibited by children with moderate to severe impairments. Additionally, counsellors in educational settings must possess

knowledge of relevant legislation and a comprehensive understanding of the rights afforded to students with disabilities (Kahveci, 2016).

Identification of students' career strengths and interests

The process of identifying the career strengths and interests of students, particularly those with SLDs, is approached with caution by career counsellors. They carefully assess the individual's advantages, disadvantages, preferred learning methods, and hobbies. The career counsellor and the individual then collaborate using the results of the career assessment to identify potential employment opportunities. The counsellor assists the individual in planning the necessary steps towards achieving their desired outcome, which may involve selecting an appropriate educational institution, programme, college, and job. Adebayo (2007) suggests that the purpose of counselling is to provide individuals with the opportunity to explore, articulate, and clarify possibilities for leading more fulfilling and meaningful lives.

Furthermore, it is the ethical responsibility of the counsellor to engage with clients in order to offer support and assistance in overcoming present and, potentially, past obstacles (Kay & Knaack, 2008). People with SLDs can better navigate the challenging and constantly changing workplace through the encouraging environment provided by career counselling, which makes such people able to come up with their own answers to a range of professional challenges. Furthermore, career counsellors assist in teaching individuals with SLDs how to identify their own preferences, interests, talents, and shortcomings. Students with SLDs should also actively engage in their transition process and be aware of the resources, such as supports and services, that are available to them (Patton & Kim, 2016).

Career counsellors often link students with experts who serve as mentors in order to encourage and positively reinforce the pupils. Career counselling is highly regarded since variables including life satisfaction, self-efficacy, happiness, and many others are connected with job satisfaction. Choosing a professional purpose for students with SLDs should take into consideration their interests, beliefs, attitudes, and opinions. A professional career target must be pertinent, realistic, and achievable. It is essential to provide a step-by-step breakdown of the professional road when creating a career development goal. When going from one stage of career growth to another, a student with SLDs should be ready to assume a new social and professional role. The expansion of skills and skill development should also be a goal of the subsequent stage of professional development (Avdeeva et al., 2019).

Helping students to understand the career world

It is essential to bear in mind the importance of providing students with SLDs with education about many career options, the potential challenges that their SLDs may pose in different professional roles, and viable strategies to overcome these challenges. This is crucial in facilitating informed decision-making when it comes to career choices. The incorporation of mentors and professional role models from the workplace has the potential to augment students' decision-making processes. Transition programmes may also be disseminated to individuals under the guidance of a transition professional, such as a college counsellor. Informing students with SLDs about various opportunities for employment, lifelong learning, and engagement in leisure activities is of utmost importance.

Career counsellors possess the ability to provide assistance to students with SLDs in keeping abreast of developments and challenges within the employment market. They have the capacity to aid individuals in closely monitoring the impact of various factors such as automation, outsourcing, downsizing, and global competition on employment prospects and occupations. Additionally, counsellors have the potential to assist students with SLDs in comprehending the essential attributes and attitudes required for achieving success in the contemporary work environment. Counsellors have the capacity to collaborate with their clients in order to foster technological proficiency, cultivate acceptance of diversity, navigate contemporary workplace challenges, and maintain a requisite degree of professional expertise to avoid stagnation.

Offering reliable information on the current trends in the career world

Individuals with SLDs often experience a discrepancy in their acquisition of career-related knowledge compared to their peers, mostly due to limited opportunities for supplemental learning in this domain. An effective career counsellor will demonstrate a timely responsiveness to inquiries from individuals with SLDs who are either currently enrolled as students or have completed their education. Additionally, career counsellors can offer personalised guidance and instruction on various facets of the job search process and employment matters. Furthermore, they provide counselling and assistance to specific learning disabled graduates who are seeking to navigate the transition from an educational setting to the professional realm or are pursuing a job change. It is essential to implement easily accessible vocational counselling platforms dedicated to providing comprehensive career information and support to students and graduates with SLDs.

Career adjustment and management

The process of changing one's occupation might elicit emotions of melancholy, particularly among those with SLDs. Following a promotion, individuals may have a sense of being overcommitted or find that their initial expectations about work responsibilities and satisfaction are not met. Individuals with SLDs are afforded the opportunity to engage in research pertaining to their employment-related challenges, facilitated by the guidance of a career counsellor. This enables them to proactively address and perhaps rectify the identified issues or seek alternative resolutions. Another advantage of career counselling is its ability to support individuals with SLDs and their families in attaining their objectives related to overall well-being, education, and employment (Kaplan et al., 2014). In light of this, it is advisable for career counsellors to engage in discussions with clients who have SLDs to ascertain effective strategies for managing their circumstances and exploring opportunities for enhanced work satisfaction and professional advancement (Brown, 2022).

Career counsellors has the necessary qualifications and expertise to collaborate with clients in establishing attainable objectives and guaranteeing the ongoing assessment and documentation of outcomes. Through the use of this methodology, individuals with SLDs may acquire the necessary knowledge and skills to effectively pursue significant objectives in life. Establishing these objectives will represent a significant leap forward for a student with learning difficulties who has encountered difficulties in self-development. Individuals with SLDs may potentially derive benefits from engaging in career counselling services, as it may assist them in developing their personal brand, identifying potential possibilities, doing job searches, and receiving assistance throughout the job application process.

