Perceived Self-Efficacy, Supports, and Barriers of School Counselors Addressing Career Development Needs of Students with Intellectual Disability

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Dedication

This work is dedicated to all of my students in the UT FUTURE program. Your courage, enthusiasm, and openness in your own career exploration has been an inspiration and pure privilege to witness.

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Abstract

Individuals with intellectual disability (ID) typically experience lower rates of employment compared to their peers without disabilities; 21% of working age adults with ID are employed (Bureau of Labor Statistics, 2018). School counselors are in a unique position to assist in career/postsecondary exploration and can help to obtain early work experiences during high school. However, prior research has found that school counselors may feel inadequately prepared to meet the career development needs of all students and are hesitant to participate in career and college readiness tasks with individuals with disabilities due to being unfamiliar. Therefore, this quantitative study focused on perceived self-efficacy, supports, and barriers of school counselors addressing career development needs of students with ID. This study addressed three main research questions: *What are psychometric properties of the Career and College Development-Students with Intellectual Disability survey? What is the perceived self-efficacy of school counselors to provide career development to students with ID?* and *What are perceived barriers or supports that impact school counselors working with students with ID?* Participants in this study were high school counselors who currently serve students with ID and have at least one-year experience. Results concluded that career counseling self-efficacy is significantly correlated with self-efficacy of school counselors providing career development to students with ID. Additionally, variables such as training and years in career predicted higher levels of self-efficacy related to career development with students with ID. Barriers and supports were identified, such as training, counselor time, knowledge, and collaboration that impact school counselor incorporation of career and college readiness programming into their school counseling program. Further research into understanding the impact of school counselor self-efficacy should focus on postsecondary outcomes of students with ID, with the intention that all

students have the opportunity to engage in career exploration. Based on these findings, implications for future research, school counselors, and counselor educators are provided.

Keywords: intellectual disability, career development, school counselor, self-efficacy

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Chapter 1

Introduction

Approximately 1% of children ages 3-17 years old are diagnosed with an intellectual disability (CDC, n.d.). Individuals with intellectual disability (ID) typically experience lower rates of employment compared to their peers without disabilities; only 21% of working age adults with ID are employed (Bureau of Labor Statistics, 2018; Siperstein, Parker, & Drascher, 2013; Versnel, Hutchinson, Munby, & Chin, 2008). According to the Bureau of Labor Statistics, the unemployment rate for persons with disabilities actively seeking work was 9.2% in 2017, more than twice that of persons without disabilities. Current legislation protects the rights of individuals with disabilities and promotes opportunities for higher education and employment attainment.

Students with ID have the opportunity to stay in secondary school until they age out of eligibility for special education services around ages 21 or 22 (Wagner, Newman, Camento, & Levine, 2005). Students with ID may struggle with soft skills such as time management, organization, and or/social skills that impact their work performance (Krell & Perusse, 2012). In an effort to attend to these needs, work inclusion and transitions for people with disabilities need to focus on long-term career goals (Nota et al., 2010; Nota & Soresi, 2004). Exploration of long-term career goals should include exploration of personal preferences, interests, skills, and strengths (Nota et al., 2010; Nota & Soresi, 2004; Stock, Daviea, Secora, & Wehmeyer, 2003). School counselors are in a unique position to assist in this process of exploration and can help to obtain early work experiences during high school.

Students with Intellectual Disability

The American Association on Intellectual and Developmental Disabilities (AAIDD) and the Diagnostic and Statistical Manual (DSM-5) define intellectual disability (ID) to include "limitations in intellectual functioning and social/adaptive behavior" (AAIDD, n.d.; American Psychiatric Association, 2013). Students with ID often enroll in special education programs at the schools that they attend (Kushner, Maldonado, Pack, & Hooper, 2011). The Individuals with Disabilities Education Act protects students with disabilities to receive special education and related services, including access first to age-appropriate classrooms (Giangreco, 2017). Students with ID who participate in inclusive programs during high school have a higher likelihood to attend postsecondary education programs (Baer et al., 2011).

Through the Higher Education Opportunity Act (2008), more funding opportunities now exist and greater focus has been placed on postsecondary education and vocational training opportunities for students with ID (Griffin & Papay, 2017; Hart, Grigal, & Weir, 2010). This shift resulted in the development of over 240 postsecondary education programs that span across the United States (Think College, n.d.). As these programs develop across the country, it is necessary for school counselors working with high school students to engage in career development counseling services to support a holistic exploration of postsecondary plans.

Career Development for Students with ID

Career development is a process that encompasses the lifespan and "takes into account psychological, sociological, educational, physical, economic, and chance factors" (Lent, 2013; Herr, 2001). The American School Counselor Association (ASCA) suggests that school counselors are vital in providing counseling services and collaborating with other professionals as students with disabilities transition out of high school (ASCA, 2004). Additionally, school

counselors are in the unique position to advocate for student needs, specifically those related to transition planning, and are often tasked with ensuring accommodations and modifications are upheld (ASCA, 2004). Students with ID have similar, but unique, needs compared to students without disabilities as they transition to postsecondary education or the world of work. Students with ID may struggle more with a variety of tasks including interpersonal skills, occupational skills, and independent living skills (AAIDD, n.d.; Krell & Perusse, 2012; Riesen, Schultz, Morgan, & Kepferman, 2014).

These needs are often addressed through Individualized Education Plans (IEP) or Individualized Learning Plans (ILP) developed by a multidisciplinary team (M-team) including the student and a parent/guardian. These plans outline student accommodations, educational needs, measurable objectives, and monitoring of the student's overall progress (Christle & Yell, 2010). Additionally, transition services offer students with ID opportunities to explore career and postsecondary education opportunities, independent living needs, and development of soft skills to increase positive outcomes post high school (Daviso, Denney, Baer, & Flexer, 2011). Students with ID should be engaging in activities related to increasing employability, including engaging in assessment and exploration while still in high school (Carter et al., 2010; Sitlington & Clark, 2006; Sparks, Pierce, Higgins, Miller, & Tandy, 2016). Activities include exploration of preferences, interests, and self-efficacy beliefs (Nota, et al., 2010), as well as work study opportunities, vocational skills instruction, resume building, and training for job interviews (Hutchinson, Versnel, Chin, & Munby, 2008; Southward & Kyzar, 2017). School counselors have the ability and knowledge to provide these types of activities and plans in collaboration with special education teachers, other professionals, and the student's family/legal guardian.

School Counselors and Students with ID

School counselors offer comprehensive, developmentally appropriate, evidence-based programs that support academic achievement, vocational planning, and social and emotional services for all students (ASCA, 2014; Morgan, Greenwaldt, & Gosselin, 2014). School counselors have a minimum education of a master's degree in school counseling, qualifying them to provide the services outlined above (ASCA, 2014). Due to the nature of their position, school counselors often take on multiple roles and, in many cases, offer significant contributions in the lives of the students they serve (Gunduz, 2012). Part of these expanded roles include a focus on transition services for all students, including those with ID.

The American School Counselor Association (ASCA) National Model provides a framework for school counseling programs that promotes student achievement and equitable access for all students (ASCA, 2014). The model is comprised of four components: foundation, management, delivery, and accountability. The foundation of the model is supported by leadership, advocacy, collaboration and teaming, and systemic change. Mentioned within the national model is the need for collaboration between school counselors, parents, and educators to ensure an environment that fosters achievement (ASCA, 2014). High school counselors can act as an agent to collaborate with the student, parent/guardian, and other professionals to support a successful postsecondary transition process (Cook, Hayden, Wilczenski, & Poynton, 2015).

Currently, school counselor training programs do not require specialized coursework in special education or minimal career services guidance specific to serving students with ID. Prior research shows that school programs that have disability specific courses better prepare their school counselors for future work with students with disabilities than programs that just integrate information into their courses (Milsom, 2002). Additionally, in a study by Herbert, Lorenz, and

Trusty (2010), school counselors and rehabilitation counselors noted training concerns and identified training insufficiencies pertaining to school to work transition issues. These training concerns are crucial to note, as they have systemic impacts on the students and families that school counselors serve. Additionally, current concerns regarding the level of engagement of school counselors providing career development services are present. ASCA (2012) recommends school counselors in high schools spend at least 40% of their time engaging in career development and career counseling services. This includes career assessment, planning postsecondary activities, and engaging students in career readiness activities (ASCA, 2012; Morgan et al., 2014). Despite this recommendation, many school counselors do not engage in this level of career counseling for various reasons such as lack of support, time, training, and/or priority (Amatea & Clark, 2005; Dahir et al., 2009; Lapan et al., 2012; Zalaquett & Chatters, 2012).

Social Cognitive Career Theory

Social Cognitive Career Theory provides a framework connecting vocational interests, occupational choices, vocational success, and satisfaction within the work environment (Lent, Brown, & Hackett, 1994). Developed by Robert Lent, Steven Brown, and Gail Hackett (1994), SCCT demonstrates the importance of interests, abilities, and values in career development, while incorporating a developmental approach. SCCT acknowledges that work motivation also is influenced by supports and barriers and prior learning experiences.

SCCT stresses three key tenets: self-efficacy, outcome expectations, and goals. Self-efficacy is described by Bandura (1986) as people's perception of their own ability to complete a specific task. SCCT maintains that in addition to this, self-efficacy is influenced by factors such as gender, ethnicity, socioeconomic status (SES), environment, and learning experiences (Lent,

et al., 1994; Tang, Pan, & Newmeyer, 2008). Outcome expectations can be defined as an individual's belief or expectation of the outcome of a particular behavior (Lent, et al., 1994). Within outcome expectations, individuals may be concerned with the question, "What will happen if I do this?" (Domene, Socholotiuk, &Woitowicz, 2011). Goals within the SCCT framework are set to guide and reinforce behaviors (Lent et al., 1994). SCCT assumes that individuals have some level of self-direction and are able to cope with multiple factors, such as environmental supports and barriers (Lent, 2013; Lent, et al., 1994). These factors either strengthen or weaken an individual's ability to perform, demonstrating the relationship among self-efficacy, outcome expectations, and goals.

Career performance and satisfaction are often influenced by beliefs about capabilities, personal traits, and resources available (Lent, et al., 1994). Factors school counselors believe are potential barriers and supports for providing services can directly influence their beliefs about their ability to actually provide these services (Lent, 2013; Lent et al., 1994). Self-efficacy of school counselors is influenced by perceived supports and barriers. Supports and barriers for school counselors may include training, administrative support, caseload size, and available resources. Understanding the self-efficacy and perceived barriers and supports of school counselors related to providing career counseling services for students with ID can help with understanding about how and why these services are, or are not, provided.

Statement of the Problem

Limited research examines the roles that school counselors play in providing career counseling to students with ID; instead, research focuses on familial expectations and roles of special education professionals. ASCA (2012) calls for school counselors to provide career

counseling services for *all* students. Some studies, however, found that school counselors feel inadequately prepared to meet needs of all students and are hesitant to participate in tasks such as individual education plans due to being unfamiliar with individuals with disabilities (Milsom, 2006; Romano, Paradise, & Green, 2009). Studies examining postsecondary plans of students with ID specifically called for a need for school counselors to explore career or post-secondary education options with students with ID (Krell & Perusse, 2012). However, little is known about the actual self-efficacy beliefs or perceived barriers to and support for providing career development services for this population held by school counselors. With increased opportunities for education and work through the Higher Education Opportunity Act (2008), understanding these beliefs becomes important as school counselors are required to provide career development to all students.

Purpose of the Study

This study explored school counselor self-efficacy in providing career counseling for students with ID. Specifically, this quantitative study explored the impact of self-efficacy beliefs and perceived supports for and barriers to providing career counseling for this population. This study adds to the current research of career development of students with ID and the role school counselors play in providing career exploration support. The results of this study help researchers better understand self-efficacy beliefs of school counselors providing career counseling to students with ID. This information will then help faculty better understand training needs of school counselors to work with students with ID.

Research Questions

1. What are psychometric properties of the Career and College Development for Students with Intellectual Disability (CCD-SID) survey?

2. What is the perceived self-efficacy of school counselors in providing career development to students with ID?
    a. What are the differences and impact by gender, years in career, and school setting on school counselor self-efficacy that impact provision of career counseling to students with ID?
    b. What training, specifically focused on students with ID, have school counselors received that impacts school counselor self-efficacy?
    c. What is the relationship between school counselor overall career counseling self-efficacy (CCSE) and CCSE with students with ID?
3. What are perceived barriers or supports that impact school counselors working with students with ID?

Definition of Terms

- Intellectual disability: "Significant limitations in intellectual functioning and adaptive behavior, which cover many everyday social and practical skills" (American Association on Intellectual and Developmental Disabilities, n.d.).
- Postsecondary education: "PSE refers to the educational training that occurs after secondary school is completed through completion of a high school diploma or a certificate of completion according to the student's IEP. PSE refers to an educational setting consisting of 2- or 4-year programs for students with ID who wish to continue their education after high school; this includes vocational-technical training" (Think College, n.d.).

- School counselor: Trained counselors working in the school setting who provide academic, career, and social/emotional development; for the purpose of this study school counselors will be defined as counselors who work in the high school setting.
- Career development: A process that encompasses the lifespan and involves "psychological, sociological, educational, physical, economic, and chance factors that combine to shape individual career behavior" (Brown & Lent, 2013; Herr, 2001, p. 196).
- Self-efficacy: People's perception of their own ability to complete a task (Bandura, 1986; Lent et al., 1994).

Delimitations

Although training varies by program, school counselor participants for this study will be recruited regardless of training program's CACREP accreditation status; study eligibility included all school counselors. I also narrowed the scope to include only high school counselors with at least one year of post-graduation experience. I chose this delimitation to increase the chances that participants will have actually worked with a variety of students. I also chose to only explore self-efficacy as it pertains to providing career-counseling to students with ID.

Limitations

There are several limitations to this study that warrant further exploration. First, experience and training of school counselors differ. It is possible that those who complete the survey will do so because they have more experience with students with ID. Research also indicated that training requirements specific to working with students with ID are different across programs. To address these issues, participants eligibility requires one-year post-graduation experience. Additionally, I asked participants to report training specific to working with students with ID. Second, this study is based on self-report and therefore it is subject to

participant bias. Another limitation includes using open-ended questions to identify perceived barriers and supports. Therefore, it was important to limit perceived supports and barriers to those that have been empirically supported by previous research. Thus, I asked participants to first respond to a list selection and then prompted them to expand on items that they mark as supports or barriers. Finally, due to the lack of measure of school counselor self-efficacy related to career development of students with ID, I created the CCD-SID survey specifically for this study. However, a pilot study was conducted to evaluate the use of this survey before implementation in the final dissertation study.

Organization of the Study

This study will be presented in five chapters. In Chapter One outlined the problem and purpose of this study and defined the population of school counselors, self-efficacy, students with ID, and theoretical framework for this study. Chapter Two provides a literature review of main constructs of this study: students with ID, career development, and SCCT constructs. Chapter Three provides description of proposed methodology to include, method, procedure, instrumentation, data collection, and analysis. Additionally, I present information regarding the survey pilot. Chapter Four outlines results of each analysis. Lastly, Chapter Five provides discussion, limitations, and implications for future research.

Chapter 2

Review of Literature

This chapter reviews literature relevant to the current study. The first section provides information regarding students with ID and their career development. This includes information on current legislation, career and educational services, career needs of students with ID, and the role of the school counselor. The second section provides a review of literature pertaining to career development, offering historical context and current trends. Additionally, the role of the school counselor is expanded on to include information about training of school counselors, career development, and career counseling needs of students with ID. Finally, literature on Social Cognitive Career Theory, and specific constructs of self-efficacy and contextual barriers and supports are reviewed.

Students with Intellectual Disability

The American Association of Intellectual and Developmental Disabilities (AAIDD, n.d.) defines an intellectual disability is defined as "characterized by significant limitations in both intellectual functioning and in adaptive behaviors originating before the age of 18." The American Psychiatric Association (APA) outlines three domains that are impacted, identified as conceptual, social, and practical. Around one percent of children ages 3-17 years old are diagnosed with an ID with the prevalence of ID higher among boys than girls (CDC, n.d.). Interpersonal skills, occupational skills, and independent living skills are typical areas where a student with ID may struggle, however, provided with the appropriate supports, they can continue to develop these skills for successful daily living (AAIDD, n.d; Riesen, Schultz, Morgan, & Kepferman, 2014.). This list is not inclusive of all challenges faced by individuals with ID and it is important to note that every individual will experience different challenges.

Legislation

Current legislation protects the rights of individuals with disabilities. The Americans with Disabilities Act (1990) was established in 1990 to prohibit discrimination against individual adults with disabilities. The primary purpose of this law is to ensure that individuals with disabilities have the same rights and opportunities as others. Two additional laws target students with disabilities. The passing of Individuals with Disability Education Act and Higher Education Opportunity Act (IDEA; HEOA) also influenced career development and education attainment of students with disabilities.

Individuals with Disabilities Education Act. The Individuals with Disabilities Education Act (Public Law 94- 142; IDEA, 1975) requires public education be made available to children with disabilities throughout the nation. The act also ensures that special education and other services are available, and includes access to placement first in age appropriate classrooms and least restrictive environments for children with disabilities ages three to twenty-one (ed.gov, nd; Giangreco, 2017). Additionally, IDEA ensures that educators and parents are able to support students with disabilities and safeguards the effectiveness of education (ed.gov, nd). IDEA was originally signed into law in 1975 as the Education for All Handicapped Children Act. In 2004, congress reauthorized the IDEA and again revised the IDEA through the, Every Student Succeeds Act in 2015 (ed.gov, nd). According to the American Psychological Association (n.d.), four million children with disabilities went without appropriate access to public education before the passage of the IDEA. Part of the IDEA outlines that an effective education system should: "1) maintain high academic standards and clear goals consistent with expectations for all students, and provide appropriate and effective strategies so that children with disabilities can achieve standards and goals, 2) define objective, measurable school and post-school results

children with disabilities are expected to achieve, and 3) promote transition services" (ed.gov, nd).

Higher Education Opportunity Act. The Higher Education Opportunity Act (Public Law 110-315; HEOA, 2008) was established in 2008 and reauthorized the Higher Education Act of 1965. The HEOA is designed to improve access to postsecondary education specifically for students with ID (ed.gov, nd). HEOA represents the first time that legislation specifically targeted postsecondary education for students with ID. Under this act, students are able to apply for Pell Grants, Supplemental Educational Opportunity Grants, and Federal Work-Study programs (Lee, 2009). To be eligible for these benefits, students must be enrolled in a "comprehensive transition and postsecondary program at a specific higher education institution and must maintain satisfactory progress" (Lee, 2009, p. 1). The act defines a comprehensive transition and postsecondary program as one that is offered by a higher education institution, supports students with continued academic, career, and independent living instruction, provides a curriculum, and requires at least half-time participation (ed.gov, nd; Lee, 2009).

Career and Educational Services for Students with Intellectual Disability

Career and educational services are needed for students with ID. People with ID experience high levels of unemployment and/or underemployment (Versnel, Hutchinson, Munby, & Chin, 2008); only 21% of working age adults with ID are employed (Bureau of Labor Statistics, 2018; Siperstein, Parker, & Drascher, 2013; Hutchinson, Versnel, Munby, & Chin, 2008). Siperstein, Parker, and Drascher (2013) completed a national survey of guardians of adults with ID. They found that only 34% of the adults with ID were employed; of these, only 18% were competitively employed while the remaining adults worked in a sheltered workshop setting. Those with jobs outside places specifically for people with disabilities tended to work

part-time, earn only minimum wage, and also worked only part-time. Twenty-eight percent of those surveyed reported that their adult had never been employed (Siperstein et al., 2013). In fact, according to the Bureau of Labor Statistics, the unemployment rate for persons with disability actively seeking employment was 9.2% in 2017, more than twice that of persons without disability. Although this number has declined, only 18.7% of people with a disability were employed in 2017 (Bureau of Labor Statistics, 2018). The remaining individuals in this population typically are not employed nor are seeking employment opportunities.

According to the Bureau of Labor Statistics (2018), persons with disabilities were less likely to have completed any form of postsecondary education and were less likely to be employed than persons without disabilities across all education levels. Post-secondary education opportunities were first provided on college campuses in the 1970s (Papay & Bambara, 2011) and have steadily expanded in recent years. There are currently 264 post-secondary education programs in the United States (Think College, n.d.). Participation in post-secondary education programs significantly improves the likelihood that individuals with disabilities will be meaningfully employed (Heward, 2003). Students with disabilities are typically introduced to post-secondary education planning around ages 10-13. Programs are typically introduced to students and families by the school counselor, special education teachers, and/or vocational rehabilitation case workers (Giangreco, 2017; Southward & Kyzar, 2018). Under the ADA, students with disabilities have access to accommodations, which are available to students pursuing post-secondary education (Papay & Bambara, 2011). Post-secondary education programs give students with ID opportunities to develop vocational skills that they will use in the community, to learn interpersonal skills that will be necessary in the world of work, and direct

instruction while in the community (Heward, 2003). Each of these programs will be described more below.

Individualized Education Plans

Individualized Education Plans (IEP) are written plans utilized to meet student needs. IEPs serve to "direct and monitor all aspects of a student's special education program" (Coskun, 2010, p.1629). Students enrolled in special education are required to have an IEP by IDEA. IEPs outline student accommodations, educational needs, measurable objectives, and monitoring of a student's progress (Christle & Yell, 2010). Plans are typically developed by a group of professionals to include the student and parent or guardian. This multidisciplinary team acts as a safeguard to ensure the development of a comprehensive plan (Coskun, 2010). These plans note transition and career services needed for students utilizing IEPs. Etscheidt (2003) recommended that IEP goals need to match evaluation data and student needs, team members need to be qualified to support IEP development and implementation, and special education programming needs to be suitable in meeting needs and promoting educational progress.

Thompson et al. (2009) encourages the practice of matching student supports, needs, and preferences. By arranging support to create activities that align with a student's personal preferences and priorities the student's team of professionals can intentionally meet student needs and environmental factors (Thompson et al., 2009). They further outlined steps in creating an individualized plan stating: 1) identify goals, 2) evaluate the support needs, 3) develop the individualized plan, 4) monitor progress, and 5) evaluation. These steps create comprehensive plans that align and meet the needs of a student with an intellectual disability, creating more desired outcomes.

Milsan, Kosnin, Jiar, and Shariffudin (2010) completed a qualitative study exploring teachers' perceived role in the IEP. Participants included 17 teachers that participated in the study by survey; seven teachers were interviewed. Results indicated that teachers believed they carried out implementation of the IEP as needed. Teachers also felt it was crucial to have parents participate in the planning of IEPs as well as consult with other professionals. And finally, that they felt that their role in planning and reporting activities was important but admitted they could improve to become more effective (Milsan et al., 2010). These results indicate the need for collaboration and intentional planning and implementation of IEP.

