

High School/High Tech: Promoting Career Exploration in Technology for Youth with Learning Disabilities and Behavioral Disorders

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Abstract

Youth with learning disabilities and behavioral disorders face significant barriers to academic and vocational success and are at risk for poor school performance, high unemployment rates, and poor socioeconomic status. This paper describes the development and results of the first year of a model program intended to promote science, engineering, and technology careers and address academic and vocational needs of low-income youth with disabilities. The program's first year results provide preliminary evidence for its effectiveness and demonstrate the need for future rigorous study in this area. Implications for vocational programs are discussed.

High School/High Tech: Promoting Career Exploration in Technology for Youth with Learning Disabilities and Behavioral Disorders

Learning disabilities (LDs) are common among school age children and youth. LDs comprise the largest category of disabilities within the public school system, accounting for 46% of the approximately 6 million students identified as having a disability and 5.9% of the total school enrollment (US Department of Education, 2000). Youth with LD are at increased risk for psychiatric disorders, performance anxiety, family disruption, poor peer relations, (American Academy of Child and Adolescent Psychiatry, 1998) social skills deficits, and decreased self-esteem (Kaufman, 1997; Kavale & Forness, 1995). Epidemiologic and clinical studies have shown that LDs often co-occur with psychiatric and emotional and behavioral disorders (Cantwell & Baker, 1991; Forness, Kavale, & Lopez, 1993; Rock & Fessler, 1997). Youth with LDs also tend to drop out of school at a higher than average rate (US Dept of Education, 1995), and are at risk for later workplace difficulty (Roffman, Herzog, & Wershba-Gershon, 1994). Findings from the National Longitudinal Transition Study (NLTS), (SRI International, 1997) showed that absenteeism, poor grades, and course failure were problems for students with disabilities and strong predictors of school drop out. Data collected by telephone interview about

955 youth with LD from 300 US school districts, showed that only 68% of such youth graduated from high school. Among 524 students with emotional or behavioral disorders, less than one-half (48.4%) graduated (SRI International, 1997). National statistics from the US Department of Education reveal more discouraging findings. In 1998, among students with LDs in the US and outlying areas, 33.1% and 4.5% graduated with a diploma or a certificate (GED) respectively (US Department of Education, 2000).

Employment in adulthood is a significant outcome and an important indicator of success (Bullis & Cheney, 1999). Youth with LDs and/or behavioral disorders (LD/BD) face barriers to finding and maintaining employment and fare worse in their rate of competitive employment than youth in the general population. According to data from the National Longitudinal Transition Study, only 52.9% of youth with LD and 40.7% of youth with serious emotional disturbance were employed two years after secondary school (SRI International, 1997). Many work settings require post secondary education for entry into the workplace, a goal often difficult to obtain for youth with LD who may lack effective communication skills and the ability to chose and maintain a career (Clausen, 1997) or adjust to the work environment (Mpofu & Watson, 1999).

Overall, studies have suggested that without intervention, youth with LD/BD face many barriers to success due to their greater risk for negative

emotional, educational, and vocational outcomes. Adolescence is an important time for decision-making in regard to work and employment (Erikson, 1980; McPhail, 1993). For adolescents with LDs and/or behavioral disorders, this developmental task may be especially difficult. Work is a major and highly valued life role and for most, initiation into work begins in adolescence either through summer jobs or part-time employment during the school year (Hardesty & Hirsch, 1992).

Youth with LD/BD have 'multi-system' needs requiring interagency collaboration and services (Rosenblatt & Rosenblatt, 1999). The 1992 Amendments to the Individuals with Disabilities Education Act (IDEA: P.L. 101-476) mandate transition services that provide coordinated outcome-focused interventions to facilitate movement from school to post-secondary education, vocational training, integrated employment, adult services, independent living, or community participation (US Department of Education, 2000). Community collaboration and interagency partnerships and cooperation are important in assuring successful transitions for youth with disabilities (Lemaire, Mallik, & Stoll, 2002).

To help meet the academic and vocational transition needs of in-school youth with disabilities, Alliance, Inc. established the High School/High Tech Program within its Youth Services Division. The High School/High Tech Program assists the school with providing the post-secondary connections that they are required to coordinate. The Program offers most of the required transition services required under IDEA, both during the senior year and following graduation, when the school system ends their service obligations.