Providing career direction, assessment, guidance and support

Counselling has historically been used as a method to assist those with learning difficulties in efficiently navigating the world of work and providing direction when faced with critical life-altering choices. Lent and Brown (2013) suggest that individuals may experience a disparity in the number of available career options, with some individuals facing an overwhelming abundance of possibilities while others may struggle to identify a starting point. The assistance of a career counsellor may facilitate the achievement of a feasible professional trajectory aligned with an individual's desired vocation. During the transitional period from high school graduation to early adulthood, individuals, particularly those with SLDs, may have difficulties in navigating several aspects of their lives, including personal choices, responsibilities, educational pursuits, and professional trajectories (Williams, 2013). One of the primary roles of a career counsellor is to support such individuals in making informed choices that align with their long-term goals, which may include identifying suitable job prospects (Lent & Brown, 2013).

Students diagnosed with SLDs who are experiencing uncertainty over their future career trajectory may seek assistance and support from qualified career counselling professionals. The job of career counsellors includes facilitating the identification of intrinsic skills and abilities among students by the use of assessments such as aptitude tests and interest tests. In addition, it is anticipated that they would assist students in selecting the suitable vocational trajectory. Certain students with SLDs may have a lack of clarity on their post-graduation plans. Career counsellors are proficient in addressing these

concerns. The state of ambivalence may arise from several factors, such as the influence of peers, inadequate parental direction, a multitude of employment opportunities, and uncertainties over personal capabilities.

Encouraging family involvement in the educational and career process

The family is often regarded as the primary institution within our society, serving as the fundamental context in which children acquire essential skills for engaging with the external environment. It is well acknowledged that young children acquire their first experiences and instruction mostly via interactions with their parents and other members of their family. The involvement of families in the vocational counselling of their children is crucial, irrespective of the presence of any impairments. The influence of familial factors significantly shapes the level of preparedness of children for future employment opportunities. Career counsellors play a vital role in promoting the academic and professional achievements of students with SLDs. Additionally, they have the potential to motivate, empower, and provide assistance to families of students with SLDs, encouraging their active involvement in their ward's career transition process.

This involvement aims to foster a sense of job awareness and facilitate the alignment of the student's inherent abilities with their personal interests, thereby simplifying the process of making informed career choices. It is important to acknowledge that any initiatives pertaining to career and college readiness, which are extended to all students, should also include the involvement of families. Furthermore, it is important for educational institutions to effectively communicate with parents and guardians of children diagnosed with SLDs, taking into account their concerns and enquiries about the implications of enrolling in college or transitioning into the workforce. The importance of career counsellors sharing their expertise with the families of students with SLDs should not be underestimated. Whether counsellors directly engage with these families or collaborate with others, their efforts are crucial in ensuring that these students acquire the necessary knowledge and skills for successful educational and career transitions.

Advocating for students with specific learning disabilities in the school, community and workplace

According to Fangwi (2020), students diagnosed with SLDs may need support in adapting socially due to deficiencies in social awareness or the sense of being different as a result of academic challenges. Counsellors have the ability to facilitate peer-supportive activities that may assist teachers in effectively showcasing social achievement to the whole class. Career counsellors play an active role in providing support to students through both individual and group therapy sessions, utilising diverse therapeutic techniques to address challenges related to identity formation, long-term career aspirations, and low self-esteem. Their primary objective is to facilitate individuals in comprehending their employment possibilities, identifying suitable job opportunities, and engaging in effective career development processes. By encouraging individuals to provide assistance and maintain a positive disposition towards individuals with SLDs, they may also aid these students in fighting for their rights as individuals with special needs within their local community and professional environments.

CONCLUSION

Individuals with SLDs have the potential to achieve academic success in higher education and effectively navigate the transition into the world of work. However, it is crucial that they get appropriate guidance and support via career counselling. Career counselling services for students with SLDs encompass a range of essential provisions. These include the delivery of career intervention services to aid students in gaining a comprehensive understanding of the diverse realm of careers. Additionally, career counsellors play a crucial role in fostering family engagement in the educational and career development of students with SLDs. Moreover, they act as advocates for these students within educational settings, communities, and workplaces. Career counsellors strive to promote a harmonious equilibrium between the professional and personal aspects of the lives of students with SLDs. Career

development perspectives offer educators, psychologists, and counsellors a theoretical framework to comprehend and implement career planning and development strategies that are beneficial in delivering efficient career guidance to these students. When career counselling services are effectively provided by a trained counsellor, it is anticipated that students with SLDs will experience a transformation in their self-perception, behavioural patterns, understanding of their personal traits and unique skills, redirection of their enthusiasm and drive towards profitable opportunities, exploration of their abilities and capacities, resolution of emotional challenges, and development of strategies to address their career-related issues. It is advisable for career counsellors to acquire knowledge and understanding of the experiential worldviews of students who have SLDs, recognise the potential impacts of these disabilities on students' sense of self, and formulate interventions aimed at facilitating the successful adaptation of these students to the educational and occupational environments

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