Additionally, IEPs play a role in providing transition plans for students with ID. Cimera, Burgess, and Bedesem (2014) completed a study examining the influence that early transition services had on the employment outcomes of young adults with ID. Participants included two groups: 7,520 individuals from states that required transition services in IEP by the age 14 and 7,520 individuals from states that required transition services by the age of 16. Results indicated that individuals who started transition services earlier were more likely to be employed. However, there were no significant differences in regard to earned wages (Cimera, et al., 2014). These results indicate that IEPs with earlier transition plans resulted in higher likelihood of employment. The two additional years that students who started transition services at age 14 received proved valuable in later years.

It is important to note that IEPs can serve as more than just an outline of student needs and goals. Seong, Wehmeyer, Palmer, and Little (2015) completed a study examining the impact of self-directed IEP instruction on level of self-determination, transition knowledge, and skills compared to students who did not receive a self-directed IEP. Self-directed IEPs promote student engagement in educational and vocational goal setting and action planning. Prior research has

shown that self-directed IEPs also promote development of leadership skills. Participants included 338 students, 143 received instruction using self-directed IEP and 195 did not receive instruction on self-direction. Results indicated that students who had self-directed IEPs were more actively involved in IEP meetings (Seong et al., 2015). Additionally, transition empowerment was also significantly enhanced as a result of self-directed IEP. Implications of this study further demonstrate the need for students to be involved in their planning and the skills that are developed that will continue to influence their transition to the world of work.

Gibbons, Hyfantis, Cihak, Wright, and Mynatt (2015) completed a qualitative study to understand career and college knowledge and self-determination of high school students with ID. Participants included twelve high school students with ID, all receiving special education. Researchers explored perceived supports and barriers including understanding of IEPs. Results indicated that most participants had limited understanding of their IEP. Additionally, participants had questions regarding their IEP and its connection to postsecondary and career plans (Gibbons et al., 2015). These results further emphasize that although students may be present at IEP meetings, further explanation may need to be given to ensure student understanding of goals and goal relation to their future plans.

Every student with a disability should have an IEP that serves as a way to measure progress. As students enter high school, and especially in their final years of high school, transition plans are necessary and should include a team of professionals, the student, and the student's family/guardian. Intentional transition planning is necessary for success as students continue to move forward. Special education plays a significant role in setting a student up for success and actual implementation of the goals set by the IEP.

Special Education

Special education is defined as customized instruction provided to meet the individual needs of a learner and must be collaborated on by other disciplines in related services (Gargiulo, 2015). In 1975, the Education for All Handicapped Children (PL 95-142) was passed, which ensured that "children with disabilities had the right to free and appropriate public education." Special education first began in the public schools as self-contained classrooms, meaning that students were typically separated from peers without disabilities (Garigulo, 2015). However, legislation now promotes inclusive education, meaning that students are first placed in the least restrictive environment and in the age appropriate grade. Least restrictive environments provide students opportunities for maximum integration. Special education teachers are required to have a bachelor's degree in special education, complete teaching internship in a special education classroom, pass state required tests for special education teachers, and hold a teaching license.

Giangreco (2017) outlined six steps that educators should take when working with a student with an intellectual disability to create more inclusion in the classroom. Steps include: 1) seeing the person not the disability, 2) advocating for full access-understanding that IDEA supports access by requiring first placement option to be in the age-appropriate regular classroom, 3) individualized learning outcomes, 4) using age appropriate approaches, 5) encouraging teacher engagement, and 6) using natural supports. These steps ensure that educators are attending to the needs of students with ID through an individual lens (Giangreco, 2017). Special education and inclusion are empirically supported to show benefits for students with and without disabilities in the general education setting.

A study by Dessemontet, Bless, and Morin (2011) explored effects of inclusion on academic progress and adaptive behavior. A total of 68 participants with ID were involved in this

study, 34 students who were included in general education settings with support and 34 children who were enrolled in special schools. Results indicated no significant difference in math skills among the two groups, but a significant difference in literacy skills improvement for the group enrolled in general education settings. Additionally, results indicated that students in general education settings showed more progress in adaptive behavior at home and school during a follow-up (Dessemontet et al., 2011). This study provides additional context and support for inclusion of students with ID in general education settings.

Dessemontet and Bless (2013) completed an additional study examining the impact of inclusive education on academic achievement. Participants included 404 students; 202 students who were in a classroom with a student with an intellectual disability and 202 students who were not in an inclusive classroom. Results indicated no significant difference in academic progress over one school year for either group (Dessemontet & Bless, 2013). These results help further demonstrate that inclusion in the classroom does not have detrimental effects to students without disabilities.

While special education offers support to students, it also offers intentional instruction on skills such as making choices. Sparks, Pierce, Higgins, Miller, and Tandy (2016) completed a study examining if high school students with ID would improve their choice selections when given choice training. Participants included six students receiving disability services as identified by school administration. Students were set up in a self-contained classroom and choice training occurred every day at the same time. This study defined choice training as giving the student five images related to a scenario that were correct and five images that were unrelated. The student would be given a prompt and then would select the image they thought was correct as it related to the scenario (Sparks et al., 2016). Results indicated that students with ID received positive

effects from choice-making training. Furthermore, each participant showed improvement in brainstorming, assistance needed, and prompting. These results indicate ways in which choice making should be introduced and taught to students with ID who are enrolled in special education programs. It also further supports that students with ID can make choices related to career exploration.

Special education teachers are often involved in transition services. Li, Bassett, and Hutchinson (2009) completed a study investigating perspectives on transition involvement of special education teachers. Participants included 343 secondary special education teachers and transition coordinators. Results indicated that educators are more involved in conducting assessments and interpreting results for transition planning. They also had a higher level of involvement in developing transition goals and objectives. However, results also indicated that special education teachers were found to be minimally involved in other transition services (Li et al., 2009). The researchers noted the concern in this finding, as it is consistent with other studies that teachers continue to report limited attention to transition services that are mandated by legislation.

As special education becomes more available to students with disabilities and more prevalent in general education settings it is important to note that inclusion should be created with intention and awareness. School counselors should be key member in helping to identify learning outcomes, approaches, and supports; they often act as an advocate for the student, classroom, and teacher. Inclusion in the classroom further supports students as they begin to explore postsecondary opportunities.

Transition Services

Transition services for students with ID are crucial for successful for positive outcomes post-high school (Daviso, Denney, Baer, & Flexer, 2011). Transition services typically include exploration of career and postsecondary education opportunities, identification of independent living needs, and development of soft skills to increase positive outcomes post high school. They identified significant predictors of students having the goal of employment after high school. These predictors included mainstream academics for specials and electives only, work study participation, vocational education, and attendance at a vocational school (Daviso et al., 2011). Additionally, Daviso et al. (2011) noted that career and technical education, paid work, extracurricular activities, college classes, and job shadowing were highly valued activities among students with disabilities.

Roberts (2010) outlined areas to consider when planning transition from high school to postsecondary education. The author noted that getting to know the individual is the foundation of successful transition planning. Career exploration is a necessary step in determining appropriate postsecondary placement. According to Roberts (2010), this should include exploration of values, self-assessment completed with a school counselor, and internship opportunities. Academic goal setting and preparation should also be explored, including assessing accommodations needed, self-advocacy skills, and academic supports. Additionally, transition plans are noted to be most effective when planned by multiple members of the students' multidisciplinary team. Roberts (2010) further identified that technology skills be assessed and time management skills continue to be developed during high school.

Parents and/or guardians are included as part of the multidisciplinary team that develops transition plans. Martinez, Conroy, and Cerreto (2012) examined parental involvement, desires,

and expectations of the transition process. Participants included 60 parents of young adults with ID. Results indicated that parents knew about postsecondary education opportunities and typically accessed information about postschool options informally and formally through the school and community (Martinez et al., 2012). However, parents thought that transition planning was typically an exit strategy. Furthermore, parents expressed dissatisfaction with services the school provided regarding transition. These results demonstrate the need for early transition planning and involvement of parents in transition planning.

Grigal, Hart, and Migliore (2011) examined the extent that goals on transition plans for students with ID reflect high expectations. Grigal et al. (2011) examined outcomes of competitive employment and enrollment in postsecondary education programs, significant differences among transition plans provided to other students with disabilities, and the relationship between transition planning, and educational and employment outcomes. Researchers surveyed 520 students with disabilities as reported by their respective school districts. Grigal et al. (2011) found that typically IEPs of students with ID were focused on preparing the student for independent living (50%), competitive employment (46%), supported employment (45%), sheltered employment (33%), postsecondary vocational training (25%), and two- or four-year college (11%). Students with ID were more likely to include a goal focused on sheltered employment and less likely to include goals focused on postsecondary vocational training and competitive employment. Additionally, school counselors and psychologists were less likely to participate in transition planning of students with ID. These results indicate that goals related to employment were less expected than other for students with ID. This demonstrates the need for professional development focused on secondary/transition planning to support the postsecondary experiences of students with ID**.**

Students with ID are supported by IEPs and special education programs as they progress through secondary education. Students are surrounded by a team of professionals that have the ability to advocate and help engage in the planning of future goals with the student. Research demonstrates that although postsecondary plans are included in a students IEP, transition services look vastly different for each student. Transition plans should include exploration of students' interest, goals, needed supports, and possible barriers. In an effort to aid students with disabilities and meet their career development needs, professionals need to keep in mind the individual needs of each student.

General Career Development Needs of High School Students with Intellectual Disability

Students have the opportunity to stay in secondary school until they age out of eligibility for special education services around ages 21 or 22 (Wagner, Newman, Cameto, & Levine, 2005). Students with ID may specifically struggle with skills such as time management, organization, decision-making, and social skills, all of which can impact an individual's work performance (Krell & Perusse, 2012). In an effort to attend to these needs, work inclusion and transitions for people with disabilities need to focus on long-term career goals (Nota et al., 2010; Nota & Soresi, 2004). Exploration of long-term career goals should include exploration of personal preferences, interests, skills, and strengths (Nota et al., 2010; Nota & Soresi, 2004; Stock, Daviesa, Secora, & Wehmeyer, 2003). School counselors can help in this process of exploration and can help to obtain early work experiences during high school.

Early work-related experiences during high school are highly related to successful post-school employment outcomes especially for students with disabilities. Early work experiences can include internships, volunteer jobs, afterschool jobs, and vocational training (Baer et al., 2003; Benz et al., 2000; Carter, Trainor, Cakiroglu, Swedeen, & Owens, 2010; Corbett, Clark, &

Blank, 2002; Fabian, 2007). Additionally, career-related activities such as career assessment, goal setting, career exploration, and collaboration are also highly related to positive postsecondary experiences (Carter et al., 2010; LeConte, 2006; National Alliance for Secondary Education and Transition, 2005; Sitlington & Clark, 2006).

In a study examining self-efficacy beliefs and career interests, Nota, Carrieri, and Ginevra (2010) explored correlations between self-efficacy and interests. They surveyed 129 adults with ID from a day program and competitive work setting. Participants completed one interview, based on the *My Future Preferences* survey using only the two sections focused on career interests and career self-efficacy beliefs. Nota et al. (2010) found significant correlations between interests and self-efficacy beliefs in all career areas. The authors concluded that career counseling programs should promote career development rather than rely on use of diagnostic instruments to find the best fit between ability and requirements. The authors noted that career development programs should include exploration of preferences, interests, and self-efficacy beliefs of individuals with ID (Nota et al., 2010). This study further illustrates the need for comprehensive school counseling programs that promote career development and exploration.

Additionally, Southward and Kyzar (2017) completed a review of literature related to transition-related factors current research indicated are predictors of post-secondary competitive employment. They explored articles for the following: the number of participants, type of disability, predictor variable, and key findings. Thirteen studies met inclusion criteria for this study (Southward & Kyzar, 2017). Findings included a total of seven transition-related predictors of post-secondary employment: “1) paid employment while attending high school, 2) vocational skills instruction, 3) family expectations, 4) high school completion, 5) IEP goals relating to competitive employment, 6) self-determination, and 7) participating in post-secondary

education" (Southward & Kyzar, 2017, p. 33). These results demonstrate the need for increased vocational training in the academic setting, increased family involvement, and professional collaboration in the school settings, increased training opportunities for professionals to support the needs of students with ID, and increased student involvement in transition planning. The following sections outline post-secondary education preparation, employment preparation, and the role of the school counselor meeting these needs.

Post-Secondary education preparation. The development of postsecondary education programs for students with ID increased the need for postsecondary education preparation. Postsecondary education programs are typically affiliated with an accredited college or university and typically focus on academic, career, independent living skills, and social development (ThinkCollege.net, n.d.). Students who have access to postsecondary education have a greater likelihood to gain competitive employment (Petcu, Chezan, & Van Horn, 2015). To prepare for postsecondary education opportunities, research on available programs, campus visits and tours, and development of skills that will assist in a college setting are encouraged. Planning includes attention to time management, planning, study skills, and skills focused towards increased independence (Krell & Perusse, 2012; Sweeden, 2010). Bouck (2017) called for the need to advocate for students about postsecondary education experiences while taking into account family, environment, services in place, vocational rehabilitation, and potential employers. School counselors are trained to provide all of these services.

The majority of research has centered around postsecondary experiences of students with ID. For instance, Papay and Bambara (2011) completed a study exploring overall characteristics of postsecondary education programs and the level of participation of students with IDD in college courses. Researchers surveyed 52 program coordinators on program characteristics,

program enrollment, admission processes, program purpose, and participation in college courses. Results showed the majority of postsecondary education programs were located on a two-year or community college campus. Additionally, the average number of students enrolled in a program was 24.9. The most frequent response for the purpose of being on a college campus was for employment or vocational training. Other responses included inclusion and development of independent living skills. Finally, Papay and Bambara (2011) found that a quarter of all students enrolled in post-secondary education programs were enrolled in college courses. Papay and Bambara's (2011) work further illustrates post-secondary education programs opportunities for inclusion and increased self-determination.

Similar to Papay and Bambara (2011), Grigal, Hart, and Weir (2012) conducted a survey of postsecondary education programs to examine characteristics and practices of postsecondary education programs for students with ID. 149 programs across the United States responded to survey questions. Results showed that 51% of programs were located at four-year colleges and students were often referred to the program by local education agencies or direct communication parents, not school counselors. Programs were found to support employment needs of their students through a variety of services to include job coaching, career assessment, and internship placement throughout the program (Grigal, et al., 2012). These results are consistent with typical practices of postsecondary education programs.

Miller, Schleien, White, and Harrington (2018) explored desired and perceived outcomes of inclusive postsecondary education from the perspective of parents. Researchers interviewed 23 parents of students enrolled in a postsecondary education program. Several themes emerged from data related to parents' perceived outcomes including the student's desire to attend college, rather than attending college being the parent's preference. Other themes included: 1)

independent living skills, 2) perceptions of self to include self-esteem, self-confidence, and advocacy, 3) social relationships, 4) campus and community engagement, 5) conversational skills, 6) happiness, 7) employment, and 8) "letting go" (Miller et al., 2018). These results depict parent values of postsecondary education programs and further support research regarding the benefits of postsecondary education.

In keeping with examination of benefits of postsecondary education programs, Moore and Schelling (2015) completed a comparative report exploring differences in employability and income levels of students with ID who graduated from postsecondary education programs to those who did not. Two of the 32 schools recruited for this study participated in structured interviews and surveys, and participants from these two schools included program coordinators and students. Results indicated that graduates from integrated postsecondary education programs averaged higher hours of employment, higher levels of employment beyond traditional work settings for students with ID, and higher hourly rates (Moore & Schelling, 2015). These findings further support the needs for postsecondary education for students with ID as they prepare to enter the world of work.

Employment preparation. Early work experience for students with ID can include shadowing, co-operative education, and internships (Versnel, et al., 2008). These experiences all provide opportunities for continued learning, real world experience, and room for accommodations needed. Career preparation should also include training for job interviews, resume building, job applications, work culture, and ethics.

Hutchinson, Versnel, Chin, and Munby (2008) completed a qualitative study exploring the experiences of two adolescents in a work-based education program with employers willing to negotiate accommodations. Participants included one female and one male, both with a

developmental disability. Participants' supervisors were also formally interviewed. Results indicated that the female participant showed more motivation in her career goal by negotiating her work environment during her work-based education experience. The male participant demonstrated shorter term goals and seemed to be unsure of what to do if he was not with his supervisor (Hutchinson et al., 2008). This study further supports the need for work-based education experiences to support soft skill development to prepare students to transition to the world of work. Results also support the need for intentional career exploration and an increase in challenges and opportunities for students with disabilities preparing to transition from the high school setting.

Baer, Daciso, Flexer, Queen, and Meindl (2011) completed a study examining inclusion, career and technical education, and work study program prediction of postschool outcomes of students with ID. Participants included 409 students with ID compared to a sample of 1,065 students with learning disabilities, emotional disabilities, and other health impairments. Researchers reviewed the students' records, student exit interview, and a one year follow-up phone interview. Results indicated that students with ID had substantially lower postsecondary education enrollment and employment rates than their peers (Baer et al., 2011). Students with ID were also less likely to be in regular classrooms, were more likely to receive work study, and to have received adult services. Results further illustrate that students with ID have poorer outcomes and less inclusive postsecondary education programs compared to their peers with other disabilities. Additionally, this study further supports the need for transition services to make postsecondary education and employment more accessible to students with ID.

Petcu, Chezan, and Van Horn (2015) examined postsecondary education programs preparation of students for competitive employment. Participants included 206 postsecondary

education programs, represented by a program director or coordinator. Results found that support services for students with IDD consisted most commonly of career/vocation assessment, career exploration, person-centered planning, career experiences (i.e., internships, volunteering, etc.), supports, and training of self-advocacy. Results also showed that paid employment was a strong predictor of post-graduation employment and that the career exploration students experienced in postsecondary education programs better prepared them for the world of work (Petcu et al., 2015). These results can be indicative of ways that school counselors can begin to prepare their students for employment while they are still in high school.

Joshi, Bouck, and Maeda (2012) further explored the relationship between employment related activities and postschool employment outcomes. Researchers used data from the NLST2 to explore employment activities. Participants included a total of 62,513 students with mild ID. Students reported participating in activities that taught employment searching, prevocational education, and prevocational training. Internships and activities related to technology were least reported activities. Students reported that they engaged in employment after graduation, however less than half reported full time employment and the majority earned minimum wage (Joshi et al., 2012). Results indicated that students who participated in the employment activities were more likely to become employed. Students with ID clearly need employment preparation as they prepare for the workforce.

Research has indicated that transition services that explore employment activities and postsecondary education opportunities are critical for students with ID as they graduate high school. School counselors are trained to provide these services, although research on their involvement is lacking. Both postsecondary education and/or job training increase the likelihood of competitive employment for students with ID. One important theme to note is the role of

parent/guardian expectation and support as students transition from high school, as well as the roles that professionals play in support and transition beyond high school.

School Counselor Role and Career Development for Students with Intellectual Disability

School counselors are increasingly called to become more involved in supporting students with disabilities (ASCA, 2004). Activities should include academic, career and social development as the outlined by ASCA (2012). This increased involvement creates additional need of training opportunities for school counselors to support the needs of students with disabilities. Milsom (2002), however, identified that there are training inadequacies in school counselor education programs that can impact the level of support that school counselors are able to give to students with disabilities. Milsom promoted continued education needs upon graduation and perhaps incorporation of courses focused on special education for school counselors in training.

Beliefs about providing services. School counselors are typically responsible to coordinate and support implementation of Section 504 plans. Section 504 plans are formal plans developed to support students with disabilities; these plans outline accommodation needs and supports that promote academic success and access to learning environments (ed.gov, n.d.). Despite training, Romano, Paradise, and Green (2009) found that school counselors experience a high level of anxiety and report a perceived lack of training regarding 504 planning.

Dunn and Baker (2002) completed a study that examined actual and perceived roles of elementary school counselors who work with students with disabilities, level that they were informed, the expectations they believe others have of them, and the expectations they have of themselves. Researchers surveyed 168 North Carolina elementary school counselors and results indicated that 61% of participants had coursework focused on disabilities as graduate students.

The average time allocated to work with students with disabilities was 23.8% for direct services compared to 46.6% for direct services for students without disabilities. Participants rated specific knowledge and understanding of legislation related to disabilities was rated lower than "general familiarity with special education populations." For instance, understanding of The Individuals with Disabilities Education Act had a lower average compared to general familiarity. Thematic analysis of responses to role descriptions were placed into two categories, positive and negative attitudes about working with students with disabilities. Positive themes included advocacy, coordination and consultation, serving as a team member, working in the teaching role, and sharing similar views with significant others. Negative themes identified included being viewed as the expert without proper training, being responsible for testing and IEPs, being viewed as the problem solver, time constraints, and having no direct involvement with special education for a variety of reasons (Dunn & Baker, 2002). These results indicate that although many of the counselors had some type of formal education in their graduate programs, they still felt they lack perceived knowledge to work with this population. This lends to the need for further training outside of graduate programs to enhance skill development and confidence to work with students with disabilities.

Milsom (2007) examined school counselors' involvement in postsecondary transition planning with students with disabilities. Participants included 126 high school counselors. Results indicated that school counselors were least likely to engage in activities such assessing abilities, arranging job shadowing, and discussing disability legislation, although they did report they were likely to be engaged in IEP planning. School counselors also reported never engaging in teaching interviewing or job search skills, planning college visits, or arranging job shadowing opportunities for students with disabilities (Milsom, 2007). This was largely attributed to lack of

time or belief of lack of relevance. These results indicate that school counselors are not engaging in career-related activities as frequently as they should and further lends to the need for school counselors to be helping this population with career exploration tasks.

Additionally, Studer and Quigney (2003) examined the amount of time school counselors spent with students in special education and types of activities school counselors engaged in with students in special education programs. Participants included 78 school counselors throughout the United States. School counselors reported that on average they spent between 6 and 15 hours annually with students with disabilities. Activities most reported included guidance issues (i.e., individual counseling), legal/ethical issues, family meetings (i.e., consultation), and professional development. Results further implicate cause for concern that school counselors are not spending enough time fully providing the counseling services to students with disabilities that is consistent with students without disabilities.

Coskun (2010) explored school counselors' views about individualized education plans, specifically examining opinions about implementation of IEPs and problems encountered during implementation. Participants included 45 school counselors in Istanbul. Results indicated that school counselors believed implementation of the IEP was inadequate, citing that applications, team follow though, family involvement, and implementation were inadequate. However, school counselors showed high motivation towards implementing IEPs and believed in its benefits (Coskun, 2010). School counselors also noted the lack of interest among teachers to fulfill the plan as a main problem, stating that lack of training regarding inclusive education may be to blame. The results of this study support the need for personalized goals, collaboration, and continued monitoring of goals related to education and career.