The purpose of this paper is to describe the High School High

Tech Program components and operations, its development within the community, the first group of participants, and their immediate academic and vocational outcomes. Implications for programs providing academic and vocational training services are discussed.

Method

Program Description

Alliance, Inc. is a private, not-for-profit, community-based rehabilitation service agency, accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF), licensed by the Maryland Department of Health and Mental Hygiene, the Maryland Department of Alcohol and Drug Abuse, and the Developmental Disability Administration. Alliance offers rehabilitation services to youth and adults with disabilities throughout the state of Maryland. Youth services include the Expanding Horizons Program for out-of-school youth with disabilities (Lemaire, Mallik, & Stoll, 2002) and the High School/High Tech Program. The latter was established in 1999, and is a cooperative effort between Alliance, Inc., the public school system, students, parents, post-secondary educational facilities, federal agencies, private employers, county agencies, and economic and technology development groups. The Program is funded in part through the Workforce Investment Act (WIA), Title I-B. The grant, administered by the Baltimore County Office of Employment and Training (OET), was initially funded from July 2000 through June 2001 for \$118,000 and, based on initial success of the program, received a second round of funding from July 2001 through June 2002.

Alliance's High School/High Tech Program is part of a national program, currently offered in 21 states and the Dis-

trict of Columbia. High School/High Tech promotes science, engineering, and technology careers for students, ages 16 to 19 who have disabilities and an interest in and the capacity to pursue careers in technology. Enrollment in High School/High Tech is voluntary. The Program's primary objective is to assist students with disabilities to become independent and productive members of the technology-related work force.

The High School/High Tech Program focuses on computer and biotechnology because these areas comprise the bulk of the technology labor market in the greater Baltimore area. The Program's curriculum encourages students to examine their interests and potential for careers in the sciences and technology and to prepare for and pursue post-secondary training and or employment in the high technology area. During the school year, students participate in a variety of academic and vocational seminars, attend presentations, and visit potential employers. In the first year, students had opportunities to visit sites such as the Federal Bureau of Investigation, the University of Maryland Center for Marine Biotechnology, the U.S. Army Corps of Engineers and academic and health care settings. During the summer, students participated in a 6-week work experience in settings providing an opportunity to work with technology.

The program consists of two phases. Phase I provides services for one year from referral to academic engagement and/or vocational retention. Phase II provides follow-along services for an additional year that include monitoring, supporting, and/or referring participants to appropriate agencies as needed. Figure 1 shows the Program's service flow.

Target Population

High School High Tech is a WIA funded program. Therefore, youth must meet one or more of the following criteria for being “economically disadvantaged” as well as specific criteria related to academic, family, social, legal, and disability status. Criteria for being economically disadvantaged requires that the participant be: a member of a family whose income meets the Maryland poverty guidelines or whose family receives cash welfare payments or food stamps; a homeless or foster child; a youth with a verified physical or mental disability (including LD/BD) that presents a substantial barrier to employment and whose own income meets the poverty guidelines, even if the family income exceeds the guidelines. Since the target population is students with disabilities, family income is not a factor in the Program’s selection process. Since students typically are unemployed while in high school, WIA income requirements have not resulted in a candidate’s rejection from the Program. WIA program participants must also meet one or more of the following additional criteria: they must be deficient in basic literacy skills (reading or math skills below 9th grade level), have dropped out of school, be homeless, a runaway or foster child, be pregnant or parenting, be an offender, or be an individual (including a youth with a disability) who requires additional assistance to complete an educational program or to secure and hold employment. The High School/High Tech target population includes high school 11th and 12th grade students, ages 16 through 19 who meet these criteria. In addition, the Program targets adolescents, primarily those with learning disabilities, who have an interest in and the ca-

capacity to pursue a technical or scientific career. While students with disabilities other than those that are learning-related may qualify for the Program, these students are not often in special education programs and are therefore less likely to be identified as potential Program candidates by special education school liaisons.

The Referral Process

The High School/High Tech Program works closely with the public school system’s Office of Special Education and Career Transition. The Office identified target schools whose students could benefit most from the Program’s services. Each school provided the Program coordinator an opportunity to speak to their administrative and special education teams and to identify a school liaison as a specific point of contact. The liaison, usually a special education teacher or county transition facilitator, identified potential candidates for enrollment in the Program. Each school, rather than Alliance, Inc., is responsible for identifying potential participants and determining their own academic eligibility criteria, i.e. attendance, passing the Maryland functional examinations, and grade point average. If the school determines that a student is eligible, and meets other eligibility criteria including disability, interest, and capacity to pursue a technical career, and if the family elects to participate and space permits, the student will be enrolled in the Program.

The Intake Process

The High School/High Tech Program began intake of students on November 1, 1999. Potential candidates and their families received information about Program services and an invitation to attend the Program orientation. This orientation assists

parent(s) or guardian(s) and potential candidates to determine if the Program meets their needs. The school liaisons arranged a meeting at the school either during the school day or in the evening, depending on parent’s availability. Following the orientation, interested candidates registered and completed an initial intake process. At this meeting, the applicants and/or the parents or guardians completed intake forms and signed necessary information releases. During the registration, students completed an interest survey and a self-esteem assessment, and parents completed a ‘strength and needs’ assessment. Verification of disability was obtained from the schools prior to enrollment in the Program.

Referral to the Division of Rehabilitative Services

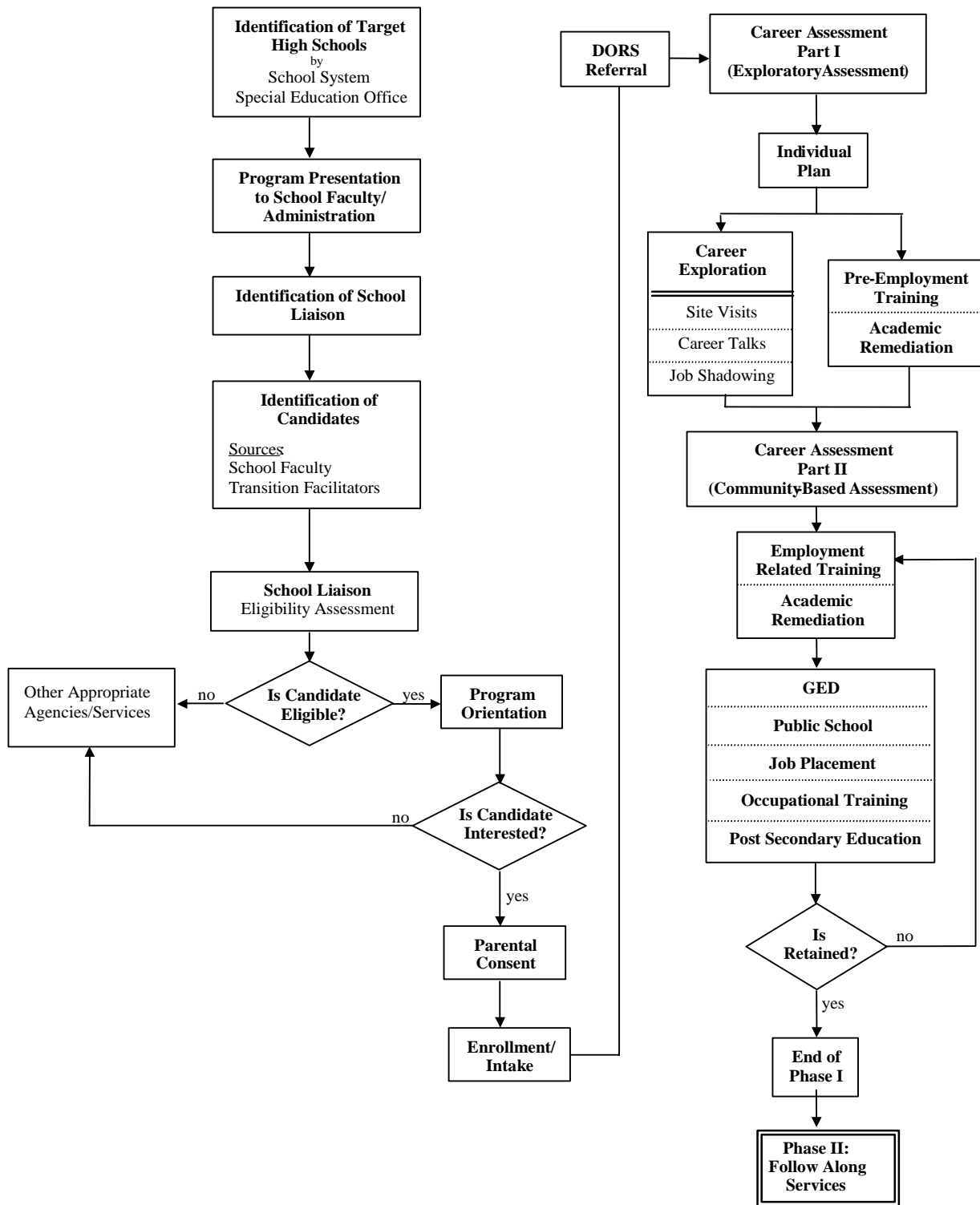
Each student in the program is referred to the Division of Rehabilitative Services (DORS) to determine eligibility for services. The school system’s transition facilitators gather and submit the assessment and referral information, and Program staff members facilitate the meeting between the families and the DORS counselors. DORS funding for eligible students can be used to support career assessments, vocational training, job coaching, and/or job development, placement, and retention services.