School counselors are key members of the team that provides support and services to students with ID. School counselors can support development of IEP goals, provide information on postsecondary education or training programs, and provide and advocate for work related experience before students exit high school. However, research has shown that they are often noy the ones to address careers needs and transition services of students with ID despite their specialized training in career counseling. There is currently a lack of studies that are specific to school counselors' work with students with ID.

Collaboration. Collaboration among school counselors, other professionals, and parents/caregivers of students with ID is crucial in efforts to support postsecondary plans. Griffin and Papay (2017) further illustrated the need for collaboration among school counselors/professionals and families in their outline of steps to support students to attend college. Providing families with information about postsecondary education programs or college opportunities was among one of their first steps and/or suggestions for helping students successfully attend college (Griffin & Papay, 2017). Additionally, Coskun (2010) recommended that student teams to support postsecondary transition include a variety of individuals that are qualified to meet students' educational needs and that will continue to promote progress for student growth (Coskun, 2010).

Blustein, Carter, and McMillan (2016) explored post-secondary expectations, priorities, and concerns of parents of children with intellectual and developmental disabilities (IDD) were explored. Researchers surveyed 1,065 parents/caregivers of children with IDD who lived in Tennessee. Blustein et al. (2016) developed a survey addressing the following: expectations for life after high school, employment priorities and potential concerns, previous career-related experiences, roles of school, and familiarity with and desire for transition services. Results

indicated that the highest importance and likelihood of post-high school experiences was for part-time community employment. Additionally, parents viewed jobs that bring personal satisfaction, interest match, and opportunities to interact with others as important features of employment. Part-time work experiences were highly correlated with teacher expectations, early work experiences, and job concerns (Blustein et al., 2016). These results demonstrate the importance of communication regarding transition, specifically identifying needs and expectations of parents and students with IDD. School counselors have a role in providing these experiences to help students with IDD in future careers and employment.

Family involvement is essential to the transition process from secondary education. Davies and Beamish (2009) completed a study to better understand experiences of families with a young adult with ID who recently transitioned to post-school life. Participants included 218 parents of individuals with ID in Australia. Results indicated parent satisfaction with preparation for employment, commonly citing work experience as a positive experience. However, severity of disability impacted this result, with a portion of parents indicating that they believed employment was not achievable because of the severity of their child's disability (Davies & Beamish, 2009). Parents also reported high levels of involvement in goal setting and postsecondary planning. School counselors can help address these concerns by talking with parents about the variety of employment options and available supports.

Typical services provided. It is important to provide students with ID the chance to explore career interests, beliefs, and values as part of their transition from high school (Nota et al., 2010). Griffin and Papay (2017) outlined four steps to support students with IDD to attend college. These include providing families with information, encourage student participation in

transition planning, teaching self-advocacy, navigation, and safety skills, and helping students transition to the college environment (Griffin and Papay, 2017).

Furthermore, school counselors have an increased need for advocacy to support students with ID to have access to postsecondary education (Cook, Hayden, Wilczenski, & Poynton, 2015). Cook et al. (2015) recommended that school counselors provide information about vocational education programs and jobs that meet students' needs and time for exploration of postsecondary options. Additionally, they recommend collaboration with family members to further support a smooth transition process from high school. Cook et al. (2015) noted that school counselors should be prepared to help address barriers that a student with disability may face. These barriers may include lack of access to community supports, cultural factors, the need for skill development, and lack of information.

Ratts, DeKruyf, and Chen-Hayes (2007) noted the importance of the ACA advocacy model to help school counselors promote academic, career, and personal/social needs of students with and without disabilities. Ratts et al. (2007) described levels of advocacy included in advocacy competencies. These include focus on the individual student, overall school, and local and state community. For students with disabilities, this may include advocating for appropriate modifications or accommodations in the school setting, encouraging the school counselor to examine systemic barriers and collaborate with other professionals in the school organization and being aware of the needs of students with disabilities, services and opportunities within the community, and legislation impacting their education and career future.

Carter, Trainor, Cakiroglu, Sweeden, and Owens (2010) completed a study examining school-level practices that influence the preparation of students with disabilities related to employment from the perspective of school administrators. Carter et al. (2010) survey 34

participants to include: principals, assistant principals, student services directors, school counselors, and other school staff with an average of 10 years' experience. Results indicated that although schools had career development programming, students with disabilities did not participate often and programming was often limited. Additionally, activities were often not developmentally appropriate to meet the needs of students with disabilities (Carter et al., 2010). Results from this study indicate the need for more opportunities for career development for students with disabilities. This study showed a need for increased participation, increased awareness of available services for students and families with disabilities, and increased training of special education teachers and collaborators in the field to better support students.

Gaps in Services

Research indicates that there are gaps in services that school counselors provide specifically to students with ID. Previous research primarily focused on ways in which special education teachers are providing and promoting post-secondary transition and career development even though school counselors have the training and specialization to provide these services. School counselors are reporting a lack of involvement in individualized education planning and collaboration among other multidisciplinary team members. Additionally, school counselors are reporting a lack of training focused on supporting students with disabilities and lack of time and training to provide career counseling to student populations. This further addresses the need for research focused on the barriers of school counselors that are specifically impacting school counselors meeting career development needs of students with ID.

Career Development

Career development is defined as a process that encompasses the lifespan (Brown & Lent, 2013) and involves a "constellation of psychological, sociological, educational, physical,

economic, and chance factors that combine to shape individual career behavior" (Herr, 2001, p. 196). Herr and Cramer (1992) proposed that careers were individually unique, created by choice and decision, unfolded throughout a lifespan, integrated prevocational and post-vocational considerations, and interrelated with life roles such as, family, community, and leisure (Chen, 1998). The use of the term career development is relatively new, only receiving recognition since the 1960s, specifically when Donald Super introduced developmental theory of career (Herr, 2001; Richardson, 1993). The evolution of career development into what we know of it today is rooted in events of the late nineteenth and early twentieth centuries (Herr, 2001; Pope, 2000).

History

The rise of career development is associated primarily with shifts in the national economy and historical events (Herr, 2001). The first movement of career development, originally identified as vocational guidance, began in the late 1800s with the rise of industrialization and movement from agricultural jobs to manufacturing (Herr, 2001; Pope, 2000). In response to this, Frank Parsons (1909) heavily influenced the career development movement to focus on job placement. Parsons coined the term vocational guidance, later known as career counseling, which refers to the one-on-one process where adolescents and adults could come to "true reasoning" about jobs available to them (Herr, 2001; Pope, 2000). Parsons, often referred to as the father of the vocational guidance movement, later shifted his efforts toward industrial education and vocational guidance in response to a number of workers being "wasted" in factories (Herr, 2001). Parsons argued that schools were too focused on book learning, and instead there should be a balance between book learning and industrial education (Herr, 2001; Hoyt, 2001). Parsons is widely credited with leading the initial steps of vocational guidance with his establishment of the Vocation Bureau which began the "institutionalization" of career

counseling (Pope, 2000, p. 196). Parsons maintained that choice of vocation should encompass three factors: "(1) understanding of self, (2) knowledge of the requirements and conditions for success, and (3) true reasoning of the relationship between these two groups" (Parsons, 1909, p. 5), and these three factors continue to influence career development theory (Pope, 2000).

During this period of time, the National Vocational Guidance Association (NVGA) was established in 1913 to support the growth of vocational guidance (Hoyt, 2001). Additionally, support for the vocational guidance movement came in the form of laws that strengthened support such as the Smith-Hughes Act of 1917, which established secondary school vocational education training (Pope, 2000). These events led to educational guidance in schools. Legislation during this time period focused on educational counseling and influenced the foundation of vocational guidance in schools (Hoyt, 2001; Pope, 2000). Jesse B. Davis, an influential reformer who focused his efforts on promoting career development in schools, further impacted vocational guidance, paving the way for the integration of career services in elementary and secondary schools (Herr, 2001; Pope, 2000).

School and career counseling. In 1957, the U.S. government passed The National Defense Education Act and called for schools to focus on supporting students in science and math education with the idea that these students would then go on to work on in math and science related career fields that would help the U.S. in advancement; the act also provided financial assistance through the National Defense Student Loan program (Hoyt, 2003). As a result of the passage of this act, counseling and guidance training institutes were established to encourage students to apply to college education programs for science and math majors (Hoyt, 2003; Pope, 2000). As counselors began to receive more training focused on providing career services, legislation again influenced schools through recommendations made by the Vocational

Education Act of 1963 (Pope, 2000). Under the Vocational Education Act, school counselors needed to understand the world of work and act as specialists in occupational information, vocational guidance, and counseling (Pope, 2000). Due to the increase in counselors needed to support new initiatives and the communities they were serving, advocates called for formalized counselor preparation to include education beyond an undergraduate program (Herr, 2001; Savickas, 2003). To answer this initiative, course content and requirements became formalized and states began to implement counselor credentialing processes (Herr, 2001; Hoyt, 2001). The National Career Counselor Examination was first administered in 1984 as an answer to credentialing career counseling professionals (Pope, 2000). This was a result of a collaboration among the NVGA and the American Association of Counseling and Development, later known as the American Counseling Association. At this time, the NVGA also collaborated with the National Board of Certified Counselors (NBCC) to develop a career specific certification (Pope, 2000).

The passage of the Carl D. Perkins Vocational Education Act in 1984, which replaced the Vocational Education Act of 1963, aimed to strengthen programs for disadvantaged individuals, including individuals with disabilities, adults requiring training, homemakers, and criminal offenders (Pope, 2000). Programs that worked with historically marginalized populations and aimed at eliminating sex bias in vocational education were also supported in this act (Herr, 2001; Pope, 2000). As counselors worked with more diverse populations, counselors incorporated a more holistic view of career counseling to account for life planning, vocational development, and work adjustment (Savickas, 2003).

Current Trends and Issues

Within the last few decades, career development research shifted focus from one singular career choice to viewing career over a lifetime, taking socioemotional and cognitive factors into account (Hall, 2004; Herr, 2001). Career also encompasses multiple factors such as culture, economy, political environment, and relationships (Sullivan & Baruch, 2009). Greater awareness of diversity and the role of individual characteristics and systemic factors also require a more holistic approach to career counseling and development. As a result, career theories emerged that promoted positive career development in different settings and with differing populations (Herr, 2001).

While the definition of career development expanded, the role of school counselors changed to meet academic, social emotional, and career development needs of all students (Herr, 2001; ASCA, 2005). School counselors now serve a variety of populations supporting academic and career development, including transition to the world of work. Schlossberg (1984) identified three major components of transition: (1) understanding transition, (2) viewing transition as a process, and (3) understanding the individual's supports and barriers. Another recent influential movement, The School to Work Opportunities Act of 1994, called for the facilitation and transition of high school students to the world of work and was heavily promoted by the American School Counselor Association (ed.gov, n.d.; Pope, 2000). A greater focus on transition led to increased access to education, available to all students. Legislation, such as the Americans with Disability Act of 1990 and Higher Education Opportunity Act of 2008, also created additional need for career counseling and exploration for students with IDD(Pope, 2000). These also increased the need for training and definition of roles and responsibilities of school counselors.

Role of School Counselors

Historical perspective. The current role of a school counselor as defined by the American School Counselor Association (ASCA) looks vastly different in comparison to its origins. School counseling was significantly influenced by historical events in the United States. Beginning with the Industrial Revolution, school counseling first began as vocational guidance (Gysbers & Hendersen, 2001). The primary focus of vocational guidance explored the transition from school to work and career match (Gysbers & Hendersen, 2001; Lambie & Williamson, 2004). As the vocational guidance movement gained more support and organization, the profession of school counseling, originally named guidance counseling, expanded (Cinotti, 2014; Gysbers & Hendersen, 2006). School counseling during this time was also influenced by the "mental hygiene, psychometric and child study movements" (ASCA, 2012, p. vii).

By the 1930s and 1940s, professional responsibilities began to shift to include additional administrative and counseling responsibilities as determined by school administrators (Cinotti, 2014). This shift led to more focus placed on academic services. In 1952, the profession strengthened by the formation of the American School Counselor Association (ASCA) as a division of the American Personnel and Guidance Association (ASCA, 2012; Lambie & Williamson, 2004). ASCA fostered professional development strategies, research, advocacy, and further defined the profession's identity (ASCA, 2003; Lambie & Williamson, 2004). The responsibilities of school counselors began to encompass one-on-one counseling with the addition of vocation exploration (Cinotti, 2014; Lambie & Williamson, 2004).

Although school counselors provided counseling services to students and ASCA provided organizational structuring by the 1960s and 1970s, there was still a lack of definition of roles and responsibilities of school counselors leading to further role ambiguity (Cinotti, 2014). School

counselors needed to provide a more comprehensive program, one that focused on academic, social, and career development. A piece of legislation that heavily influenced the profession passed in 1975; The Educational Act for All Handicapped Children of 1975 further expanded responsibilities for school counselors as it emphasized equity and access to public education for all children (Lambie & Williamson, 2004). This law required school counselors to take part in special education services, Individual Education Plan development, and consultation and counseling of students with disabilities.

In addition to providing counseling services, school counselors were called to enhance and focus on achievement and testing in the 1980s. The 1990s brought further stability to the profession as school counselors with new legislation that reinforced the need and focus for career development and counseling services (Cinotti, 2014; Herr, 2001; Lambie & Williamson, 2004). Although the name vocational guidance was replaced with school counseling in 1952, professionals only recently began to identify themselves as professional school counselors (Lambie & Williamson, 2004). These new roles and responsibilities heavily influenced training of school counselors within school counseling graduate programs.

Training for school counselors. School counselors work with a diverse group of students nationwide. Due to the diversity needs and nature of school counseling programs, training specific to school settings is necessary. School counselors that graduate from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) complete at least 48 hours of coursework (CACREP, 2016). Of this course work, school counseling students often only take one career development course that covers theory, strategies, assessment, and ethics (Morgan et al., 2014). Training programs inform the developing school counselor in school counseling program development and implementation.

School counseling programs accredited by CACREP must demonstrate ways they are covering standards specifically related to career development in their curriculum. Standards focused on career development specifically for school counselors state they must demonstrate knowledge of comprehensive career development, developmentally appropriate interventions and assessments, strategies for transition, and strategies to promote equity in achievement and college access (CACREP, 2016). Additionally, CACREP standards specifically related to career development that all counseling students must demonstrate include knowledge of theory, conceptualization of interrelationships between work and other life roles, identification and use of career technology, understanding of assessment, strategies for program planning and implementation, facilitation of client skill development for career, methods for career planning and decision making, and provision of ethical and culturally relevant strategies to address career development (CACREP, 2016). These standards do not specifically outline need for school counselors to focus on students with disabilities, but do call for school counselors to demonstrate knowledge and skill while working with diverse communities, including people with disabilities.

Currently, CACREP (2016) does not require school counselors to take courses focused on special education despite the likely possibility of working with students with disabilities in the future. State licensure requirements for school counselors differ throughout the United States. In a review of requirements according to the American School Counselor Association, there were only five states that specifically outlined educational needs for working with students with disabilities. For example, Connecticut requires the "completion of study in special education comprised of not fewer than 36 clock hours including gifted and talented children and special-needs children in the regular classroom" (State Certification Requirements, n.d.). The other four states require one or two courses that specifically focus on students with disabilities.

A few studies explored disability training for school counselors. In a study by Milsom and Akos (2003), the authors examined the preparation of school counselors to work with students with disabilities. They surveyed 137 school counselor education programs (50% of which were CACREP accredited) using the School Counselor Education Questionnaire. Milsom and Akos (2003) found that 43% of programs required disability related courses, 29% of programs recommended elective courses focused on disabilities, and 26% of programs required practical experiences with, or related to, individuals with disabilities. Significant differences were found between disability courses and school counselor education courses. These results further implicated Milsom's (2002) earlier work which suggested that school counselors who graduate from programs that require disability courses are more prepared than students from programs that only integrate information on disability into their courses. Additionally, in a study by Herbert, Lorenz, and Trusty (2010) examining career assessment practices for high school students with disabilities, school counselors and vocational rehabilitation counselors noted training concerns, identifying insufficient training pertaining to school to work transition issues. Although school counseling programs are able to design their own programs to meet standards and state licensure requirements, the ASCA National Model provides further reference for standards of practice that school counselors need to implement into their school counseling programs.

ASCA Model. Designed to provide a comprehensive school counseling program, ASCA first introduced National Model in 2003 (ASCA, 2012; Fye, Miller, & Rainer, 2018; Gybsers & Henderson, 2012). The focus of the comprehensive model incorporates three main areas of career, academic, and social/emotional development for all students (ASCA, 2012). The core factors ensure that schools have a comprehensive school counseling program with measurable

goals and outcomes. The model consists of four main components: foundation, management, delivery, and accountability (ASCA, 2012). Additionally, the model incorporates four main themes: leadership, advocacy, collaboration, and systemic change (ASCA, 2012).

For the purposes of this study, only the career development area of the model will be discussed. School counselors have the opportunity to make education equitable for all students and to act as an agent for social change (ASCA, 2012; Ratts, DeKruyf, & Chen-Hayes, 2007). Career and college readiness is a key area of equity and access currently receiving increased focus. In an effort to provide a comprehensive career development program, school counselors are encouraged to create a vision and mission statement that promotes college and career readiness for all students. This helps support students to develop skills necessary for success in higher education and the world of work (ASCA, 2012). The ASCA National Model (2012) further promotes that career readiness curriculum be developmentally appropriate for the student population being served.

ASCA (2012) recommends school counselors in high schools spend at least 40% of their time engaging in the area of career development. This includes, but is not limited to, conducting career assessment and planning postsecondary and career readiness activities for students so that core knowledge and skills are supported (ASCA, 2012; Morgan et al., 2014). Despite this recommendation, Clinedinst, Hurley, and Hawkins (2011) found that school counselors devote just 23% of their time to career development. The difference in suggested time and actual time spent providing career development services prompts concern for why school counselors are not addressing this need in the programmatic planning.

School Counselors Providing Career Development

The importance and relevance of focusing on career development in schools is present in career counseling literature, and evidence abounds on the value placed on career development (Anctil et al., 2012; Barker & Satcher, 2000; Osborn & Baggerly, 2004; Sanders, 2013). School counselors can facilitate understanding of links between values, interests, expectations, and abilities for all students (Hartung et al., 2004; Sanders, 2013). However, time devoted to career development of students is significantly less than other activities or duties performed by school counselors (Baggerly, 2002; Clinedinst et al., 2011; Osborn & Baggerly, 2004). In a report on college and career readiness released by the National Office for School Counselor Advocacy (NOSCA, 2010), results indicated that high school students expect to attend college, but feel they lack support and guidance to successfully enroll and attend. NOSCA also found that 71% of school counselors surveyed believed college and career readiness was important, but only 31% believed they were successful in meeting those needs in their schools. These results indicate a discrepancy between school counselor beliefs and actual delivery of college and career readiness programming in school counseling programs.

Prior research demonstrated the value of career development and the relationship between preparedness to provide career development services and actual time used to implement strategies. In a study conducted by Osborn and Baggerly (2004) examined school counselors' use of career counseling and career testing. Osborn and Baggerly (2004) surveyed 1,280 Florida public school counselors using quantitative surveys to indicate perceptions of the "actual time" spent on career counseling, perceptions of "ideal time" they wanted to spend on career counseling, and perceptions of "priority" they believed career counseling should receive. Results indicated that very little time for actual career counseling was spent by elementary, middle, and

high school counselors. For each level, there was a significance difference among level of counselors indicating that actual time spent on career counseling increases as grade level increases. On preferences and predictors for career counseling, school counselors at all levels noted they would prefer to spend more time providing career services (Osborn & Baggerly, 2004).

Another study by Anctil, Smith, Schenck, and Dahir (2012) explored the career development practices of pre-K through twelfth grade school counselors. Researchers surveyed 1,016 practicing school counselors on perceptions, roles, and functions providing career guidance. Participants completed quantitative surveys and Anctil et al. (2012) found that a positive relationship between priority placed on career counseling services and the actual implementation of those services. Similar to other studies, it appears that while school counselors found value in career counseling services they struggled with actual implementation of services.

Additionally, in a study examining school counselors' perceptions of competency in career counseling, Morgan, Greenwaldt, and Gosselin (2014) explored school counselors' experiences, preparedness, and perceptions of competency related to career counseling with high school students. Morgan et al. (2014) interviewed nine school counselors to understand engagement in career counseling with high school students. Four themes emerged from their work related to school counselors' feelings of unpreparedness regarding postsecondary planning. Themes included: 1) awareness, 2) theory versus reality, 3) acquiring competence, and 4) training needs. Their work further indicates the need for career development training standards to be implemented into graduate curriculum, and the need for more opportunity to apply skills during training programs.

Lapan, Whitcomb, and Aleman (2012) completed a study that examined the relationship between the implementation of comprehensive school counseling program models at the high school level and characteristics of student success (e.g., attendance, graduation, discipline rates). For this quantitative study, the researchers surveyed 72 school counselors, 24 guidance directors, and 35 school principals using the Principal and Counselor survey and obtaining school data from the Connecticut Department of Education. Results indicated that high schools that provided greater levels of college and career counseling services had lower reported suspension rates. Additionally, these school also experienced higher attendance and graduation rates. Lapan et al.'s (2012) work continues to illustrate the importance and impact of providing college and career readiness counseling services to students.

Finally, Dahir, Burhnham, and Carolyn (2009) completed a study that examined school counselors' readiness to deliver comprehensive programs by assessing for program elements of the ASCA National Model. Using the Assessment of School Counselor Professional Needs for Professional Development (ASCNPD), Dahir et al. (2009) surveyed 1,244 school counselors of all levels. Results indicated that the Career and Postsecondary Development subscale reported the highest means for high school counselors. This places emphasis on high school counselors leaning more towards traditional responsibilities related to career counseling than elementary and middle school counselors. These studies continue to illustrate the importance of career development and career counseling within the school system and the priority given to career counseling among school counselors.

Research demonstrates that school counselors have varied views of career counseling, specifically their views acknowledging the importance and relevance of providing career counseling services. Comprehensive school programs outline the importance of career

development in the ASCA model. However, career development and career counseling is found consistently to be the area that school counselors spend the least time.

Career Counseling Needs of Students with Disabilities

In 2004, ASCA released a position statement expanding their support for students with disabilities. This statement supported school counselors in providing academic, personal/social, and career development services through comprehensive school counseling programs for students with disabilities. ASCA further called for the support of students with disabilities as they transition from K-12 to postsecondary activities (ASCA, 2004). Suggested activities include providing individual and group counseling, advocacy efforts, implementing accommodations and modifications, and making referrals to collaborating specialists. Several studies support this increased focus.