Goal Setting

After determining diagnostic status, educational level, psychosocial and environmental factors, and job seeking/keeping skills, the Program arranged an individual meeting with each participant to discuss academic and vocational interests and to assess individual strengths, needs, and preferences. Data from these assessments was used to develop goals and objectives for the participant’s In-

Figure 1

High School/High Tech service flow diagram.



Note: Phase I services are provided for one year from referral to academic engagement and/or vocational retention. Phase II follow-along services are provided for one year and include monitoring, supporting and/or referring participants to appropriate agencies as needed.

dividual Service Plan (ISP). WIA mandated goals included basic literacy skills, vocational readiness skills, and/or occupational skills. Each student was required to work on a minimum of one of these goals during the academic year. Students performing below 9th grade level in reading and/or math were required to have as a goal, the acquisition or improvement of basic literacy skills.

Academic Services

High School/High Tech works closely with the public schools, to assess the academic skill level of each participant. The Program then assists participants to improve their skills by providing remedial math and reading, along with study skills training workshops. Program staff monitor the academic progress of participants through review of quarterly report cards and regular teacher feedback. Students who have difficulty maintaining satisfactory academic progress are either assisted by Program staff or referred to school or community-based tutoring services.

Career Exploration and Planning

The High School/High Tech Program provides participants with a career assessment that includes a battery of surveys and tests, involving both paper-and-pencil and manipulation assessments. The paper and pencil measures assist staff to help participants identify their career interests and aptitude by assessing academic skills, intelligence quotient, reasoning ability, and task and job preferences. Manipulation tests are used to assess dexterity, eye-hand coordination, and spatial acuity, abilities applicable to technology-related positions. Throughout the academic year, participants are provided opportunities to explore career op-

tions by visiting technology-related job sites, participating in job shadowing, and attending presentations that provide exposure to a wide range of technical careers. These activities allow students to investigate potential career fields as well as obtain in-depth information about careers in which they may already have an interest. In addition, participants have the opportunity to visit local colleges, universities, and technical training schools. During these visits, students meet with admissions representatives and receive information about financial assistance programs and support services on each campus.

Vocational Training Services

Alliance, Inc. offers two vocational training classes for High School/High Tech participants. The Youth Services "Job Search System," focuses on 'job seeking' skills and the "Job Retention System," provides training for 'job keeping' skills. The Job Search System's curriculum, provided in five, 90-minute sessions, focuses on skills needed to obtain employment such as locating job openings, writing resumes, interviewing, and completing job applications. The Job Retention curriculum is also taught in five, 90-minute modules, and provides students with the skills needed to become successful in today's workplace. Participants receive content designed to foster the valuing of employment and maintaining a positive attitude. The importance of punctuality is emphasized and students receive content on communication and interpersonal relationships as well as the importance of following employer policies and procedures.

Pre-and post-testing is conducted for the Job Search and Job Retention Systems to measure the participant's baseline skill and skill achievement level,

and to provide the instructor with an enhanced understanding of the student's needs. Training classes are conducted within the schools or in community settings to enhance participants' knowledge and comfort in accessing community-based resources, with the expectation that the participants will continue to use these resources after completing the Program.

Occupational Skills Training

High School/High Tech provides computer-training workshops to assist participants to develop employment skills. Computer training includes introductory and intermediate classes in the Windows Operating System, using the Internet, e-mail, word processing, spreadsheets, and web page design and development. During the summer between the 11th and 12th grade year, students participate in a six-week paid internship at a technology-based company or in a position in which they use technology. The internships are developed based on the participant's specific career interests, providing an opportunity to acquire occupationally specific skills. Mentorship is an important aspect of the summer internship. Work supervisors mentor Program participants, providing on-site job training with the anticipated goal of maintaining an ongoing relationship with the student following the internship. In addition, public school teachers were hired to provide job coaching for participants with a one-to-six teacher student ratio. As job coaches, teachers assisted both students and work supervisors. Students with difficulties in the work place received support and help with skills building. Job coaches and work supervisors collaborated closely to assist students to function at their highest level in the work setting.

Table 1

Examples of Sites Visited for Career Exploration in First Year

U.S. Army Corps of Engineers
 Social Security Administration Broadcast
 Television Facilities and Graphical Design Department
 General Motors Production Plant
 University of Maryland Biotechnology Institute
 Federal Bureau of Investigation
 National Institute on Aging
 Johns Hopkins Bayview Clinical Laboratories
 Alliance's Micrographics Facility
 Lincoln Technical Institute

First Year Results

Student Demographics

In fall 1999, 22 high school eleventh graders were recommended by special education school liaisons and accepted into the Program from nine high schools in eastern Baltimore County. All students were enrolled in special education programs and had completed their junior year. Nearly three-quarters (71%) of the students enrolled in the program were male and 62.5% were white. Nineteen students (83.4%) had been diagnosed with LD and two (8.3%) had attention deficit or attention deficit hyperactivity disorder. One student had bipolar disorder and one had been diagnosed with borderline personality disorder. One student was unable to participate in the internship due to a family crisis, but participated in other activities throughout the year. The identification of a LD, defined by the federal government in Public Law 94-142, and as amended by the Individuals with Disabilities Education Act-IDEA, Public Law, 101-76, was obtained from the public school system for each participant.

Academic and Vocational Progress and Career Exploration

Fifteen participants tested below 9th grade level in reading (Mdn = 5.70, M = 5.56, SD = 2.24) and/or math (Mdn = 7.1, M = 6.57, SD = 2.87) at the start of the Program. Fourteen of these students improved their basic literacy proficiency by a minimum of one grade level. All 22 participating students (100%) graduated on time with a High School Diploma, three enrolled in fall classes at a community college or university, and two students planned to apply for college admission the following semester. Twenty-one students established and met their goals for occupational skills development and 5 set and met their goals for vocational readiness skills development. Upon graduation, 11 of the 22 students were employed with an average salary of \$6.50 per hour. One student enlisted in military service and one enrolled in a psychological rehabilitation program to further develop her independent living skills. Data is unavailable on three students who relocated. During the academic year, students had the opportunity to participate in a number of site visits related to their

identified career interests. (See Table 1) The number of sites continues to grow as program staff develops additional opportunities based on student's assessed needs and preferences.

Summer Internship, Self-Esteem, and Occupational Skill Development

During the summer of 2000, students participated in the paid six-week internship experience consistent with their identified career interests. Students were placed with high technology companies or in positions in which they used various types of technologies as shown in Table 2. Depending on their internship placement, students gained a variety of technology-based skills such as web page design, television broadcasting, computer graphics and computer aided engineering design, data entry, publication, database management, manufacturing, high output printing and duplicating, and hospital laboratory analysis. With the exception of one student, all participants remained in their original position for the duration of the internship. This student lost her first position after the second week due in part to difficulty following directions. Following termination, the student was immediately placed in a similar position within walking distance of her home and was able to successfully complete the remainder of the internship.

The Rosenberg Self-Esteem Scale (RSE) (Rosenberg, 1965) was used to assess student's self esteem before and after the internship. The 10-item scale is a frequently used, student scored, 4-point rating scale with total scores ranging from 10 to 40, with higher scores indicating greater self-esteem. Reported coefficient alpha reliability scores have been high, ranging from .76 to .88 for early adoles-

Table 2

Participant's Disabilities, Self-Esteem Scores, Type of Internship, and Overall Work Ratings