Skaff, Kemp, McGovern, and Fantacone (2016) conducted a study focused on understanding schools use of Individualized Learning Plans (ILP) for students with disabilities, and identified supports and barriers in assisting students in successful transition into postsecondary education and/or careers. ILPs provide a process that engages students in career exploration and assists them in successful transition from high school to postsecondary education and/or the world of work. Skaff et al. (2016) surveyed 1,117 parents (83 parents of children with disabilities; 1, 034 parents of children without disabilities) and 484 educators. They also held focus groups with both parents and educators to supplement survey questions. Nearly half of the parents of children with disabilities believed that there should be increased opportunities to learn career-related skills and 62% of the parents identified the need for more information on career options be provided. Noted in the findings were the differences in the degree to which students with disabilities were included in the ILP process. Themes that emerged from the focus groups

were support, implementation, barriers, and success of ILPs (Skaff et al., 2016). Overall, both groups of parents did not feel supported by their ILP. This study demonstrates the need for individualized planning to assist students with disabilities to plan for transition.

Fleming and Fairweather (2012) examined the role of postsecondary education in high school to work for youth with disabilities to further understand ways that disability and special education services impact attendance at postsecondary institutions. They completed a longitudinal study consisting of youth and parent interviews and surveys of 5,570 participants. Fleming and Fairweather (2012) found that transition to a four-year college was more strongly influenced by traditional predictors rather than by disability factors. However, disability-related factors were more important in transitioning into vocation-technical education when compared with traditional factors. Additional analysis showed that students with more severe disabilities were significantly less likely to attend a four-year college. The results of this study indicate that traditional predictors of college-going, such as ethnicity, parent education level, and socioeconomic status, are important determinants of college attendance when working with a student with a disability. School counselors should also be aware of disability-related factors that could influence attendance at four-year institutions and/or vocational-technical schools.

Furthermore, in a study examining the availability and access to career development activities, Carter et al. (2010) surveyed 34 school administrators, school counselors, student services directors, and other school staff. Participants completed a questionnaire examining the availability of career development and vocational education activities offered by each school, and participation of students with ID in these activities. Carter et al. (2010) correlated limited involvement with career development experiences to low employment expectations of youth

with disabilities, families, and educators. Findings from this study further underline the importance of efforts for meaningful career exploration be available to *all* students.

In an effort to understand tasks of school counselors to provide college readiness counseling for students with Autism Spectrum Disorder (ASD), Krell and Perusse (2012) used the Delphi method to survey a group of experts on ASD. Participants included a total of 22 experts, who worked as directors of postsecondary programs, private transition consultants, professors with research focused on ASD and transition, disability service directors, national autism organization representatives, and transition coordinators. Participants completed three rounds of responses, with the Round 1 identifying 74 unique responses that were then dwindled down to 34 characteristics. The original 34 characteristics were compiled into a Likert-scale survey and proceeded to go through two more rounds of surveys. Round 3 yielded a final total of 29 items of school counselors' roles in college readiness for students with ASD. These items include, "Conduct workshops for students with ASD and their parents about college transition", "Inform students, parents, and staff about transition to college experience workshops", and "Make the college and career exploration process more concrete (i.e., sample college schedules, college syllabi, textbooks, and accommodations examples)" (Krell & Perusse, 2012). These findings further illustrate the role of school counseling to provide career services to students with ASD and continue to provide further evidence for the roles and tasks that school counselors should be completing.

Career development continues to evolve with the progression of time. This has had a direct impact on the role of school counselors. Due to legislation development and more postsecondary education and career opportunities made available for student with disabilities, school counselors are in the position of needing to provide career counseling and transition

services to students with disabilities. Research illustrates, though, that school counselors are not routinely meeting the career needs of this population, despite training and prompting from ASCA. School counselor self-efficacy could play a role in addressing career development needs of students with ID. Self-efficacy is a main construct of Social Cognitive Career Theory (Lent et al., 1994) and impacts behaviors, expectations, and beliefs. SCCT provides understanding of self-efficacy and factors related to career decisions while taking into account supports, barriers, and environmental influences.

Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT) is a useful framework to explore career behaviors, specifically attending to the roles that self-efficacy and outcome expectations play in execution of career-related tasks (Choi, et al., 2011; Brown, Lent, Telander, & Tramayne, 2010). Developed by Robert Lent, Steven Brown, and Gail Hackett, SCCT draws specific attention to contextual factors that influence self-efficacy, outcome expectations, and goals (Lent et al., 1994).

SCCT emerged from the basic foundation of Albert Bandura's (1986) social cognitive theory. Bandura's social cognitive theory holds that "behavior, cognition, personal factors, and environmental influences operate as interacting determinants that influence each other" (Bandura, 1986; Bandura, 1989 p. 1175). Beliefs, perceptions, and intent are formed through the interaction of behavior, cognition, personal, and environmental factors (Bandura, 1989). People with high self-efficacy beliefs typically set higher goals and show high motivation and commitment toward achieving those goals (Bandura, 1986; Bodenhorn & Skaggs, 2005). SCCT builds from Bandura by connecting aspects of social cognitive theory to the development of career-related interests, choice, and performance (Lent et al., 1994). In addition to Bandura's

work, SCCT incorporates the work of Hackett and Betz (1981), who studied career development and self-efficacy of women. Hackett and Betz (1981) proposed that self-efficacy perceptions influence achievement, academic and career decisions, and career adjustment (Lent, et al., 1994). Theories of work motivation stemming from organizational psychology also influenced the development of SCCT (Lent & Hackett, 1994).

SCCT identifies the three main constructs of career development as self-efficacy, outcome expectations, and goals (Lent et al., 1994). SCCT suggests that self-efficacy and outcome expectations directly impact goals. SCCT links constructs of self-efficacy, outcome expectations, and goals, which then inform beliefs to determine means by which individuals make choices, show work motivation, and achieve career satisfaction (Lent, 2005; Nota, Ginevra, & Carrieri, 2010). Additional important constructs in the model include contextual support and barriers (Lent & Brown, 2006).

SCCT demonstrates a reciprocal interaction between self-efficacy, outcome expectations, and personal goals (Lent, 2005). For example, if a school counselor believes that she will be successful in helping a student with a disability explore career and/or postsecondary education options and believes that the impact of career exploration will be impactful for the student, then the counselor will be more inclined to focus on providing career development services to students with disabilities. SCCT also factors in types of learning experiences that directly impact career self-efficacy and outcome expectations (Lent et al., 1994). For example, the amount of training or opportunities to work with students with disabilities may be directly related to self-efficacy and outcome expectation beliefs about career counseling for these students. Learning experiences are influenced by person inputs and background variables. Contextual influences are

then factored in when examining barriers and supports to goals and actions. Figure 2.1 provides illustration of the pathway of SCCT.

Constructs of SCCT

SCCT defines self-efficacy as people's perception of their own ability to complete a task (Bandura, 1986; Lent et al., 1994). SCCT specifically draws from Bandura's (1986) triadic reciprocality model, which posits a relationship and interaction among personal attributes, environment, and behavior, all of which influence development (Bandura, 1986; Lent & Hackett, 1994; Lent et al., 1994). Self-efficacy predicts career-related choice and performance (Lent et al., 1994). This implies that an individual's self-efficacy is directly related to choice of activity and environments. Included in choice response are emotional responses, persistence, thought patterns, and effort (Lent et al., 1994). Numerous studies found that self-efficacy plays a key role

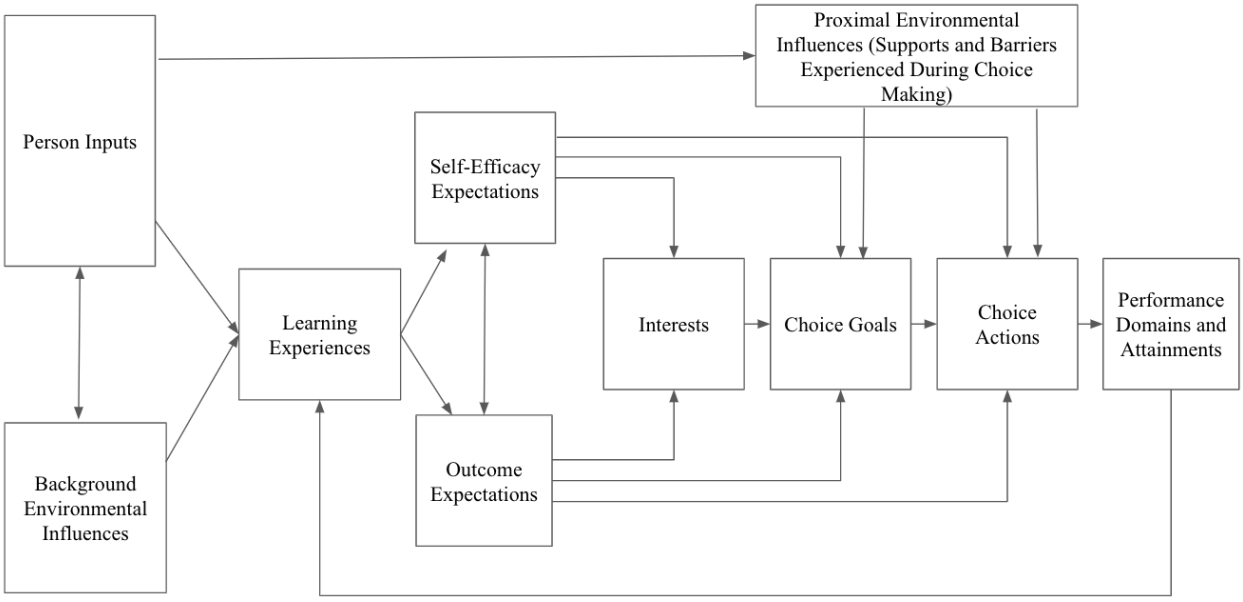


Figure 2.1. SCCT model (Lent, Brown, and Hackett, 1994).

in an individual's career development (Bodenhorn & Skaggs, 2005; Brown, Lent, Telander, & Tramayne, 2011; Choi et al., 2011). School counselors are often faced with multiple influences (i.e., administrative support, training, school setting, case load, etc.) that impact self-efficacy regarding career counseling.

While perceptions of self-efficacy can answer questions of whether a task can be done, outcome expectations ask the question of what happens if the task is done (Lent et al., 1994). Outcome expectations are personal beliefs about probable response outcomes (Hackett & Betz, 1981; Lent et al., 1994). According to SCCT, individuals tend to develop interests in activities they do well (self-efficacy), which then provides positive outcomes (outcome expectations; Nota et al., 2010). Outcome expectations typically derive from imagined consequences of performing a specific task. For example, school counselors who are experiencing low self-efficacy related to attending to career development needs of students with disabilities may also have low outcome expectations. Goals are influenced by self-efficacy and outcome expectations, and often become definitive steps that individuals commit to take to achieve certain points (Lent et al., 1994). In an effort to sustain behavior, goals become a necessary measure to contribute to reinforcement of positive behaviors. Goals for school counselors may be to assist all students in addressing career needs. These goals may or may not be impacted by the supports and barriers faced while working.

Within the SCCT framework, barriers and supports also influence intentions and actions. Barriers are considered "negative contextual influences, with the understanding that contextual barriers are functionally related to detrimental person factors" (Lent, et al., 2000, p. 39). Barriers can include multiple variables, such as physical attributes, environment, and learning experiences. Supports are defined as environmental variables that facilitate career choices (Lent,

2000). Although the research is limited, it appears school counselors face barriers and supports specific to school counseling, especially with career counseling services to students with disabilities. These can include having to fulfill non-counseling duties, support or understanding of school administration, and student to counselor ratios (Fye, Miller, & Rainey, 2018). School counselors typically have other duties, in addition to meeting the academic, career, and social needs of the students that they are trained to do.

Culture, expectations, and environment are imperative to consider while exploring barriers, and lead to problem identification and building of problem-solving skills (Lent, 2013). These factors are placed into a distal category and contain background factors that influence learning experiences (Lent et al., 2000). For example, counselors receive positive or negative support for particular activities, such as training specific to working with people with disabilities. The second category is known as proximal factors, which includes contextual influences during career decision making such as a person's network or external barriers. Distal factors often impact opportunities for skill development or availability of role models (Lent, 2000). Specifically, for school counselors, distal factors could include lack of training in school counseling programs, lack of supervision, or early messages about students with disabilities that they received prior to their role as a school counselor.

These main constructs of SCCT illustrate the relationship between self-efficacy, outcome expectations, and goals. Due to the varied training and experiences of school counselors that impact their work, it is necessary to understand the ways in which self-efficacy influences outcome expectations and ultimately goals. SCCT provides a framework and context to illustrate the role self-efficacy plays in executing career-related tasks and ways that contextual supports and barriers may influence self-efficacy. SCCT has demonstrated a large amount of empirical

support for its use with diverse populations. This includes, but is not limited to, career development and decision making of Hispanic/Latinos (Flores et al., 2008; Navarro, Flores, & Worthington, 2007), LGB young adults (Lyons, Brenner, & Lipman, 2010), African Americans (Bullock-Yowell, Andrews, & Buzzetta, 2011; Gainor & Lent, 1998), and students with disabilities (Dong, 2011; Gibbons et al., 2015).The following sections explore self-efficacy related to school counselors and career counseling. Literature pertaining to contextual supports and barriers that school counselors face is also explored.

Self-Efficacy

SCCT is widely researched across diverse populations offering further understanding of career and educational development, and more recently offering increased explanation into work satisfaction and well-being (Flores, Navarro, & Ali, 2016; Lent & Brown, 2008). Research links counselor self-efficacy to counseling behaviors as well as persistence and performance of counselors (Larson et al., 1992; O'Brien, Heppner, Flores, & Bikos, 1997). Bandura (1977) postulated that self-efficacy often impacts choice of behavior, effort expended on activities, persistence, and actual performance. Keeping this in mind, it is imperative to understand the influence of school counselor's self-efficacy on the action of meeting career counseling needs of students with ID. A variety of self-efficacy scales used to rate counselor self-efficacy exist, including measures for counselor self-efficacy, career counseling self-efficacy, multicultural self-efficacy, and school counselor self-efficacy.

Career counseling self-efficacy scale. The Career Counseling Self-Efficacy Scale (CCSES) was developed to provide an instrument that would reflect the complexity and conceptualization of career counseling for use for research and training (O'Brien et al., 1997). Additionally, the instrument provides room to address emotional-social concerns that occur

within a career. Furthermore, this scale measures the relationship among career counselor self-efficacy and interest, persistence, and performance in career counseling (O'Brien et al., 1997). Most importantly, the CCSES was developed to provide an instrument that could be used for training counseling students to develop appropriate levels of efficacy in working with clients on career-related issues. O'Brien et al. (1997) posited that this instrument could be used within training program to evaluate students, while enabling students to develop appropriate levels of efficacy, stimulate career interests, and promote career counseling skills. A full description of the validity and reliability of this instrument is provided in chapter 3.

School counselor self-efficacy scale. The School Counselor Self-Efficacy Scale (SCSES) was developed in response to the lack of validated self-efficacy scales for the school counseling profession (Bodenhorn & Skaggs, 2005). Bodenhorn and Skaggs (2005) completed a study to determine items best suited for a school counselor self-efficacy scale. The initial scale included 44 items from the National Standards for School Counseling, program standards used by CACREP, and other self-efficacy scales related to the counseling profession (Bodenhorn & Skaggs, 2005). The revised items were then sent to 582 individuals who had attended the 2000 American School Counselor Association (ASCA) national conference. Of the returned surveys, 226 were usable for analysis. Item analysis resulted in the deletion of eight items. Items covered efficacy pertaining to ability to deliver counseling program in schools, help students in peer relationships, academic performance, and career development.

Additional self-efficacy scales. This study will primarily focus on the use of the career counseling self-efficacy scale, however, there are many self-efficacy scales that contribute to our understanding of work as counselors. Lent, Hill, and Hoffman (2003) developed the Counselor Activity Self-Efficacy Scale to assess counselor self-efficacy for helping skills, managing

counseling sessions, and handling challenging situations. In an effort to measure the degree of belief that individual had to complete specific tasks necessary to making career decisions, Betz and Taylor (1994) created the Career Decision Making Self-Efficacy Scale. Sheu (2005) developed the Multicultural Counseling Self-Efficacy Scale- Racial Diversity (MCES-RD), a scale consisting of 60 items focused on perceived ability to perform counseling behaviors with clients who are racially different. Each of these scales lend further support to the need for understanding of counselor self-efficacy to work with specific population and/or tasks. These scales indicate that as self-efficacy increases, belief in ability as a counselor and performance increases.

Contextual Barriers and Supports

School counselor self-efficacy is influenced by many things. According to SCCT, personal inputs, barriers, and supports influence self-efficacy, outcome expectations, choices, and performance (Lent et al., 1994). It is important to understand potential barriers and supports that school counselors face in an effort to better understand factors influencing school counselor self-efficacy. Contextual barriers and supports can be attributed to a variety of things for all school counselors.

For example, school administration may be a barrier to school counselors, sometimes unknowingly. Zalaquett and Chatters (2012) conducted a study focused on school principals' perception of middle school counselors' roles and functions. They surveyed 140 Florida middle school principals to determine perceived the roles and functions of school counselors. In a survey of perceived and actual time spent on counseling duties school principals ranked priority (4= very high; 1= low) of 19 categories identifying common responsibilities of school counselors. Results indicated significant discrepancies among school principals' perceived roles of school

counselors and the actual time spent performing counseling related tasks. A category named *"Coordinating Child Study Teams, 504 Meetings, ESE"* showed a significant difference between the item's priority (2.4; Overall Rank 8/19), ideal time spent (2.3; Overall Rank 8/19), and actual time spent (2.3; Overall Rank 4/19). A category named *"Career Counseling"* showing a significant difference between priority (2.4; Overall Rank 10/19), ideal time spent (2.1; Overall Rank 10/19), and actual time spent (1.5; Overall Rank 15/19). Although principals reported and acknowledged ideal responsibilities of school counselors, there were still discrepancies that indicated the actual time spent on job responsibilities relevant to the role of a school counselor was low (Zalaquett & Chatters, 2012).

Extra roles that school counselors often perform take away time from counseling duties and often misalign with training and the ASCA National Model (Fye et al., 2018; Moyer, 2011; Scarborough & Culbreth, 2008). A study by Lapan, Whitcomb, et al. (2012) examined the relationship between implementation of a comprehensive school counseling program model by Connecticut high schools and outcome markers of student success. Researchers examined student outcome and demographic information and surveyed a total of 96 schools utilizing the Principal and Counselor Survey. School counselors reported they spent less time providing direct services because of non-counseling duties. Results found that as counselors reported more implementation of the state model they were more likely to report that their work was more directly benefiting to the students they served (Lapan et al., 2012).

Furthermore, Amatea and Clark (2005) interviewed 26 public school administrators to better understand school administrators conceptualization of the role of the school counselor and staff relations. Researchers found high school administrators perceived roles of school counselors in four categories: school leader, consultant, direct service provider, and

administrative. Twelve percent of the participants gave priority to the school counselor acting as a leader within the whole school, often encouraging the school counselor to take responsibility to introduce new skills (e.g., problem solving, conflict resolution, awareness of diversity) to teachers and staff. One-third of the participants expected the school counselor to serve primarily as a consultant to teachers, parents, and administration. Another third of the participants indicated that school counselor priority should be directly serving students in either individual or group contexts. Finally, a fourth of participants expected school counselors to fill administrative roles and complete administrative tasks and goals (Amatea & Clark, 2005). These school counselor roles described by school administrators primarily view school counselors as consultants and administrators within the school, which further decreases time spent directly engaging with students.

Another barrier presented to school counselors that may impede their ability to successfully provide career counseling to students with disabilities is lack of training. Preparedness to work with students with disabilities is influenced by coursework (Bowen & Glenn, 1998; Milsom, 2002; Milsom & Akos, 2003). Additionally, school counselors who have had a course focused on disabilities still feel unprepared to serve as the "expert" when providing counseling services to students with disabilities (Milsom & Akos, 2003; Hertbert et al., 2010). These factors can serve as both barriers and supports of school counselors preparing to work with students with disabilities.

SCCT provides an empirically supported framework to understand the impact of personal beliefs about providing career counseling on provision of those services to students with ID. In understanding self-efficacy of school counselors, we will be better able to understand ways to support school counselors who are working with students with ID. Taking into account

influences of perceived supports and barriers on school counselor's actions is particularly important as these factors may have fundamental impacts to students with ID as they prepare to leave high school. There are currently no studies that have explored perceived self-efficacy, supports, and barriers of school counselors as they relate to career counseling of students with ID.

Summary

This chapter provided a review of the literature pertaining to career development needs of students with ID, the role of the school counselor, and SCCT. Overall, research suggests that students with ID have unique needs as they transition from high school to postsecondary education or the world of work. School counselors have the ability to meet these needs through specific career counseling training that they have received during their graduate programs, however are often not include in the planning or implementation of transition plans for these students. Furthermore, research suggests the need for school counselors to be collaborative with other professionals and families of students with ID in an effort to provide successful transition. Research further suggests that school counselors are lacking training specifically focused on serving students with disabilities. School counselors face many supports and barriers such as role definition, support of school administration, time, training, and student to counselor ratio. These variables influence their self-efficacy in providing these services to students with ID. SCCT is a theoretical framework that explores career behaviors and specifically takes into account the role that supports, barriers, and self-efficacy take impacting career performance. Using this framework provides the context for this study. The next chapter will address the methodology of the study.

Chapter 3

Method

This chapter provides a description of the method used to complete this study. Information includes details research questions, participant selection, proposed instrumentation, proposed procedure, and proposed data analysis. This study used a quantitative design to analyze the impact of school counselor self-efficacy to provide career counseling for students with ID. Additionally, I used open-ended questions to gather information regarding perceived barriers and supports of school counselors.

Research Questions

1. What are psychometric properties of the Career and College Development- Students with Intellectual Disability survey?
2. What is the perceived self-efficacy of school counselors to provide career development to students with ID?
    a. What are the differences and impact by gender, years in career, and school setting on school counselor self-efficacy in providing career counseling to students with ID?
    b. What training have school counselors received specifically focused on students with ID that impacts self-efficacy?
    c. What is the relationship between overall career counseling self-efficacy (CCSE) and CCSE with students with ID?
3. What are perceived barriers or supports that impact school counselors working with students with ID?

Participants

Participation criterions for this study included school counselors currently working in a high school (9th- 12th grade) that serves students with ID. Participants earned at least a master's degree in counseling, hold current licensure as a school counselor, and had at least one year of experience working as a high school counselor. I used a priori power analysis and calculated a power of .8, an alpha of .05, and an effect size of .5 indicating the minimum number of participants needed for this study was 128 in order to detect this effect size. However, due to running an exploratory factor analysis, I strived for 150 participants. Participants were recruited from state school counseling associations, the American School Counseling Association, and other counseling related listservs. Snowball sampling also occurred.

Although 176 school counselors began the survey, only 98 school counselors completed the survey. One participant did not give consent. Four participants did not meet minimum criteria of having worked as a school counselor for at least one year. And four school counselors completed less than 10% of the survey and were not included in data analysis. This resulted in a participant pool of 89 school counselors. Resulting in an effect size of 3.73 Demographic information will be further explored in chapter 4.

Instrumentation

I asked participants to complete two scales: the Career Counseling Self-Efficacy Scale (CCSES) and the Career and College Development for Students with Intellectual Disability (CCD-SID). Participants also answered list response and open response questions and a short demographic survey.

Career Counseling Self-Efficacy Scale (CCSES)

O'Brien, Hepner, Flores, and Bikos (1997) developed the CCSES to measure career counseling self-efficacy. The CCSES is composed of a total of 25 items focused on activities related to career counseling. Participants indicate confidence in current ability to perform each activity according to the scale, based on present feelings. Examples of an items includes, "Provide support for a client's implementation of his/her career goals" and "Select an instrument to clarify aspects of a career client's personality which may influence career planning." Respondents indicate their score on a 5-point Likert scale ranging from 0 (not confident) to 4 (highly confident). I calculated scores by calculating a sum of total item responses. Additional subscales include: Therapeutic Process and Alliance Skills (TPAS), Vocational Assessment and Interpretation Skills (VAIS), Multicultural Competency Skills (MCS), and Current Trends in the World of Work, Ethics, and Career Research (TWER); however, I did not use these subscales for this study, as they do not pertain to the purpose of this study. The Cronbach's alpha for the overall scale from the current study was .95, indicating high internal consistency for the CCSES reliability.

Items for the CCSES were generated through a review of the literature and measures related to career counseling and counseling self-efficacy (O'Brien et al., 1997). Content validity was established by eight counseling psychologists with experience in career counseling. The initial scale was piloted on a sample of 20 graduate students to provide feedback on clarity and comprehensiveness. To establish reliability and validity, the initial 54 item scale was distributed nationwide to 289 students enrolled in doctoral programs in counseling psychology, master's programs, and other graduate categories. Results indicated a four- factor solution accounted for 65% of variance in items and provided for best structure consistent with the conceptualization of

career counseling (O'Brien et al., 1997). Six items that loaded less than .40 were eliminated, and an additional seven items loading greater than .30 on two or more factors were deleted. An additional 14 items were removed from the first factor due to uneven distribution across scales. This resulted in a final scale of 25 items, each with a greater loading than .50 on their respective factor and a load less than .30 on other factors. Internal consistency reliability estimates were calculated for the 25-item instrument and found the CCSES with an alpha coefficient of .96 (O'Brien et al., 1997).

A second study was conducted to test for additional reliability and validity (O'Brien et al., 1997). The researchers surveyed 40 graduate students enrolled in career courses at two Midwestern universities and 29 psychologists from APA approved internship sites using the original 54 item questionnaire. Results showed internal consistency estimates for the CCSES total score were .93 for graduate students and .90 for psychologists. T-tests showed significant differences between pre- and post- test CCSES total scores for graduate students, indicating an increase in career self-efficacy after completing a career counseling course. Years of experience were found to positively correlate with VAIS scale and TWER scale. Additional studies provided evidence of reliability and validity. In a third study to test-retest reliability estimates, 33 participants completed the 54-item CCSES, the Research Attitudes Measures (RAM), and demographic information (O'Brien et al., 1997). An alpha coefficient of .94 was found for the total score on the CCSES. Correlations between the RAM and CCSES were not significant at .05, however a significant relationship was found with Therapeutic Process and Alliance Skills scale score ($r = .51$, $p < .01$). Test-retest reliability over a 2-week period was .86.

A final study included 50 graduate students who completed the 54-item CCSES, the Counseling Self-Estimate Inventory (COSE), and demographic information. An internal

consistency score for the CCSES total score was .97. Results also indicated the individual subscales were highly correlated with the total scale. Correlations were not found between the CCSES and COSE. The results from the four studies provided evidence of internal consistency and reliability. Convergent validity was supported by correlations of years of experience and scales of COSE. Discriminant validity was supported by the absence of relationship between the CCSES total score and years of counseling, emotional-social self-efficacy, and research self-efficacy. Construct validity was evident with the increase of scores on the CCSES after a career course.

The CCSES has been used to assess counselor career counseling self-efficacy with a variety of populations. Heppner et al. (1998) completed a study examining the relationship of counselor trainee self-efficacy in the process and outcome of career counseling sessions. Counselor trainees completed the CCSES before and after practicum experience. Significant differences in career counseling self-efficacy were found between pretest and posttest indicating that as trainees gained experience during a career counseling practicum, their self-efficacy increased. However, Heppner et al. (1998) concluded that more self-efficacy did not always indicate positive client results. Another study focusing on counseling graduate training examined effectiveness of a six-week career counseling seminar (O'Brien & Heppner, 1996). Researchers found that participants reported higher career counseling self-efficacy after taking the seminar. Gilliam (2012) completed a study examining the effects professional socialization factors (i.e., courses; training experiences; faculty and peer attitude; perceived difficulty of career counseling; and importance of career counseling) on career counseling self-efficacy finding no relationship between professional socialization factors and self-efficacy. Furthermore, Sanders (2013) found no significant relationship between career counseling self-efficacy of middle school counselors

and counseling experience. These results further indicate the need for research regarding career counseling self-efficacy.

Career and College Development for Students with Intellectual Disability (CCD-SID)

After a review of the literature, no surveys were found that examined school counselor self-efficacy related to career development of students with ID; for this purpose, I created a self-efficacy scale based on results of a Delphi study from Krell and Perusse (2012). Dr. Megan Krell gave permission (personal communication 11/27/2018) to use the results of the Delphi study to be adapted into a self-efficacy scale focused on school counselors providing career development for students with ID. While designing this instrument, I followed five steps: 1) identify the purpose of the study and constructs, 2) select the format of the scale, 3) formulate items, 4) submit the scale for pilot testing and feedback, and 5) administer the scale (Colton & Covert, 2007). This scale was piloted for feedback, and results are discussed below.

Krell and Perusse (2012) examined ways in which secondary school counselors are providing college preparation counseling to students with Autism Spectrum Disorder (ASD). Participants included 22 professionals in a variety of roles including directors of postsecondary programs, university faculty, and transition coordinators. The study included three rounds of responses to open-ended questions and Likert scale items. Round one found 74 unique responses. These responses were collapsed under broader factors to form 34 characteristics of school counselor's roles in providing career counseling to students with ASD from the original 74 responses. The 34 characteristics were then compiled into a Likert survey. In Round two participants rated their level of agreement from 1 (strongly disagree) to 7 (strongly agree) to the 34 college readiness tasks of secondary school counselors. Twenty- five tasks reached consensus after round two. In Round three participants were asked to rank level of agreement from 1

(strongly disagree) to 7 (strongly agree) for the nine tasks that did not reach consensus in Round Two. Four tasks of the nine reached consensus. This resulted in a total of 29 items to describe school counselors' roles in college readiness for students with ASD (Krell & Perusse, 2012). Items include: "Encourage student involvement in the transition planning process" and "Discuss non-academic aspects of college with students and parents (i.e., dormitory living, health services, dining halls, etc.)."

Using the results of the Krell and Perusse (2012) study, I developed a self-efficacy scale. First, I identified double barreled items and separated them into different items, for a total of 32 items. For example, I separated the original item "Teach time management strategies, organization skills, study skills, and learning strategies" into three separate items: "Teach time management skills"; "Teach organization skills"; and "Teach learning strategies." Second, as the original Delphi study explored school counselor career tasks for students with ASD, I then adapted items to relate to career tasks for students with ID by changing the wording from 'ASD' to 'ID'. Third, I created item stems. Bandura (2006) identified that efficacy items should be phrased in "can do" statements. For this purpose, participants are asked to "rate your ability to..." so that perceived efficacy is based on capability to complete a task (Bandura, 2006). This provides a direct relationship to SCCT, as perceived self-efficacy as defined by Bandura relates to outcome expectations and performance. Fourth, I created a rating scale for the survey. In forming a self-efficacy scale, Bandura (2006) cautioned against using a scale that only uses a few rating points because participants are likely to avoid extreme positions. For this reason, the scale was rated on a 10-point Likert scale ranging from 1 (cannot do at all) to 5 (moderately certain can do) to 10 (highly certain can do). The Cronbach's alpha for the current study was .97, indicating high internal consistency for the CCD-SID.

List Selection and Open Response Questions

I also developed open response questions focused on perceived barriers and supports school counselors face when engaging in career development with students with ID. A current scale that addresses perceived barriers and supports of school counselors does not exist, so the following questions were developed to answer the second research question. Questions include: (1) What barriers do you feel that you face that impact your work with students with ID; and (2) What supports are in place that impact your work with students with ID? I gave participants 10 items that represent both possible barriers and supports and instructed them to select whether they see each item as a support or barrier. I derived a list of research-based barrier and support items after conducting a thorough literature search. Items include: lack of training specific to career counseling (Morgan et al., 2014) , lack of training specific to students with ID (Bowen & Glenn, 1998; Coskun, 2010; Milsom, 2002; Milsom & Akos, 2003), lack of support from school administration (Amatea & Clark, 2005; Zalaquett & Chatters, 2012), lack of support from family/guardians of students with ID (Davies & Beamish, 2009; Griffin & Papay, 2017), additional counseling duties (Fye, et al., 2018; Moyer, 2011; Scarborough & Culbreth, 2008), school counselor to student ratio (Lapan et al., 2012), school environment (Carter et al., 2010), and cultural values (Bluestein et al., 2016). If participants selected "yes" on any of the items, I prompted them to provide more information in a comment bubble to explain their response.

Demographic Questions

I created a demographic questionnaire for this study. Demographic questions asked participants to disclose their age, gender, race, years as a school counselor, and school counseling setting. Additionally, I asked questions regarding population served, number of students on caseload, and number of students with ID on caseload. Finally, to gather information

regarding previous training, I asked participants about training they received to implement a comprehensive school counseling program, training specific to working with students with ID, and training specific to career development.

Procedure

I began survey distribution after receiving Institutional Review Board (IRB) approval through the University of Tennessee. I collected data through a secure, online survey system, Question Pro, available through the University of Tennessee. The survey included informed consent, CCSES, CCD-SID, open response questions, and demographic questions.

I sent three rounds of recruitment emails (Appendix A) through several state school counseling listservs, specifically the Florida School Counseling Association, Iowa School Counseling Association, North Dakota School Counselor Association, Ohio School Counselor Association, Oregon School Counseling Association, and Wyoming School Counselor Association. I also posted a recruitment email on the American School Counselor Association's ASCA Scene online listserv. I contacted additional participants by emailing state school counseling associations, National Career Development Association (NCDA), Counselor Ed and Supervision Listserv (CESNET), the American Counseling Association Community for School Counselors, and via word of mouth. Emails contained a QuestionPro survey link. Emails also contained information regarding the purpose of this study, inclusion criteria, anticipated time requirement, incentive information, and contact information for my dissertation chair and me.

I first directed participants to an online informed consent form (Appendix B) detailing information about the purpose of the study, procedures, anticipated benefits and risks, confidentiality, and information regarding incentives. I gave participants the option to select either "Agree" or "Disagree" to indicate consent to participate in the study. I directed

participants who gave consent to one screening question: “Have you worked as a high school counselor in a high school that serves students with ID for at least one year?” I directed participants who met screening criteria to the survey. Participants completed the CCSES (Appendix C), the CCD-SID (Appendix D), open-ended response (Appendix E), and demographic questionnaire (Appendix F). I directed participants who did not meet this screening criteria to a thank you screen that gave them the option to still enter into the drawing for a gift card; this is the same opportunity provided to participants who did complete the survey. The survey contained 94 items and took approximately 15-20 minutes to complete. Upon completion of the surveys, I directed participants to a thank you page and provided the option to enter their email address, which entered them into a drawing for one of six $50 Amazon gift cards. I kept contact information on a password protected database separate from survey responses, so I could not identify those who participated and those who did not. Only my dissertation chair and I had access to survey data as I stored, and password protected the data on Question Pro. After data collection, I downloaded responses into a password protected CSV file and transferred to SPSS for analysis.

Data Analysis

Pilot Testing

I developed the CCD-SID survey due to lack of a self-efficacy scale specifically addressing high school counselors who work with students with ID. I piloted the survey will be piloted with 10 school counselors and school counseling students from the University of Tennessee’s CACREP accredited counseling program after receiving IRB approval. I read participants a recruitment script (Appendix G) and gave them an informed consent form (Appendix H) during a course where they were all present. I then sent an email to participants with a QuestionPro link to the Career Counseling Self-Efficacy- Students with Intellectual

Disability (CCSE-SID), now known as the CCD-SID (Appendix I), and evaluation form (Appendix J). Additionally, I asked participants to complete demographic questions (Appendix K). Demographic questions included: gender, year in counseling program, program of study, race, and previous experience with ID. Responses from the evaluation form were analyzed for frequency of response to each question. The CCSE-SID was revised based on feedback from participants.

Participants of the pilot study included 10 school counselors from The University of Tennessee. Participants were enrolled in the school counseling program (n=3), the dual school counseling/clinical mental health track program (n=4), and counselor education program (n=3). Each participant identified that they had at least one-year experience working in a school. Eight participants identified that they had "little experience" working with students with ID and two participants had "a lot of experience" working with students with ID. Participants were asked to rate written directions for the CCSE-SID; five participants noted that directions were "very clear", four participants noted that directions were "clear", and one participant noted that directions were "very unclear." Participants were asked to rate the actual survey from very unclear to very clear. Seven participants indicated that the survey was "clear" and three participants indicated that the survey was "very clear." Two participants identified two questions as unclear, both identifying that question wording was difficult to understand. Nine participants rated the length of the survey "just right" and one participant indicated that the survey was "too long." The majority of participants indicated that the survey took between 5-10 minutes to complete. Finally, participants were asked to add any comments that might help improve the survey. Only one participant responded that they did not feel well versed in issues related to ID which made answering the CCSE-SID difficult.

Based on results and feedback from the pilot study, changes were made to the CCSE-SID. This included the change in name from the CCSE-SID to the CCD-SID to acknowledge that the scale is more focused on college and career readiness for students with ID. Additionally, the two questions that were identified as difficult to understand were revised to provide clarity. Question 1 changed from "encourage student with ID involvement in the transition planning process" to "encourage the involvement of the student with ID in the transition planning process." Question 30 changed from "practice appropriate self-disclosure of the disability with students with ID" to "help students practice appropriate self-disclosure of disability." Finally, in an effort to provide more detail and description, the instructions of the CCD-SID were revised to include the following definition of intellectual disability: "An intellectual disability as defined by the American Association on Intellectual and Developmental Disabilities (n.d.) are significant limitations in intellectual functioning and adaptive behavior, which cover many everyday social and practical skills." The final scale includes 32 items to rate on a 10-point Likert scale.

Addressing Main Research Questions

Research Question 1: What are psychometric properties of the Career and College Development for Students with Intellectual Disability (CCD-SID)?

For research question one, an exploratory factor analysis (EFA) was conducted by running a Principle Axis and varimax rotation. EFA helps to describe and summarize data by grouping correlated variables. This process also acts as a reduction technique. An EFA was conducted on the CCD-SID to examine correlation of variables. Cronbach's alpha was found to assess reliability of scale items. It is important to note the sample size for this study. Typically, EFA's call for a sample size between 100-200 participants (MacCallum, Widaman, Zhang, & Hong, 1999; Tabachnick & Fidell, 2013). Results of the EFA should be approached with caution

because correlation coefficients are less reliable with small sample sizes (Tabachnick & Fidell, 2013).

Research Question 2: What is the perceived self-efficacy of school counselors to provide career development to students with ID?

Research Question 2.a.: What are the differences and impact by gender, years in career, and school setting on school counselor self-efficacy in providing career counseling to students with ID?

Research Question 2.b.: How does level of training affect CCSES and CCSE-SID?

For the second research question, descriptive statistics were run on demographic data and study variables. For research question 2.a., T-tests, Pearson correlation, and ANOVAs were conducted to understand differences among gender, years in career, and pubic vs. private school setting. For research question 2.b., T-tests were also conducted to focus on the impact of training specific working with students with ID to school counselor self-efficacy to provide career development for students with ID.

Research Question 2.c.: What is the relationship between overall CCSE and CCSE-SID?

Pearson correlational analyses examined the relationship between career counseling self-efficacy and career counseling self-efficacy with students with ID. Correlational analysis allows for exploration of the extent to which two continuous variables are related.

Research Question 3: What are perceived barriers or supports that impact school counselors work with students with ID?

For the third research question, frequencies on item response and thematic analysis (Braun & Clarke, 2006) were completed on participant responses open responses. This method

allowed for understanding of school counselor perceptions of barriers and support that influence their career development work with students with ID. Thematic analysis is used to identify, analyze, and report themes within data. A theme can be defined as "something relevant for the research question which can be seen on some level of pattern response or meaning within the data set" (Braun & Clarke, 2006; Flick 2014, p. 421). Braun and Clark (2006) outline six phases that I will follow. These phases include: (1) familiarize self with data, (2) generate initial codes, (3) search for themes, (4) review themes, (5) define and name themes, and (6) produce report (Braun & Clarke, 2006). A peer debriefer and I generated initial codes reviewing the data from open responses and searched for themes. Together we reviewed and defined themes until consensus was met. Table 3.1 provides an organizational chart of study research questions, data sources, and analysis.

Summary

This chapter included an overview of the research questions, participants, instrumentation, procedure, and proposed data analysis. This study is a quantitative study to examine self-efficacy of high school counselors working with students with ID to address career development by measuring career counseling self-efficacy (CCSES) and self-efficacy regarding career development with ID (CCSE-SID). Chapter 4 reports the results of data analysis.

Table 3.1

Research Questions, Source of Data, and Analysis

Research Question	Sources of Data	Analysis
RQ 1. What are the psychometric properties of the Career and College Development for Students with ID?	CCD-SID	Exploratory Factor Analysis
RQ 2. What is the perceived self-efficacy of school counselors to provide career development to students with ID?	CCSES CCD-SID	Descriptive Statistics
RQ 2.a. What are the differences and impact by gender, years in career, and school setting on school counselor self-efficacy in providing career counseling to students with ID?	Gender x CCD-SID Years of Experience x CCD-SID School Setting x CCD-SID	Independent T-Test One-Way Between Subjects ANOVA One-Way Between Subjects ANOVA
RQ 2.b. How does level of training affect CCSES and CCSE-SID?	Career Counseling Course x CCSES Career Counseling Course x CCD-SID Training Specific to Students with ID x CCSES Training Specific to Students with ID x CCD-SID	Independent T-Tests
RQ 2.c. What is the relationship between overall CCSE and CCSE-SID?	Total CCSES Score Total CCD-SID Score	Pearson Correlation
RQ3. What are perceived barriers or supports that impact school counselors work with students with ID?	Barriers Supports Open-Ended Responses	Frequencies Thematic Analysis

Chapter 4

Results

This chapter presents findings for the study. First, participant demographic information will be presented. Results for each research question will then be presented. Before data analysis, all data were cleaned the following presents an outline of data cleaning procedures.

I created an analysis plan and codebook, and coded variables in SPSS. I ran initial frequencies to check for initial data errors and coding mistakes. I then created two new variables, totalCCSE and totalCCID to calculate for total scores of the CCSES (totalCCSE) and the CCSE-SID (totalCCID). I ran frequencies again to double check for any coding errors or mistakes and ran descriptive statistics. I then checked for outliers. Outliers were identified as scores three standard deviations from the mean (Tabachnick & Fidell, 2013). Variables identified with outliers had three or less outliers. Only one variable had three outliers. Due to the small sample and small number of outliers, outliers in variables with three or less outliers were ignored (Tabachnick & Fidell, 2013). I then assessed normality of each variable by evaluating skewness and kurtosis. I reviewed descriptive statistics to find any missing data, to which there were no patterns found. Missing data was handled using pairwise deletion in an effort to lose fewer participants. I then checked cell sizes for each variable. Lastly, I ran a final set of descriptive statistics and frequencies. Assumptions for each statistical test will be addressed below with respective research questions.

Participant Demographic Variables

High school counselors across the United States were invited via email to participate in this study. One-hundred and seventy-six school counselors began the survey, however, only 98 school counselors completed the survey. One participant did not give consent. Also, four

participants did not meet minimum threshold of having worked as a school counselor for at least one year. Four school counselors completed less than 10% of the survey and were therefore not included in any analysis. This resulted in 89 usable survey responses. Response rate cannot be determined due to school counselors responding to recruitment emails forwarded from school counseling associations listservs to which I did not have access. The response rate was low in any case and will be discussed further in Chapter 5.

Of the 89 participants, 87.6% (n = 78) identified as female and 12.4% (n = 11) identified as male. This is representative of ASCA membership demographics indicating that 85% of members of ASCA identify as female and 15% of members identify as male (ASCA Member Directory, 2018). The predominate race/ethnicity of participants was Caucasian at 82% (n = 73), followed by African American at 9% (n = 8), and Hispanic/Latino at 3.4% (n = 3). Two participants identified as multiracial. One participant identified as American Indian, one participant identified as Asian American/Pacific Islander, and one preferred not to say. Nearly half, 42.7% (n = 38), of school counselors were from the Southern region (AL, AR, FL, GA, KY, LA, MD, MS, NC, SC, TX, TN, VA, and WV) and 33.7% (n = 30) of school counselors were from the North Central region (IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, OK, SD, and WI). Nine school counselors were from the Rocky Mountain region (CO, ID, MT, NM, UT, and WY), six school counselors were from the North Atlantic region (CT, DE, ME, MA, NH, NJ, NY, PA, RI, and VT), and six school counselors were from the Western region (AK, AZ, CA, HI, NV, OR, and WA). Additionally, school counselors shared caseload of students served (M = 384.83; SD = 253.84) and students with ID served (M = 36.31; SD = 33.39).

In an effort to understand training specifically focused on career counseling and serving students with ID, participants answered questions regarding course work related to career

counseling and training specific to serving students with ID. Eighty-seven school counselors responded "yes" when asked if they have completed at least one course related to career counseling and two participants responded "no". Just under half of the participants, 41.6% (n = 37), indicated that they had received training specific to serving students with ID while 58.4% (n = 52) school counselors indicated that they had not received training specific to serving students with ID. School counselors who responded "yes" to receiving training specific to serving students with ID were asked to provide additional information about training that they had received. Responses commonly referenced taking courses in special education during undergraduate programs and courses required during graduate programs. Other training opportunities were sought through in-service days or professional development opportunities. Three participants indicated that they had individually sought further training past graduate coursework that focused on ID. Table 4.1 further illustrates participants' experiences providing career development for students with ID.