ID	Primary Disability	Self-Esteem ^a		Type of Internship	Overall Work Ratings ^b	
		Time I	Time II		Time I	Time II
1	Learning disability	27	31	Computer hardware	Very good	Very good
2	Learning disability	35	35	Web site design	Excellent	Excellent
3	Learning disability	28	31	Data entry; hair product safety	Very Good	Very Good
4	Learning disability	30	36	Hospital transport	Very good	Needs Improvement
5	Learning disability	35	39	Public relations	Excellent	Excellent
6	Learning disability	30	34	Upholstery design	Very good	Excellent
7	Learning disability	40	30	Hospital	Excellent	Excellent
8	Learning disability	39	39	Web site design	Excellent	Excellent
9	Learning disability	29	31	Marine biology lab	Not available	Not available
10	Borderline personality	24	27	Office & purchasing	Good	Very good
11	Learning disability	36	38	Manufacturing design	Good	Excellent
12	Learning disability	39	40	Law enforcement	Excellent	Excellent
13	Learning disability	33	30	Computer hardware	Very good	Very good
14	Attention deficit disorder	31	32	Medical records	Not available	Not available
15	Learning disability	28	28	Hospital facilities	Good	Good
16	Learning disability	37	35	Hospital radiology	Good	Good
17	Learning disability	34	38	Graphic arts	Excellent	Excellent
18	Learning disability	30	35	Manufacturing design	Very good	Very good
19	Learning disability	32	31	Graphic design	Very good	Excellent
20	Attention deficit disorder	28	28	Hospital facilities	Needs Improvement	Not available
21	Learning disability	39	40	Broadcasting	Excellent	Excellent

^a The Rosenberg Self-Esteem Scale was used to measure self-esteem before and after the internship. Scores can range from 10 to 40.

^b Supervisors assigned work ratings at three weeks into the internship and at the end of the internship.

Note: Overall work ratings were not available for all participants.

cence and .86 to .88 for late adolescence (Mahon & Yarcheski, 1992; Yarcheski & Mahon, 2000; Yarcheski, Mahon & Yarcheski, 1997). The reliability of the RSE was assessed and found to be high for this sample, .85 and .89 for the pre and post internship respectively. Face validity (Rosenberg, 1965) and construct validity (Carmines & Zeller, 1979) have been reported for use of the scale with adolescents. RSE scores ranged from 24 to 40 ($M = 32.6$, $SD = 4.62$) before and 27 to 40 ($M = 33.7$, $SD = 4.20$) after the internship, demonstrating a slight, but insignificant increase ($t = 1.51$, $df = 20$, $p = .147$) among participants.

At three weeks into the internship (midpoint) and at the end of the internship, work supervisors evaluated student's occupational skill development including their job readiness and skill competency. Job readiness evaluation was conducted in seven areas including attendance, responsibility, participation, behavior, cooperation, projecting a positive self-image, and demonstrating respect. Most students (91%) who were evaluated at both the midpoint and end of the internship received evaluations of good, very good, or excellent in all categories (see Table 2). Skill competency attainment, a measure of job performance, was assessed in eight different areas including basic skills, thinking skills, personal qualities, using resources, interpersonal skills, information skills, system knowledge, and technical skills. Ninety-eight percent of students completed the experience with ratings of good or better in their attainment and use of these skills.

Follow-up Services

Following completion of Phase I, Alliance continues monthly contact with all participants, educational programs, employers, and families for a minimum

of one year as required by the WIA. During this one-year follow-along period (Phase II), Program staff monitor participants and provide support and/or referral services on an as-needed basis to promote continued success and independence. Follow-up is planned to evaluate academic and vocational outcomes as well as participant perceptions of their functional abilities, employment, and satisfaction with the Program.

Discussion

Summary

All students in the Program remained in their original position for the duration of the internship with the exception of the one student who lost her first position after the second week due to difficulty following directions. A number of other factors may have contributed to this student's loss of initial employment. First, the student's placement in a geographic location distant from her home resulted in transportation difficulties. Second, cultural factors may have been a barrier to effective communication in the first employment setting.

All students who completed the program graduated on time from high school and at 1-month post-graduation follow-up, thirteen students (59.1 %) were either employed, enrolled in post-secondary education or both. Of these, seven (53.8%) were employed in technology-related positions. While research has suggested that students with LD/BD are at risk for low self-esteem, this group of self-selected participants in the Program appeared to have relatively high self-esteem.

Conclusions and Recommendations

Preliminary results of the High School/High Tech Program's

first year illustrate the importance of the contribution of community partnerships and inter-agency collaboration in establishing an academic and vocational training program to assist youth with multiple and complex needs to transition from school to work and post secondary education. By providing academic and vocational training to youth with disabilities, the Program helped participants meet their academic and vocational goals, both of which will assist these students to become contributing members of society.

The lack of supervisor evaluations for four students demonstrates the difficulty of collecting data for program evaluation in real world settings. Nonetheless, results from the Program's first year of operation suggest that despite potential barriers to academic and vocational success, self-selected youth with disabilities with an interest in technology and science could be successfully engaged in services to improve their academic and vocational outcomes. Program participants lacking basic literacy skills improved their proficiency and all students graduated on time with a high school diploma. These are important outcomes for students with disabilities, many of whom experience school drop out and difficulties in the work setting.

Evidence suggests that employment success among adults with learning disabilities is associated with a choice of career in harmony with their capabilities (Hutchinson, 1995). Identification of career ambitions should occur during adolescence. Kortering and Brazier (2000) emphasized the importance of choice, parental involvement and exposing youths to various aspects of the world of work. Alliance's High School/High Tech Program goals and methods are consistent with

this approach and a needed shift of focus from academic remediation for students with disabilities to an emphasis on post-school employment (Hutchinson, 1995). The High School/High Tech program provides mentorship and structure as well as an opportunity for students to both experience the world of technology first hand and participate in activities that capitalize on their interests and strengths and de-emphasize areas of weakness. This exposure to potential careers and actual experience in positions using technology assists students toward career development and enables them to determine whether technology-related employment is consistent with their career ambitions and their capabilities.

Results of this model project have implications for vocational rehabilitation counselors, teachers, parents, and others involved in education and vocational services for adolescents with disabilities. Rigorous research in the form of evaluation of student outcomes over time in response to specific interventions is needed to better understand the effects of the Program. However, a number of factors may have contributed to the success of students participating in the Program's first year including (a) self-selection of a particularly capable group of students with disabilities, (b) provision of prevocational training and preparation prior to internship placement, (c) enabling students to have an active role in determining their placement and type of work they would like to perform, and (d) providing sufficient support to both the student and the supervisor during the first few weeks of placement.

While difficult to quantify, Program philosophy may have influenced the success of par-

ticipants. High School/High Tech Program services are based on the belief that employment and job placement for persons with disabilities can and should move from traditional jobs, i.e., custodial or food service, to more challenging and rewarding opportunities such as those provided by technology-based positions.

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Book Review

Colleen Foley, Guest Reviewer

A Review of Alice Weiss Doyel's *No More Job Interviews: Self-Employment Strategies for People with Disabilities*

Alice Weiss Doyel's *No More Job Interviews* is a comprehensive discussion of self-employment for people with disabilities and the role human services organizations can play in promoting this phenomenon. Employing detailed case studies of her own and other successful businesses, Doyel demolishes a host of myths and misconceptions about self-employment for people with disabilities. Then she sets about replacing them with useful strategies for developing the needed natural supports. Further, each of the book's four case studies are supported by three subsequent chapters that focus on myths, realities, and strategies for overcoming the challenges faced by

entrepreneurs with disabilities. By chapter nine Doyel is supplying a model showing human services and government agencies how to become rich resources and how to expand upon current opportunities for people with disabilities.

Alone in the annals of books on business development for people with disabilities, *No More Job Interviews* tackles the complex issues that disabled entrepreneurs face. It is important to note, however, that Doyel's stated intentions and her resulting conclusions do not paint a bleak picture. Rather, this book is a colorful and insightful read which positions arguments squarely under the umbrella of the marketplace, circa 2000. In fact, reading much like a speech, *No More Job Interviews* provides useful data as well as subtle and sophisticated arguments for implementing change.

For example, with over 20 million people in home-based

businesses in the United States, and over 40% of all new jobs depending on enterprises employing between one and five people, Doyel's argument for increasing supports for people with disabilities who want to be self-employed is not an inferential leap. This argument is standing on the firm ground of recent employment statistics. Combining information from the 1990 census, which showed

Employing detailed case studies of her own and other successful businesses, Doyel demolishes a host of myths and misconceptions about self-employment for people with disabilities.

people with disabilities as having higher rates of self-employment than people without disabilities (12.2% vs 7.8%), with historical data indicating that entrepreneurs with disabilities have always played a substan-