Research Question 1: What are psychometric properties of the Career and College Development for Students with Intellectual Disability?

The Career and College Development for Students with Intellectual Disability (CCD-SID) was developed to measure school counselor self-efficacy pertaining to providing career and college readiness programming to students with ID. The scores ranged from 1 (*Not Confident)* to 10 *(Highly Confident)* with higher scores illustrating higher levels of self-efficacy. Items were developed from a Delphi study by Krell and Perusse (2012) that examined school counselors' roles for provided college and career readiness for students with autism spectrum disorder. In all, 32 items were created for the final survey. Krell and Perusse (2012) identified themes of roles that school counselors should engage to include collaboration, outreach, conducting

Table 4.1

School Counselor Demographics

Variable	N	%
Comprehensive School Program		
Yes	79	88.8
No	6	6.7
Unsure	4	4.5
Grade Level Serving		
9th	7	7.9
10th	3	3.4
11th	2	2.2
12th	2	2.2
All	75	84.3
School Setting		
Public	77	86.5
Private	6	6.7
Magnet	1	1.1
Other	5	5.6
Graduate Program		
CACREP 48 hours	21	23.6
CACREP 60 hours	40	44.9
Non-CACREP with less than 48 hours	3	3.4
Non-CACREP 48 hours	4	4.5
Non-CACREP with more than 48 hours	11	12.4
Unsure	10	11.2
Years of Experience		
1-5 Years	40	44.9
6-10 Years	23	25.8
11-15 Years	12	13.5
16+ Years	12	13.5
Levels of Awareness of Postsecondary Options for Students with ID		
Not at All	1	1.1
A Little	33	37.1
Aware	41	46.1
Very Aware	14	15.7
Percent of Time Spent Engaged in College and Career Readiness Programming		
Less than 10%	14	15.7
11- 20%	16	18.0
21- 30%	17	19.1
31- 40%	12	13.5
41- 50%	7	7.9
51- 60%	9	10.1
61- 70%	5	5.6
71- 80%	6	6.7
More than 80%	3	3.4

informational research, working individually to help individuals establish personal goals, and employing career readiness interventions.

Due to missing data, the sample size of 82 was used, which is lower than the recommended minimum sample of 100 for exploratory factor analysis (MacCallum, Widaman, Zhang, & Hong, 1999). Therefore, these results are preliminary. During data cleaning, I examined scatterplots to assess linearity of variables. Scatterplots indicated that all variables were linear, meeting all assumptions.

I completed an exploratory factor analysis (EFA) on the 32-item scale to identify the relationship between and reduce the number of manifest variables. I ran a principle axis factoring with varimax rotation. A varimax rotation maximizes variance of factor loadings (Tabachnick & Fidell, 2013). The EFA loaded into five factors: 1) Academic Success 2) Transition Activities 3) Collaboration 4) Understand and 5) Collaboration. The Kaiser-Meyer-Olkin measure was .91 which is considered marvelous (Beavers et al., 2013). Analysis indicated a significant Bartlett's Test of Sphericity: $X^2(496) = 3103.433$, $p < .001$. Examination of the scree plot illustrated that there was a 3-5 factor solution. A varimax rotation resulted in a five-factor solution.

The five factors were identified as: academic success, transition activities, collaboration, understand, and outreach. The five factors are representative of categories that emerged from Krell and Perusse (2012) Delphi study. These categories for school counselors to support the transition process include: early-initiated, collaborative transition process, collaboration, information outreach, professional development, and individualized counseling (Krell & Perusse, 2012). Thirty-two variables loaded with a value greater than .32. All variables made conceptual sense and were supported by Krell and Perusse (2012) previous work. Eleven variables had complex loadings, however loadings had at least a .2 difference between each other. Because

variables had a .2 difference or higher, the factor on which the variable loaded highest was chosen (Tabachnick & Fidell, 2013). The solution accounted for 74.32% variance. The first factor, *Academic Success*, subscale's alpha level was .95, the *Transition Activities* subscale's alpha level was .95, the *Collaboration* subscale's alpha level was .88, the *Understand* subscale's alpha level was .88, and the *Outreach* subscale's alpha level was .87. The overall alpha level for CCD-SID was .97. Table 4.2 provides loadings for all items.

The first factor, *Academic Success*, revealed ways in which school counselors can support skill development (i.e., time management, social relationships, study skills, organization, etc.) to aid the student in the postsecondary setting. Additionally, many of these skills can be translated to the world of work. The second factor, *Transition Activities*, accounted for traditional career development activities to promote student growth. The third factor, *Collaboration*, revealed collaborative relationships and tasks in which the school counselor should engage. The fourth factor, *Understand*, revealed ways in which the school counselor should engage in information gathering to further support the student. The fifth factor, *Outreach*, accounted for tasks related to seeking support outside of the high school setting, such as coordinating campus visits and hosting panels to provide information.

Participants scored higher on Transition Activities items ($M = 7.95$ $SD = 0.29$) on the CCD-SID. Specifically, "encourage visits to college campuses, including disability services for students with ID" and "focus on student with ID strengths." However, participants scored lower on Outreach items ($M = 6.92$; $SD = 0.51$). Items such as "coordinate 'college student for a day' experiences for students with ID" and "arrange for a panel of students with ID who are in college

Table 4.2

CCD-SID Exploratory Factor Analysis (N=82)

Construct/Items	AcSucc	TranAct	Collab	Unders	Outrch
Academic Success (α= .95)					
1. Remain connected with the student with ID through the transition process.	**.568**				.362
2. Coordinate peer connections with other students with ID who want to go to college.	**.639**				.394
3. Teach time management strategies to students with ID.	**.792**	.403			
4. Teach organization skills to students with ID.	**.814**	.336			
5. Teach study skills to students with ID.	**.824**				
6. Teach learning strategies to students with ID.	**.796**				
7. Work with faculty to allow students with ID to demonstrate learning in alternative ways.	**.541**			.339	
8. Practice appropriate self-disclosure of the disability with students with ID.	**.533**	.386		.360	
Transition Activities (α= .95)					
1. Encourage visits to college campuses, including disability services for students with ID.		**.551**	.380		
2. Promote college going as an option for students with intellectual disability.		**.652**			.422
3. Complete the college going and career exploration activities that are done with all students for students with ID.	.381	**.675**			
4. Know student with ID independence levels and discuss implications for college		**.745**	.347		
5. Foster self-advocacy skills in students with ID.	.426	**.619**	.376		
6. Suggest alternate pathways to starting college when appropriate for students with ID.		**.722**	.357		
7. Discuss non-academic aspects of college with students with ID and their parents.	.344	**.757**			
8. Make the college and career exploration process more concrete for students with ID.		**.620**			.409
9. Focus on student with ID strengths.	.304	**.511**		.355	
10. Encourage students with ID to complete academic tasks independently.	.333	**.536**		.326	
Collaboration (α= .88)					
1. Encourage the involvement of the student with ID in the transition planning process.			**.696**		
2. Ensure the Individualized Education Program is realistic and moves the student with ID toward independence.			**.768**		
3. Collaborate with parents of students with ID.		.476	**.621**		
4. Conduct workshops for students with ID and their parents about college transition.			**.587**		.386
5. Advocate beginning the postsecondary transition planning process for students with ID as early as possible.			**.625**		
6. Inform students with ID and their parents about the legal differences between high school and college.		.290	**.519**		
7. Inform students with ID, their parents, and staff about transition to college experience workshops.			**.470**	.236	.238

Table 4.2 Continued

Construct/Items	AcSucc	TranAct	Collab	Unders	Outrch
Understand (α= .88)					
1. Learn about services and accommodations provided through postsecondary disability service programs for students with ID.			.335	**.531**	.591
2. Learn about college support programs specific for students with ID.			.362	**.706**	
3. Help students with ID understand their disability.	.356		.343	**.550**	.660
4. Create a collection of multimedia materials on college going for students with ID.	.283			**.555**	.323
Outreach (α= .87)					
1. Coordinate visits to college campuses, including disability services for students with ID.		.360	.307		**.591**
2. Coordinate "college student for a day" experiences for students with ID.	.402				**.660**
3. Arrange for a panel of students with ID who are in college to speak about their experiences.	.445				**.680**

to speak about their experiences." These scores indicate that participants have more self-efficacy when engaging in traditional transition activities related to career and college readiness and lower self-efficacy when engaging in tasks that involve outreach. Table 4.3 provides descriptive statistics for CCD-SID five factors.

Research Question 2: What is the perceived self-efficacy of school counselors to provide career development to students with ID?

O'Brien et al. (1997) designed the Career Counseling Self-Efficacy Scale to measure career counseling self-efficacy of counselors. The scale includes 25 items, with scores ranging from 0 - 4. Higher scores indicate higher levels of self-efficacy related to career counseling. The mean CCSES score for participants in this current study was 71.888 (*SD* = 16.35). Based on these results, school counselors appear to have moderate levels of career counseling self-efficacy.

The Career and College Development for Students with Intellectual Disability (CCD-SID) scale measured perceived self-efficacy of school counselors providing career and college

Table 4.3
CCD-SID Five Factors

Factor	Minimum	Maximum	*M*	*SD*
Academic Success	7.08	7.69	7.40	0.19
Transition Activities	7.37	8.39	7.95	0.29
Collaboration	5.73	8.37	6.99	0.81
Understand	6.61	7.59	7.15	0.50
Outreach	6.17	7.51	6.92	0.51

readiness to students with ID. The scale includes 32 items with the score ranging from 1-10. Higher scores indicate more perceived self-efficacy. Results indicate moderate levels of school counselor self-efficacy related to career and college readiness for students with ID (M = 228.494; SD = 57.095). Table 4.4 provides descriptive statistics for the CCSES and CCD-SID.

Research Question 2.a.: What are the differences and impact by gender, years in career, and school setting on school counselor self-efficacy in providing career counseling to students with ID?

Gender. To explore differences by gender on school counselor self-efficacy in providing career counseling to students with ID, an independent t-test was conducted. With gender as the independent variable and career and college development for students with ID as the dependent variable, results showed no significant differences between males and females in self-efficacy related to providing career counseling to students with ID, F= .243, *ns*. Additional, independent t-tests were conducted to explore differences by gender on each of the subscales (Academic, Transition Activities, Collaboration, Understand, and Outreach) of the CCD-SID. Results showed no significant differences between males and females in self-efficacy related to tasks on the five

Table 4.4
Descriptive Statistics for CCSES and CCD-SID

Variable	N	Minimum	Maximum	Mean	Std. Deviation
CCSE	89	17	100	71.888	16.350
CCD-SID	89	92	320	228.494	57.095

subscales of the CCD-SID.

Years in career. A Pearson correlation was conducted to examine the relationship of years in career to school counselor self-efficacy in providing career counseling to students with ID. The correlational analysis showed a statistically significant relationship between numbers of years in career and career counseling self-efficacy of school counselors working with students with ID, $r(87)= .28$, $p<.01$, $r^2= .07$. This indicates a small correlation between the number of years a school counselor has worked and their self-efficacy when providing career and college counseling to students with ID.

A one-way between subjects ANOVA explored differences by years in career. Using years in career as the independent variable and total school counselor self-efficacy in providing career counseling to students with ID as the dependent variable, results indicated that there were statistically significant differences among groups, $F(3, 83) = 3.61$, $p< .05$, partial $\eta^2=.12$, $\omega^2=.77$. The results of a Tukey posthoc (Table 4.5) test indicated school counselors with 16 or more years of experience ($M = 274.25$; $SD = 14.46$) had higher self-efficacy related to career counseling with students with ID than school counselors with one to five years of experiences ($M = 221.20$; $SD = 53.20$) and school counselors with 11-15 years of experience ($M = 211.58$; $SD = 68.04$).

Additional one-way between subjects ANOVAs explored differences by years in career and CCD-SID subscale scores. Results indicated significant differences among groups on the Transition Subscale, $F(3, 83) = 3.40$, $p< .05$, partial $\eta^2=.11$, $\omega^2=.75$. The results of a Tukey posthoc

Table 4.5
Means and Standard Deviations for Years of Experience and Total Career Counseling with Student with ID Self-Efficacy

Years of Experience	*n*	*M*	*SD*
1-5 Years	40	221.20	53.20
6-10 Years	23	229.74	56.82
11-15 Years	12	211.58	68.04
16+ Years	12	274.25	14.46

test indicated that school counselors with 16 or more years of experience (*M*= 89.08; *SD*= 6.91) had higher self-efficacy related to career counseling with students with intellectual disability on the transition subscale than school counselors with 11-15 years (*M*= 65.50; *SD*= 26.63). Significant differences among groups on the Collaboration Subscale were also identified, $F(3, 83) = 4.06$, $p < .05$, partial $\eta^2 = .13$, $\omega^2 = .83$. A Tukey posthoc test identified that school counselors with 16 or more years' experience (*M*= 58.75; *SD*= 5.33) had higher self-efficacy on the Collaboration Subscale than school counselors with 1-5 years of experience (*M*= 44.83; *SD*= 13.38), 6-10 years of experience (*M*= 46.35; *SD*= 12.61), and 11-15 years of experience (*M*= 44.08; *SD*= 15.21). Significant differences among groups on the Understand Subscale were indicated, $F(3, 83) = 3.51$, $p < .05$, partial $\eta^2 = .11$, $\omega^2 = .76$. A Tukey posthoc test further showed that school counselors with 16 or more years of experience (*M*= 34.92; *SD*= 2.54) had higher self-efficacy scores on the Understand Subscale than school counselors with 1-5 years of experience (*M*= 26.50; *SD*= 7.86). Finally, significant differences were found among groups on the Outreach Subscale, $F(3, 83) = 3.58$, $p < .05$, partial $\eta^2 = .12$, $\omega^2 = .77$. A Tukey posthoc test further indicated that school counselors with 16 or more years of experience (*M*= 26.00; *SD*= 3.27) had higher self-efficacy on the Outreach Subscale than school counselors with 1-5 years of experience (*M*= 19.28; *SD*= 6.64) and with 11-

15 years of experience (*M*= 17.83; *SD*= 8.66). Table 4.6 provides ANOVA between years of experiences and CCD-SID

School setting. Differences by school setting (public, private, magnet, and other) were initially going to be explored using a one-way between subject ANOVA. However, nearly all of the participants worked in a public-school setting, so differences by school setting could not be explored in a meaningful way using statistical analysis.

Research Question 2.b.: How does level of training affect CCSES and CCSE-SID?

A series of independent t-test were used to determine the influence of level of training on CCSE-SID. Out of the eighty-nine participants, only two participants had not completed a course in career counseling. Therefore, I did not test the effect a career counseling course has on CCSES and CCSE-SID.

An independent t-test was run to understand how training specific to working with

Table 4.6
ANOVA between Years of Experience and Career Counseling with Students with ID Self-Efficacy

	df	F	partial η^2	p
Academic Subscale	3	1.28	.04	.33
Transition Subscale	3	3.40*	.11	.75
Collaboration Subscale	3	4.06*	.13	.83
Understand Subscale	3	3.51*	.11	.76
Outreach Subscale	3	3.58*	.12	.77
Total CCD-SID	3	3.61*	.12	.77

*p<.05

students with ID affects career counseling self-efficacy. The independent variable was training related to working with students with ID and the dependent variable was career counseling self-efficacy. Results indicated a significant difference between school counselors who have had training specific to working with people with ID (M = 77.78; SD = 17.82) and those who have not had training specific to working with a student with ID (M = 67.69; SD = 13.93), t(87)= 2.997, p<.05. A final independent t-test was run with training as the independent variable and career and college development for students with ID as the dependent variable. This test resulted in a significant difference among groups. School counselors who had participated in training related to working with students with ID (M = 247.43; SD = 56.62) showed higher levels of self-efficacy related to providing career development for students with ID than those who had not had training (M = 215.02; SD = 54.00), t(87)= 2.74, p<.05. These results demonstrate that training specific to career counseling and work with students with ID impacts levels of self-efficacy.

Research Question 2.c.: What is the relationship between overall CCSE and CCD-SID?

Finally, a Pearson correlation was conducted to examine the relationship between overall career counseling self-efficacy and career and college development for students with ID. The correlational analysis revealed a statistically significant relationship between overall CCSE and CCD-SID. There was a moderate positive relationship between the two variables, $r(87)= 0.67$, $p<.001$, $r^2 =.45$. These finding indicate that career counseling self-efficacy is positively related to self-efficacy regarding career and college development with students with ID. The results also indicate that, although overlap exists, the two variables appear to be different from one another.

Research Question 3: What are perceived barriers or supports that impact school counselors work with students with ID?

For the third research question, I ran response frequencies and completed thematic analyses on participants' responses to two open-ended question. Eighty-nine participants completed list selections of barriers and supports. Participants were asked to indicate "yes" or "no" to items. Tables 4.7 and 4.8 depict response rates of barriers and support respectively. Overall, participants identified some items more likely to be barriers than others. For instance, 65.2% of school counselors agreed that the school counselor to student ratio was a barrier. Participants also identified items likely to be supports, for example, school counselors agreed that special education teachers were a support (88.8%). I worked with a peer debriefer to generate initial codes and themes. We followed Braun and Clark's (2006) steps of thematic analysis.

Barriers

For the first open-ended response, school counselors were asked to comment on any items that they selected as barriers. Thirty-nine open responses specifically focused on barriers related to counseling work with students with ID were provided. All responses were coded. Appendix L provides a list of responses used to develop themes. Three main themes emerged from these data: *Lack of Training*, *Counselor Time,* and *As the Other.*

The codes that made up *Lack of Training* included resources, time, and role. For example, one participant responded, "as someone who was trained to be a school counselor, and not a special education coordinator, I sometimes do not know what types of jobs or career paths are appropriate to certain students based on their disability." Another participant responded that because of resource room teachers working with students with ID "I do not attend training or

have the opportunity to learn more." Other responses included "lack of training in counseling programs working with students with ID" and "there are not a lot of offering on training regarding students with ID." Interestingly, while lack of training emerged as a main theme, 51% participants responded "no" when asked if they saw training specific to students with ID as a barrier and 71% of participants responded "no" when asked if they saw training specific to career counseling as a barrier.

The second main theme to emerge was *Counselor Time.* Codes that made up this theme included time-duties, needs, ratio, and feeling overwhelmed. Responses from school counselors that support this theme include: "duties take up more time and leave less time for counseling", "…there are so many mental health needs that need to be addressed…", and "I think we have a huge counselor ratio problem." Many statements began with or included "a significant amount of time" and "with so many responsibilities." This theme is supported by frequency of response rate to several barriers presented in the survey (Table 4.7). For example, 64%% of participants marked "yes" when asked if additional non-counseling duties were a barrier. And, 65.2% of participants responded "yes" when asked if school counselor to student ratio was a barrier.

While *Lack of Training* and *Counselor Time* were identified as main themes from the data, an additional theme emerged as a barrier that had not been previously identified. *As the Other* emerged from codes including different population, other, and assumption. *As the Other* is defined as the school counselor idea of students with ID as the "other" rather than part of the general school population. This theme was supported by "I am not really allowed to work our students with ID because our special education teacher views them as 'her students'" and "everyone stay in their lane." It appears that school counselors felt like they could not engage

Table 4.7

Barriers Frequency Response (N=89)

Barriers	N	%
Training specific to career counseling		
Yes	18	20.2
No	71	79.8
Training specific to students with ID.		
Yes	38	42.7
No	51	57.3
School administration.		
Yes	17	19.1
No	72	80.9
Special education teachers.		
Yes	16	18.0
No	73	82.0
Family/guardians of students with ID.		
Yes	24	27.0
No	65	73.0
Additional counseling duties.		
Yes	48	53.9
No	41	46.1
Additional non-counseling duties.		
Yes	57	64.0
No	32	36.0
School counselor to student ratio.		
Yes	58	65.2
No	31	34.8
School environment.		
Yes	23	25.8
No	66	74.2
Cultural values.		
Yes	18	20.2
No	71	79.8

with students because the students were not *their* student, which further adds to a gap in services provided to students with ID.

Supports

For the second open-ended question, participants commented on any items they selected as supports. Forty-six open responses specifically focused on supports that promote school counselor work with students with ID. Two responses were comments on lack of clarity. These responses were "this question is really unclear" and "see above." Two main themes emerged from the data, *Knowledge* and *Collaboration.*

The first theme, *Knowledge*, was defined by codes such training, specialization, and support. Responses from school counselors that support this theme include: "specific training allows me as a counselor to offer ethical services", "I participated in a Career Facilitating course… that I found very helpful", and "My own knowledge and confidence can make the process easier…" Additionally, school counselors noted school administration as being supportive of acquiring training and knowledge needed to work with a variety of populations. School counselors also alluded to support by acknowledging that they gain knowledge by working within teams of school administrators, teachers, and families. This theme was further supported by survey response (Table 4.8); 73% of school counselors responded "yes" that training specific to career counseling was a support and 64% of school counselors responded "yes" that training specific to students with ID was a support.

The second theme, *Collaboration,* included the following codes: support-school, support-family, and teamwork. Responses included: "families are integral to a child's success" and "being part of a supportive team as well as the teachers in typical classrooms… helps to create a

Table 4.8

Supports Frequency Response (N=89)

Supports	N	%
Training specific to career counseling		
Yes	73	82.0
No	15	16.9
Training specific to students with ID.		
Yes	64	71.9
No	24	27.0
School administration.		
Yes	72	80.9
No	16	18.0
Special education teachers.		
Yes	79	88.8
No	9	10.1
Family/guardians of students with ID.		
Yes	74	83.1
No	14	15.7
Additional counseling duties.		
Yes	27	30.3
No	58	65.2
Additional non-counseling duties.		
Yes	11	12.4
No	75	84.3
School counselor to student ratio.		
Yes	33	37.1
No	54	60.7
School environment.		
Yes	60	67.4
No	27	30.3
Cultural values.		
Yes	62	69.7
No	24	27.0

safe space for students to explore their career options…" These statements further align with data from survey responses. School counselors had high "yes" responses? when selecting school administration (80.9%), special education teachers (88.8%), and family/guardians of students with ID (83.1%) as supports.

Summary

The results of the analyses conclude that measures of career counseling self-efficacy are significantly correlated with variables that measure self-efficacy of school counselors providing career development to students with ID. Results also suggested that variables such as training and years in career predicted higher levels of self-efficacy. Additionally, school counselors demonstrated higher self-efficacy related to specific subscales of the CCD-SID. Finally, school counselors reported supports and barriers that impact their work and therefore their incorporation of career counseling into their practice. Chapter Five provides more detail and discussion regarding these results.

Chapter 5

Discussion and Implications

This chapter provides a summary of research and discussion of results. First, discussion of results including career and college development self-efficacy of school counselors working with students with ID, and then SCCT variables of self-efficacy, supports, and barriers are presented. Limitations of the current study will be explored. Finally, implications for future research, school counselors, and counselor educators will be presented.

The purpose of this study was to explore self-efficacy of school counselors providing career and college readiness to students with ID. Social Cognitive Career Theory was the theoretical frame that grounded this study. SCCT connects vocational interests, choices, success, and satisfaction within the world by exploring the relationship between self-efficacy, outcome expectations, and goals (Lent et al., 1994). Additionally, SCCT acknowledges the roles of supports, barriers, and learning experiences on work motivation. Limited research exists on school counselor engagement in career and college readiness with students with ID. The intent of this study was to understand school counselors' career counseling self-efficacy specific to working with students with ID. Next, the relationship between school counselors' career counseling self-efficacy and career counseling self-efficacy specific to students with ID was explored. Finally, supports and barriers of school counselors were explored to better understand environmental influences that may impact school counselor self-efficacy, and therefore their choices related to providing career and college readiness programming to students with ID.

Discussion of Major Findings

The results of this study showed positive relationships between school counselor career counseling self-efficacy and career counseling self-efficacy with students with ID, specifically

investigating the ways in which career counseling self-efficacy influences career counseling self-efficacy with students with ID. Additionally, supports and barriers were explored that could potentially influence school counselor self-efficacy and therefore delivery of career and college readiness programming to students with ID. Variables such as gender, years in career, and training were explored to understand the impact on providing career counseling to students with ID. A more detailed discussion of results can be found below.

Career and College Development Self-Efficacy Scale

School counselor self-efficacy related to providing career and college readiness for students with ID has not been measured before, therefore, I developed a survey based on the work of Krell and Perusse (2012). The survey consists of a total of 32 items, all of which strongly loaded onto five factors. This strong loading suggests that the scale may be a viable way to assess self-efficacy beliefs related to providing career and college readiness for students with ID. The five subscales of the CCD-SID that emerged include: Academic, Transition Activities, Understand, Collaboration, and Outreach. Each subscale consists of career and college readiness tasks that a school counselor engages in with students with ID. Since a survey of this type does not currently exist, the results of this study provide a promising first step in the development of such an instrument.

The five factors represented different aspects of career and college readiness programming for students with ID. Factors included: Academic Success, Transition Activities, Collaboration, Understanding, and Outreach. Each of these factors closely relate to themes that were present in the Krell and Perusse (2012) study. For instance, they noted that roles of school counselors should include engaging in a collaborative process, engaging in information outreach

and informational research, and working individually with a student with ASD to employ career and college readiness interventions (Krell & Perusse, 2012).

The average overall score on the CCD-SID was 228 out of 320, suggesting a moderate level of self-efficacy for school counselors providing career and college readiness to students with ID. Highest scores were within Transition Activities, which focuses on more *traditional* counseling activities. These activities include things like goal setting, completing career inventories, discussing non-academic aspects of college. This was not a surprising outcome due to school counselors having more training and experience in these areas. Similar to Dahir, Burnham, and Carolyn (2009), results indicated that school counselors feel more confident and comfortable in engaging in more traditional responsibilities related to career counseling.

The lowest scores were within the Outreach factor, which focuses on creating and coordinating experiences outside of the school setting for students with ID. Again, due to the nature of the tasks in this section, I expected to find that school counselors rated themselves lower. This may be due to the lack of time school counselors have to engage in individual planning for students with ID, which I will further explore while addressing barriers that school counselors acknowledged during survey completion. Despite the fact that school counselors are being asked to engage in this type of planning (ASCA, 2012), studies show that school counselors are not spending time engaged in activities such as planning college visits or arranging job shadowing opportunities for students with ID (Dunn & Baker, 2012; Milsom, 2007). Scores from the CCD-SID further support reasons school counselors might not be engaging in these career related activities and roles.

It seems that school counselors are more confident in their ability to provide career counseling tasks to students with ID than they are in engaging in specific tasks that promote the

career development of a student with ID. These findings further support the need for exploration of school counselor self-efficacy that specifically addresses working with a student with ID. Barriers and supports impacting school counselor's engagement in career and college readiness planning with a student with ID is further explored below.

Career Counseling Self-Efficacy

One of the main tenets of SCCT is self-efficacy (Lent, et al., 1994). For the purpose of this study, self-efficacy is defined as people's perception of their own ability to complete a task (Bandura, 1986). Self-efficacy is often influenced by gender, ethnicity, socioeconomic status, environment, and learning experiences (Lent, et al., 1994). This study not only explored the relationship between CCSE and CCSE with students with ID, but also explored the impact of gender, years in career, training, and school setting on career counseling self-efficacy specific to students with ID.

School counselors reported moderate levels of overall career counseling self-efficacy, suggesting that they had confidence in their abilities to provide career counseling to students. These results fill a gap in the literature about the career counseling beliefs of school counselors. Furthermore, school counselors reported moderate levels of self-efficacy related to career and college readiness for students with ID. A correlational analysis was run that showed a positive relationship between career counseling self-efficacy and career counseling self-efficacy with students with ID. However, while there was overlap the two variables differed demonstrating that there are specific tasks related to career counseling with students with ID. This provides further support for exploration of career counseling self-efficacy specifically related to students with ID as separate from general career counseling self-efficacy. SCCT further supports this need through content domain of career self-efficacy (Hackett & Betz, 1981). Content domain of

career self-efficacy refers to self-efficacy specific to a certain task or field (Betz & Hackett, 2006; Choi et al., 2012), in the case of this study, career counseling self-efficacy specific to students with ID.

Exploration of differences by gender found no significant relationships between gender and self-efficacy. Gender is typically an influence of self-efficacy according to Lent et al. (1994), however it is important to note the low variability of gender in this study and more so in the school counseling profession. According to ASCA member demographic information, where primary recruitment occurred, males only make up 15% of ASCA and females make up 85% (ASCA, 2018). Related to ASCA demographic information, 87.6% of the participants for this study were female and 12.4% were male, mirroring ASCA membership demographics. These findings suggest that school counselor self-efficacy specific to working with students with ID is not influenced by gender.

SCCT also posits that proximal and background environmental influences impact a person's self-efficacy. These environmental influences can include work setting and length of time a person has been in their career. The relationship between length of career and career counseling self-efficacy with students with ID indicated differences among years of experience. School counselors with 16 or more years of experience were found to have higher self-efficacy than school counselors with 1-5 years of experience and school counselors with 11-15 years of experience. Additional exploration of the five CCD-SID subscales found significant differences among years of experience with four of the five subscales (Transition Activities, Collaboration, Understand, and Outreach. For instance, school counselors with 16 or more years of experience had higher self-efficacy scores on the Transition Activities Subscale, Collaboration Subscale, Understand Subscale, and Outreach Subscale than school counselors with 1-5 years and 11-15

years of experience. The Collaboration Subscale was the only subscale that school counselors with 16 or more years of experience demonstrated higher self-efficacy than the other three groupings of school counselors. Bandura (1989) maintained that self-efficacy is an interaction of behavior, cognition, personal, and environmental factors. One could assume that school counselors with more experience have higher self-efficacy because of the time that they have been in counseling and because of their own personal career development. Specifically, tasks in the Collaboration Subscale include working with others to help prepare students with ID in their transition from high school to the world of work in this instance one might assume that school counselors with more experience with collaborating with parents, school administration, and other community professionals to support students with disabilities. Perhaps these school counselors have more experience working with students with ID in comparison to school counselors within the first five years of their careers. Additionally, it was important to consider the school setting a school counselor was working in as some settings provide more resources, lower caseloads, and/or more support than others. These factors all influence a school counselor's engagement in career counseling. However, due to the lack of variance among settings in this study, this could not be explored.

The final background variable that was explored in relation to career counseling self-efficacy for students with ID was training. The majority of school counselors reported they had taken at least one career counseling course; however, less than half of the school counselor participants reported they had received training specific to working with students with ID. Milsom (2002) identified training inadequacies in school counselor education programs that can impact level of support given to students with disabilities. Similar to Milsom and Akos (2003), findings showed that school counselors who had participated in training specific to working with

students with ID were better prepared to serve students with ID than those who did not receive training.

Barriers and Supports

Research question 3 explored perceived barriers and supports related to providing career and college readiness to students with ID. Themes of lack of training and counselor time emerged as barriers. Lack of training reflects previous research on the impact of training on school counselors' preparedness to work with students with ID. Specifically, the work of Hertbert, et al. (2010) identified training insufficiencies pertaining to school to work transitions. Additionally, lack of training regarding inclusive education and knowledge of postsecondary options for students with ID contribute as barriers (Coskun, 2010). Despite lack of training as a finding that emerged from open response questions, over half of school counselors did not select training specific to students with ID as a barrier in the list response selection. This raises concern and questions about awareness of training issues, desire to be trained, and/or role responsibility.

Also, counselor time was prevalent as a barrier in the open responses. Counselor time was impacted by non-counseling duties, student to counselor ratio, and engagement in other counseling tasks. Similar to Studer and Quigney (2003), counselors reported that they did not spend as much time with students with ID as needed to fully engage in career and college readiness programming. According to ASCA (2016), the ratio of students to school counselors is 464 to 1, even though ASCA recommends a ratio of 250 to 1. The large ratio of students to school counselor was a consistent comment in open responses. Clinedinst, Hurley, and Hawkins (2011) acknowledge that while school counselors spend about 23% of their time engaged in career development with students, this finding further supports the finding that school counselors

are not engaging in career counseling with students with ID because they indicate they do not have the time.

Themes of knowledge and collaboration appeared as supports for school counselors. Knowledge was prevalent in school counselor training and knowledge of postsecondary options for students with ID. Previous studies recognize knowledge as a support, as school counselors feel more prepared to engage in career counseling (Morgan et al., 2014) and feel more prepared to work with students with ID. School counselors noted that as they received more training, they felt more comfortable and confident in their ability to provide services to students with ID and therefore engaged more in providing career and college readiness. This supports SCCTs understanding of how self-efficacy influences outcome expectations and therefore goal setting. Lent et al. (1994) maintain that self-efficacy feeds into expectations, if a person feels more confident in the ability to accomplish a task then they are more likely to goal set and engage in completing that task. Knowledge also implies understanding of the postsecondary opportunities available to a student with ID and of specific needs of the population. Multiple studies recognize the importance that school counselors need to understand the barriers that students with ID might face and need to understand ways to advocate for these students (Cook, et al., 2015; Davies & Beamish, 2009; Fleming & Fairweather, 2012; Skaff, et al., 2016).

Collaboration was identified as a second theme from open response regarding supports. Collaboration includes working with student's families, special education teachers, school administration, and other professionals to support the student's postsecondary transition. Davies and Beamish (2009) recognized the importance of working with families in postsecondary goal planning. Additionally, school counselors identified their dependence on working with special education departments at their respective schools in order to support the student. However, some

school counselors stated that because they were able to depend on the special education teachers to address transition, they did not feel the pressure to meet with a student with ID and left transition planning primarily up to special education teachers. This brings focus to possible unclarity of role responsibility and role confusion of school counselors and those working with school counselors, which will be further explored in implications for school counselors. These supports and barriers all contribute to levels of self-efficacy and ways in which school counselors are providing career and college readiness to students with ID.

Limitations

There were several limitations to this study. The first limitation is a small sample size. An EFA calls for 150 participants or at minimum, 100 participants. This study would have been stronger with a larger participant size and therefore the results must be viewed with caution. Participant size could have been impacted by recruitment strategies and the time of year that recruitment took place. All participants were contacted via email rather than person-to-person contact. Even more, participants were typically contacted through listserv emails that could have been easily been deleted and/or treated as spam. Participants were contacted late in the Spring, a time when high school counselors are especially busy and focused on testing and/or graduation. The length of the survey took 15-20 minutes to complete and could have also influenced participants to not complete the survey. This was reflected in the number of participants that started but did not fully complete the survey. Finally, the lack of variability in the sample population further limited some of the research questions to be answered.

Another limitation is participant bias because this study was completely based on self-report. Self-efficacy involves our belief about our ability to accomplish a task. Due to the nature of the survey, it is very possible that participants did not feel comfortable rating themselves on

their level of ability to provide career services to students with ID or their perceived barriers and supports. Participants may have rated themselves higher or lower than their actual ability based on their feelings regarding the subject.

It is also important to note that the CCD-SID was developed specifically for this study. While I took steps to establish reliability, this is its first application and there are no normative data. The small sample size could impact the ways in which items loaded. Additionally, there was no measure for supports and barriers of school counselors as they relate to career development. Therefore, I had to create a list response based on review of the literature. The supports and barriers listed may not be representative of all factors that school counselors compete with in a school setting. To help support this, open response questions were created that allowed participants to freely comment on supports and barriers that they face. However, not all participants completed open response sections. These limitations offer room for future research.

Implications

Future Research

There are several recommendations for research to expand the understanding of school counselor self-efficacy, barriers, and supports as they relate to providing career and college readiness to students with ID. The first is continued development of the CCD-SID. Future studies should aim to gain a larger sample size for the CCD-SID. This will allow for expansion of the exploratory factor analysis with a larger sample size. Second, completion of a confirmatory factor analysis to provide further support for the use of the CCD-SID would provide further evidence of validity and reliability.

Additionally, further research should be completed on perceived barriers and supports related to career counseling for students with ID. There is currently no measure that is focused

on barriers and supports of school counselors working with students with ID. Creation of a scale that offers a self-rating on empirically supported items that have been identified as supports and barriers of school counselors would be helpful to further support this effort. There is also a need to further explore themes that emerged from the qualitative responses. These results may offer more evidence to support ways in which self-efficacy is influenced by environmental factors.

Future research could also include exploration of training needs of school counselors. A major finding of this study was that level of training influenced self-efficacy and perceived supports and barriers. Participants shared their training experiences at the end of the survey, and most participants noted taking special education courses during their undergraduate programs. While some training is better than none, it is concerning that school counselors are not engaged in professional development opportunities that would support growth related to working with students with disabilities.

Implications for School Counselors

School counselors working with students with ID can use these findings in numerous ways. Previous studies have indicated that school counselors are not spending enough time providing career and college readiness to students for a variety of reasons to include time limitations, training, and/or lack of awareness (Morgan, et al., 2014). Keeping this in mind, it is important for school counselors to recognize that career and college readiness is a crucial stepping stone for *all* students. Furthermore, ASCA Mindsets and Behaviors (2014) outlines the domain of career development as helping students understand the connection between school and work and plan for transition to postsecondary education and/or the world of work. There were strong correlations between career counseling self-efficacy and career and college readiness with students with ID self-efficacy. Despite this relationship, school counselors still had lower self-

efficacy related to working with students with ID. This indicates the need for training, experience, and time.

School counselors should be engaged in career and college readiness programming to include career exploration. Keeping in mind that postsecondary education may not be appropriate for all students, it is important that school counselors are aware of career options and community resources for students with ID. Additionally, it is important that school counselors are engaging in traditional career exploration activities. Numerous school counselors noted the time constraints that come with offering individualized programing that some students might require, for this case it would be important to possibly create groups that are focused on career related activities.

SCCT considers the impact of environment, learning experiences, and personal inputs on self-efficacy (Lent, et al., 1994). It is important for school counselors to understand supports and barriers that impact their work, but also the supports and barriers that might impact the student. The purpose of this study was to explore ways in which perceived self-efficacy, supports, and barriers impact meeting career development needs of students with ID. Lack of training was a clear barrier to school counselors. In fact, many school counselors indicated that their only source of training occurred during their undergraduate program of study, most indicating that they only took one course with a general focus on disabilities. School counselors need to seek professional development opportunities that specifically focus on training for career counseling and training to work with students with ID. These professional development opportunities may be available at local, state, and national conferences. However, it may be more feasible to include specific training focus on working with students with disabilities in inservice days within

school districts. The potential for increased self-efficacy derives from having more training and experience in working with this specific population.

Additionally, collaboration was a key component in feeling confident to provide career and college readiness to students with ID. School counselors need to actively seek ways to collaborate beyond only participating in IEP meetings. Postsecondary opportunities for students with ID are growing and becoming more prevalent, and it appears that students with disabilities and their families are invested in these opportunities. Family collaboration is key in providing support for students with ID as they navigate the transition from high school. The ASCA National Model further illustrates the need for infusion of advocacy and collaboration in school counseling programs to lead to systemic change. Collaboration within the model is described as collaboration of parents, students, school administrators, teachers, support staff, and school counselors. Therefore, it is important that collaboration with special education teachers and school administration is taking place. School counselors described feeling like students with ID were not on their caseload because they were being taken care of by the special education department. While the extra support from special education is crucial, school counselors need to pursue active roles and collaboration with special education teachers as students with ID prepare for postsecondary life.

Role confusion and lack of role clarity is another factor that emerged from this study. School counselors noted they often did not have time to perform certain duties because of non-counseling duties, gave work with students with ID to special education teachers and/or departments, and did not have a strong voice in IEP meetings. School counselors need a clear voice and presence in the school setting. It is critical that school counselors are establishing their roles within the school setting and are communicating their needs and expectations of school

counseling programming with school administration and teachers. Communication of these needs could lead to less time spent on non-counseling duties. Additionally, parents and special education teachers need to understand the role of the school counselor and services they offer throughout the year. This might look like the school counselor taking time at the beginning of the year to outline their goals for the school counseling program in front of school faculty and administration. School counselors can work closely with special education teachers to form collaborative relationships to ease the IEP process and implementation. Finally, school counselors can help students and parents understand the role of a school counselor is crucial and perhaps most beneficial to the student who needs the specialized expertise that a school counselor offers.

Finally, results from this study demonstrate that school counselors with higher self-efficacy scores were more likely to engage in career and college readiness for students with ID than those who had lower career counseling self-efficacy. It is also important to understand that each school counselor faces individual supports and barriers that are unique to setting, caseload, and self. Acknowledging and understanding ways these supports and barriers are influencing beliefs about ability to complete a task is crucial. School counselors may consider reflection on their engagement with students with ID and how they are navigating barriers and utilizing their supports.

Implications for Counselor Educators

While this study was primarily focused on school counselors, there are some implications for counselor educators. First, training school counselors to work with students with ID and other disabilities is a must. CACREP standards, ASCA National Model, and the ACA Code of Ethics call attention the need for school counselors to meet the needs of diverse populations. Several

school counselors commented on the lack of training specifically focused on students with disabilities that they received during their graduate programs. School counselors remarked that disabilities may have been briefly covered, but they would have liked more in-depth training. Counselor educators need to be mindful of including examples or case studies with clients with disabilities. Counselor education programs should also consider the possibility of requiring courses in special education for school counseling students or providing an elective course focused on disabilities that would provide further specialized training. This could also include working collaboratively with special education departments or programs to speak in courses or work in partnerships to provide more opportunities for training of school counseling students. Counselor educators could also visit classrooms in special education and teaching programs to illustrate the role of the school counselor so that more awareness is brought to the field and expectations.

Additionally, this study acknowledged that career counseling self-efficacy of school counselors were at moderate levels. Counseling students are typically offered only one career counseling course during their graduate programs. Counselor educators may want to consider integrating examples of career counseling throughout multiple courses in graduate counseling programs. This provides further training and experience to future school counselors so that they are gaining more efficacy regarding this specialized service.

Another key component for school counselors is advocacy for the school counseling profession. Barriers that impacted school counselors providing career and college readiness to students with ID included school counselor to student ratio and non-counseling duties. Advocacy for the school counseling profession further emphasizes the role of the school counselor and their training. At times, school counselors are being asked to take on more administrative roles or

additional tasks that could be used as valuable time to work with the student population. Advocacy for school counselors to engage in more traditional counseling duties could be modeled during practicum and internship experiences, when counselor educators are working with school counselors and school administrators to define the expectations for field experiences making clear definitions of the role of school counselor. Counselor educators and school counselors need to advocate for recommended student ratios to be met. This would possibly allow for school counselors to engage in more career related services or provide time for more individualized services as needed which would again impact the way in which school counselors are staying true and consistent in their roles. Finally, counselor educators can collaborate with local schools to provide training on working with students with disabilities and providing career counseling services. This would increase training opportunities that are already lacking and contribute to a more collaborative effort between schools and counseling programs.

Conclusion

Postsecondary opportunities for students with ID are increasingly becoming available and school counselors play a primary role in helping students navigate their postsecondary planning. However, school counselors are struggling to meet the needs of students with ID because of various barriers that they face or because they believe that they do not have the capability to provide services to this population. This study explored school counselor perceived self-efficacy, supports, and barriers to addressing the career development needs of students with ID. The results of the analyses concluded school counselors are comfortable with traditional career development activities, however they have lower self-efficacy when addressing needs such as outreach, collaboration, or information gathering. Positive relationships were found between career counseling self-efficacy and self-efficacy related to career and college development with

students with ID, indicating that as a school counselor becomes more comfortable in career counseling, they are likely to become more confident when working with a specialized population. The connection of supports, barriers, and self-efficacy are demonstrated within this study, providing concrete examples of factors influencing school counselor self-efficacy. Further research into understanding the impact of school counselor self-efficacy should focus on postsecondary outcomes of students with ID, with the intention that all students have the opportunity to engage in career exploration.

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Appendices

Appendix A
Email Invitation and Link

Dear School Counselor Educator or School Counselor:

My name is Arden Szepe, I am a doctoral candidate in the Counselor Education program at the University of Tennessee, Knoxville. You are invited to participate in a study (UTK IRB-19-05144-XM) "Perceived Self-Efficacy, Supports, and Barriers of School Counselors Addressing the Career Development Needs of Students with Intellectual Disabilities." I am completing this study as part of my requirement as a doctoral candidate. This study will explore how self-efficacy and perceived supports and barriers of school counselors impact how school counselors provide career counseling to students with intellectual disabilities.

During this study you will be asked to complete the Career Counseling Self-Efficacy Scale, Career and College Development for Students with Intellectual Disability, open-response questions, and demographics questions. It should take no more than 15-20 minutes. **After completion of the survey you will be prompted to enter a drawing for one of six $50 Amazon gift cards.**

Participation in this study is limited to individuals who meet the following inclusion criteria: 1. Holds a master's degree in counseling or school counseling. 2. Holds current licensure or is credentialed as a school counselor. 3. Currently works as a school counselor serving in a high school (9th- 12th grade) that includes services for students with intellectual disabilities. 4. Have at least one-year experience as a school counselor.

Your participation in this study could impact ways that students with intellectual disabilities receive career counseling and further adds to existing literature regarding the needs of students with intellectual disabilities. All information and responses to this survey are kept confidential and anonymous.

If you have questions about this study, please feel free to contact me via email at aszepe@vols.utk.edu. If have any questions and/or concerns, you may also contact my Committee Chair, Dr. Melinda Gibbons at mgibbon2@utk.edu. If you do not meet the criteria for the study please forward this email along to school counselors or school counseling alumni that you believe may be interested in participating in this study. Thank you for your time and consideration.

Please follow this link to read the informed consent and take the survey: https://utk.questionpro.com/t/AOyPMZd8fI

Arden Szepe
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Appendix B

Consent for Research Participation

Research Study Title: Perceived self-efficacy, supports, and barriers of school counselors addressing the career development needs of students with intellectual disability

Researcher(s): Arden A. Szepe, MA, NCC University of Tennessee, Knoxville
Melinda Gibbons, PhD, NCC University of Tennessee, Knoxville

Why am I being asked to be in this research study?

You are invited to participate in a study exploring self-efficacy, supports, and barriers of school counselors that impact meeting career development needs of students with intellectual disabilities. Your participation in this study could impact ways that students with intellectual disabilities receive career counseling and further adds to existing literature regarding the needs of students with intellectual disabilities. I am completing this dissertation study as part of my requirement as a doctoral candidate in the Counselor Education program. Results from this study may improve our understanding of self-efficacy of school counselors.

If you are being asked to participate in this study, you meet the following criteria:

- Hold a master's degree in counseling or school counseling
- Hold current licensure as a school counselor
- Currently work as a school counselor serving in a high school (9th-12th grade) that includes services for students with intellectual disabilities
- Have a least two years' experience as a school counselor

What is this research study about?

The purpose of this study is to explore perceived self-efficacy, supports, and barriers of school counselors that impact meeting the career development needs of students with intellectual disabilities. Results from this study may improve our understanding of self-efficacy of school counselors. Your participation in this research study will aid me in fulfilling program requirements for completion of my doctorate in counselor education.

How long will I be in the research study?

If you agree to participate, you will be asked to complete the Career Counseling Self-Efficacy Scale (CCSES), Career and College Development for Students with Intellectual Disability (CCD-SID) scale, open response questions, and demographic questions. Completion of surveys will take 15-20 minutes.

What will happen if I say "Yes, I want to be in this research study"?

If you agree to be in this study, we will ask you to:

- Complete a 25-question scale (CCSES), rating your confidence in your current ability to perform activities regarding career counseling.
- Complete a 32-question scale (CCD-SID), rating your ability to perform tasks regarding career counseling with students with intellectual disabilities.

- Complete a 10-item list selection and open-ended response, indicating items that you feel are supports or barriers to your work as a school counselor addressing career development needs of students with intellectual disabilities.
- Complete a 15-question demographic questionnaire.
- After you complete the surveys you will be prompted to enter a drawing for one of six $50 Amazon gift cards. Odds of being drawn for one of the six $50 Amazon gift cards are 1:25.

What happens if I say "No, I do not want to be in this research study"?

Being in this study is up to you. You can say no now or leave the study later. Either way, your decision won't affect your relationship with the researchers or the University of Tennessee.

What happens if I say "Yes" but change my mind later?

Even if you decide to be in the study now, you can change your mind and stop at any time. You can stop up until you submit the survey. After you submit the survey, we cannot remove your responses because we will not know which responses came from you.

Are there any possible risks to me?

There are no perceived risks associated with this study beyond those experienced in everyday life. You can skip any questions or terminate the study at any time if you experience any feelings or discomfort and wish to discontinue the study with no penalty.

Are there any benefits to being in this research study?

While there are no direct benefits to you for participating in this study, information gathered will be used to evaluate self-efficacy in addressing career development needs of students with intellectual disabilities. The overall benefit of this research is the creation of a self-efficacy scale specifically focused on self-efficacy of school counselors serving students with intellectual disabilities.

Who can see or use the information collected for this research study?

All information obtained will be kept confidential unless disclosure is required by federal or state law or if you waive your right. Data will be kept on a secured password protected file within the researcher's personal computer for the duration of the evaluation. The PI and faculty advisor will only have access to the data and information collected in this study.

If information from this study is published or presented at scientific meetings, your name and other personal information will not be used.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information or what information came from you. Although it is unlikely, there are times when others may need to see the information we collect about you. These include:

- People at the University of Tennessee, Knoxville who oversee research to make sure it is conducted properly.
- Government agencies (such as the Office for Human Research Protections in the U.S. Department of Health and Human Services), and others responsible for watching over the safety, effectiveness, and conduct of the research.

- If a law or court requires us to share the information, we would have to follow that law or final court ruling.

What will happen to my information after this study is over?

We will not keep your information to use for future research or other purpose. Your name and other information that can directly identify you will be deleted from your research data collected as part of the study.

We will not share your research data with other researchers. After three years, all data and materials will be destroyed.

Who can answer my questions about this research study?

If you have questions or concerns about this study, or have experienced a research related problem or injury, contact the researchers, Arden Szepe, aszepe@vols.utk.edu, 251-458-5213, or Ms. Szepe's dissertation chair, Dr. Melinda Gibbons, mgibbon2@utk.edu, 865-974-4477.

For questions or concerns about your rights or to speak with someone other than the research team about the study, please contact:

Institutional Review Board
The University of Tennessee, Knoxville
1534 White Avenue Blount Hall, Room 408
Knoxville, TN 37996-1529
Phone: 865-974-7697
Email: utkirb@utk.edu

STATEMENT OF CONSENT

I have read this form, been given the chance to ask questions and have my questions answered. If I have more questions, I have been told who to contact. By clicking the "I Agree" button below, I am agreeing to be in this study. I can print or save a copy of this consent information for future reference. If I do not want to be in this study, I can close my internet browser.

Appendix C
Career Counseling Self-Efficacy Scale

Karen M. O'Brien, Mary J. Happner, Lisa Y. Flores, and Lynette H. Bikos

Below is a list of activities regarding counseling. Indicate your confidence in your current ability to perform each activity according to the scale defined below. Please answer each item based on how you feel now, not on your anticipated (or previous) ability.

Not Confident		Moderately Confident		Highly Confident
0	1	2	3	4

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1. Select an instrument to clarify a career client's abilities.
2. Provide support for a client's implementation of his/her career goals.
3. Assist a client in understanding how his/her non-work life (e.g., family leisure, interests, etc.) affects career decisions.
4. Understand special issues related to gender in career decision-making.
5. Develop a therapeutic relationship with a career client.
6. Select an instrument to clarify aspects of a career client's personality which may influence career planning.
7. Explain assessment results to a career client.
8. Terminate counseling with a career client in an effective manner.
9. Understand special issues related to ethnicity in the workplace.

10. Understand special issues that lesbian, gay, and bisexual clients may have in career decision-making.
11. Provide knowledge of local and national job market information and trends.
12. Choose assessment inventories for a career client which are appropriate for the client's gender, age, education, and cultural background.
13. Assist the career client in modulating feelings about the career decision-making process.
14. Apply knowledge about current ethical and legal issues which may affect the career counseling process.
15. Understand special issues present for lesbian, gay, and bisexual clients in the workplace.
16. Communicate unconditional acceptance to a career client.
17. Select an instrument to assess a career client's interests.
18. Select an instrument to clarify a career client's values.
19. Understand special issues related to gender in the workplace.
20. Understand special issues related to ethnicity in career decision-making.
21. Listen carefully to concerns presented by a career client.
22. Synthesize information about self and career so that a career client's problems seem understandable.
23. Help a career client identify internal and external barriers that might interfere with reaching his/her career goals.
24. Use current research findings to intervene effectively with a career client.

25. Be empathic toward a career client when the client refuses to accept responsibility for making decisions about his/her career.

Note: A total score should be calculated by adding the scores on all items. Scores also should be calculated for each subscale.

Items 2, 3, 5, 8, 13, 16, 21, 22, 23, and 25 comprise the Therapeutic Process and Alliance Skills subscale.
Items 1, 6, 7, 12, 17, and 18 comprise the Vocational Assessment and Interpretation Skills subscale.
Items 4, 9, 10, 15, 19, and 20 comprise the Multicultural Competency Skills subscale.
Items 11, 14, and 24 comprise the Current Trends in the World of Work, Ethics, and Career Research subscale.

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O'Brien, K. M., Heppner, M. J., Flores, L. Y., & Bikos, L. H. (1997). The Career Counseling Self-Efficacy Scale: Instrument development and training applications. *Journal of Counseling Psychology, 44*, 20-31.

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Appendix D

Career and College Development for Students with Intellectual Disability (CCD-SID)

(Adapted from Krell & Perusse, 2012)

Below is a list of tasks regarding career and college readiness planning for students with intellectual disability. An intellectual disability as defined by the American Association on Intellectual and Developmental Disabilities (n.d.) are "significant limitations in intellectual functioning and adaptive behavior, which cover many everyday social and practical skills." Please rate your belief about your current ability to perform each task according to the scale below. Please answer each item based on how you currently feel.

Not Confident				Moderately Confident				Highly
Confident	1	2	3	4	5	6	7	8
9	10							

---

1. Encourage the involvement of the student with ID in the transition planning process.
2. Ensure the Individualized Education Program is realistic and moves the student with ID toward independence.
3. Collaborate with parents of students with ID.
4. Conduct workshops for students with ID and their parents about college transition.
5. Advocate beginning the postsecondary transition planning process for students with ID as early as possible.
6. Inform students with ID and their parents about the legal differences between high school and college (IDEA and ADA).
7. Encourage visits to college campuses, including disability services for students with ID.
8. Coordinate visits to college campuses, including disability services for students with ID.
9. Inform students with ID, their parents, and staff about transition to college experience workshops.
10. Learn about services and accommodations provided through postsecondary disability services programs for students with ID.
11. Learn about college support programs specific for students with ID.

12. Help students with ID understand their disability.
13. Promote college going as an option for students with ID.
14. Complete the college going and career exploration activities that are done with all students (i.e., goal setting, major and career exploration activities, learning styles inventories, college assessments, college vocabulary, SAT/ACT, applying to college, application essays) for students with ID.
15. Know student with ID independence levels and discuss implications for college.
16. Foster self-advocacy skills in students with ID.
17. Suggest alternate pathways to starting college when appropriate for students with ID.
18. Discuss non-academic aspects of college with students with ID and their parents (i.e., dormitory living, health services, dining halls, etc.).
19. Make the college and career exploration process more concrete (i.e., sample college schedules, college syllabi, textbooks, and accommodation examples) for students with ID.
20. Coordinate "college student for a day" experiences (i.e., high school student experiences all aspects of college life for one day) for students with ID.
21. Focus on student with ID strengths.
22. Remain connected with the student with ID through the transition process.
23. Coordinate peer connections with other students with ID who want to go to college.
24. Teach time management strategies to students with ID.
25. Teach organization skills to students with ID.
26. Teach study skills to students with ID.
27. Teach learning strategies to students with ID.
28. Create a collection of multimedia materials on college going for students with ID.
29. Work with faculty to allow students with ID to demonstrate learning in alternative ways.
30. Practice appropriate self-disclosure of the disability with students with ID.
31. Encourage students with ID to complete academic tasks independently.
32. Arrange for a panel of students with ID who are in college to speak about their experiences.

Appendix E
List Selection and Open-Ended Response

Please select "Yes" or "No" to indicate whether you feel the item is a barrier (something that inhibits) to your work as a school counselor addressing career development needs of students with ID. If you indicate "Yes" to an item, you will be prompted to provide additional comments below on how this acts as a barrier.

	Yes	**No**
1. Training specific to career counseling.	☐	☐
2. Training specific to students with intellectual disabilities.	☐	☐
3. School administration.	☐	☐
4. Special education teachers.	☐	☐
5. Family/guardians of students with ID.	☐	☐
6. Additional counseling duties.	☐	☐
7. Additional non-counseling duties.	☐	☐
8. School counselor to student ratio.	☐	☐
9. School environment.	☐	☐
10. Cultural values.	☐	☐

Please comment below on any items that you selected as barriers.

Please select “Yes” or “No” to indicate whether you feel the item is a support (something that helps) to your work as a school counselor addressing career development needs of students with ID. If you indicate “Yes” to an item, you will be prompted to provide additional comments below on how this acts as a barrier.

	Yes	**No**
1. Training specific to career counseling.	☐	☐
2. Training specific to students with ID.	☐	☐
3. School administration.	☐	☐
4. Special education teachers.	☐	☐
5. Family/guardians of students with ID.	☐	☐
6. Additional counseling duties.	☐	☐
7. Additional non-counseling duties.	☐	☐
8. School counselor to student ratio.	☐	☐
9. School environment.	☐	☐
10. Cultural values.	☐	☐

Please comment below on any items that you selected as supports.

Appendix F
Demographic Questionnaire

1. How long have you been employed as a:
    a. Full-time school counselor? _____ years
    b. Part-time school counselor? _____ years

2. Are you currently licensed (temporary or full) as a school counselor?
    a. Yes
    b. No

3. How many students do you serve at your school? _____

4. How many students do you serve that have intellectual disabilities? _____

5. Have you received training in implementing a comprehensive school counseling program?
    a. Yes
    b. No
    c. Unsure

6. What grade do you currently serve (check all that apply)?
    - 9th
    - 10th
    - 11th
    - 12th
    - All of the above

7. What is your current school setting?
    a. Public
    b. Private
    c. Magnet
    d. Vocational
    e. Other (please specify)

8. Have you completed at least one course related to career counseling?
    a. Yes
    b. No

9. Have you received training specific to serving students with intellectual disabilities?
    a. Yes
        i. If yes, please provide more information.
    b. No

10. Please select the option that best describes your graduate program:
    a. CACREP (48 hours)
    b. CACREP (60 hours)
    c. Non-CACREP (less than 48 hours)
    d. Non-CACREP (48 hours)
    e. Non-CACREP (more than 48 hours)
    f. Unsure

11. How aware are you of postsecondary options for students with ID?
    a. Not at all
    b. A little
    c. Aware
    d. Very aware

12. What percent of time do you spend engaged in college and career readiness programming?
    a. Less than 10%
    b. 11- 20%
    c. 21- 30%
    d. 31- 40%
    e. 41- 50%
    f. 51- 60%
    g. 61- 70%
    h. 71- 80%

i. More than 80%

13. What is your gender?
    a. Male
    b. Female
    c. Other
    d. I prefer not to answer

14. What is your race/ethnicity?
    a. White (Non-Hispanic)
    b. African American
    c. Hispanic/Latino
    d. Asian
    e. Native American
    f. Pacific Islander
    g. Multiracial
    h. Other
    i. I prefer not to answer

15. Is there anything else you want to share about working with students with ID?

Appendix G

Pilot Study
Recruitment Script

I am conducting a study to evaluate a survey instrument, the Career Counseling Self-Efficacy-Students with Intellectual Disability (CCSE-SID) scale. You are invited to participate in this study. You are helping me better understand survey procedures. This survey will then be used to complete my dissertation.

I am completing this dissertation as a part of my requirement as a doctoral candidate in the Counselor Education program at the University of Tennessee. The purpose of this survey evaluation is to better understand the validity and reliability of the CCSE-SID. Results from the study may improve understanding of school counselor self-efficacy when working with students with intellectual disability.

Please take a moment now to read the consent form and ask any questions you may have about participating in this study. Then please check the appropriate places at the bottom and sign. Participating in this study will not impact your grade in this course in any way, and there are no repercussions for not participating. Thank you for considering this opportunity!

Appendix H

Consent for Research Participation

Research Study Title: Career Counseling Self-Efficacy- Students with Intellectual Disability Scale Pilot

Researcher(s): Arden A. Szepe, MA, NCC University of Tennessee, Knoxville
Melinda Gibbons, PhD, NCC University of Tennessee, Knoxville

Why am I being asked to be in this research study?

You are invited to participate in a study to evaluate a survey instrument, the Career Counseling Self-Efficacy- Students with Intellectual Disability (CCSE-SID) scale. You are helping the researcher to better understand the survey procedures. This survey will then be used to complete my dissertation. I am completing this dissertation study as part of my requirement as a doctoral candidate in the Counselor Education program at the University of Tennessee.

What is this research study about?

The purpose of this survey evaluation is to better understand the CCSE-SID. Results from this study may improve our understanding of self-efficacy of school counselors. Your participation in this research study will aid me in fulfilling program requirements for completion of my doctorate in counselor education.

How long will I be in the research study?

If you agree to participate, you will be asked to complete a short demographic survey, the CCSE-SID, and give your feedback on an evaluation form. Completion of surveys and evaluation should to take no more than 15 minutes.

What will happen if I say "Yes, I want to be in this research study"?

If you agree to be in this study, we will ask you to:

- Complete a 5-question demographic questionnaire, which asks about your degree program, experience, and demographic information.
- Complete a 32-question scale (CCSE-SID), rating your ability to perform tasks regarding career counseling with students with intellectual disability.
- Complete a 7-question evaluation form, composed of open and closed response questions. Questions will focus specifically on the CCSE-SID scale, asking for feedback on scale directions, length, questions, and completion time.

What happens if I say "No, I do not want to be in this research study"?

Being in this study is up to you. You can say no now or leave the study later. Either way, your decision won't affect your relationship with the researchers or the University of Tennessee.

What happens if I say "Yes" but change my mind later?

Even if you decide to be in the study now, you can change your mind and stop at any time. If you decide to stop before the study is completed, your data will be deleted.

Are there any possible risks to me?

There are no perceived risks associated with this study beyond those experienced in everyday life. There is possible breach of confidentiality due to the participant size of this study. The participant size is small enough that it may be possible to identify individuals from the pilot survey data. However, no names will be used in reporting data. Data will be kept in a password-protected file on a password-protected computer. Data will not be disaggregated by demographic characteristics.

Are there any benefits to being in this research study?

While there are no direct benefits to you for participating in this study, information gathered will be used to evaluate self-efficacy in addressing the needs of students with intellectual disability. The overall benefit of this research is the creation of a self-efficacy scale specifically focused on self-efficacy of school counselors serving students with intellectual disability.

Who can see or use the information collected for this research study?

All information obtained will be kept confidential unless disclosure is required by federal or state law or if you waive your right. Data will be kept on a secured password protected file within the researcher's personal computer for the duration of the evaluation. The PI and faculty advisor will only have access to the data and information collected in this study.

If information from this study is published or presented at scientific meetings, your name and other personal information will not be used.

We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information or what information came from you. Although it is unlikely, there are times when others may need to see the information we collect about you. These include:

- People at the University of Tennessee, Knoxville who oversee research to make sure it is conducted properly.
- Government agencies (such as the Office for Human Research Protections in the U.S. Department of Health and Human Services), and others responsible for watching over the safety, effectiveness, and conduct of the research.
- If a law or court requires us to share the information, we would have to follow that law or final court ruling.

What will happen to my information after this study is over?

We will not keep your information to use for future research or other purpose. Your name and other information that can directly identify you will be deleted from your research data collected as part of the study.

We will not share your research data with other researchers. After three years, all data and materials will be destroyed.

Who can answer my questions about this research study?

If you have questions or concerns about this study, or have experienced a research related problem or injury, contact the researchers, Arden Szepe, aszepe@vols.utk.edu, 251-458-5213,or Ms. Szepe's dissertation chair, Dr. Melinda Gibbons, mgibbon2@utk.edu, 865-974-4477.

For questions or concerns about your rights or to speak with someone other than the research team about the study, please contact:

Institutional Review Board
The University of Tennessee, Knoxville
1534 White Avenue
Blount Hall, Room 408
Knoxville, TN 37996-1529
Phone: 865-974-7697
Email: utkirb@utk.edu

STATEMENT OF CONSENT

I have read this form and the research study has been explained to me. I have been given the chance to ask questions and my questions have been answered. If I have more questions, I have been told who to contact. By signing this document, I am agreeing to be in this study. I will receive a copy of this document after I sign it.

Name of Adult Participant	Signature of Adult Participant	Date

Appendix I
Career Counseling Self-Efficacy- Students with Intellectual Disability

(Adapted from Krell & Perusse, 2012)

Below is a list of tasks regarding career counseling for students with intellectual disability. Please rate your belief about your current ability to perform each task according to the scale below. Please answer each item based on how you currently feel.

Not Confident Moderately Confident Highly Confident

0 1 2 3 4 5 6 7 8 9 10

---

1. Encourage student with ID involvement in the transition planning process.
2. Ensure the Individualized Education Program is realistic and moves the student with ID toward independence.
3. Collaborate with parents of students with ID.
4. Conduct workshops for students with ID and their parents about college transition.
5. Advocate beginning the postsecondary transition planning process for students with ID as early as possible.
6. Inform students with ID and their parents about the legal differences between high school and college (IDEA and ADA).
7. Encourage visits to college campuses, including disability services for students with ID.
8. Coordinate visits to college campuses, including disability services for students with ID.
9. Inform students with ID, their parents, and staff about transition to college experience workshops.
10. Learn about services and accommodations provided through postsecondary disability services programs for students with ID.
11. Learn about college support programs specific for students with ID.
12. Help students with ID understand their disability.
13. Promote college going as an option for students with ID.

14. Complete the college going and career exploration activities that are done with all students (i.e., goal setting, major and career exploration activities, learning styles inventories, college assessments, college vocabulary, SAT/ACT, applying to college, application essays) for students with ID.
15. Know student with ID independence levels and discuss implications for college.
16. Foster self-advocacy skills in students with ID.
17. Suggest alternate pathways to starting college when appropriate for students with ID.
18. Discuss non-academic aspects of college with students with ID and their parents (i.e., dormitory living, health services, dining halls, etc.).
19. Make the college and career exploration process more concrete (i.e., sample college schedules, college syllabi, textbooks, and accommodation examples) for students with ID.
20. Coordinate "college student for a day" experiences (i.e., high school student experiences all aspects of college life for one day) for students with ID.
21. Focus on student with ID strengths.
22. Remain connected with the student with ID through the transition process.
23. Coordinate peer connections with other students with ID who want to go to college.
24. Teach time management strategies to students with ID.
25. Teach organization skills to students with ID.
26. Teach study skills to students with ID.
27. Teach learning strategies to students with ID.
28. Create a collection of multimedia materials on college going for students with ID.
29. Work with faculty to allow students with ID to demonstrate learning in alternative ways.
30. Practice appropriate self-disclosure of the disability with students with ID.
31. Encourage students with ID to complete academic tasks independently.
32. Arrange for a panel of students with ID who are in college to speak about their experiences.

Appendix J
Evaluation of Survey

Please answer the following questions to the best of your ability. Your answers will help make this the best survey it can be. Please answer each question honestly- your feedback is important. Thank you for your help.

1. How would you rate the written directions for this survey?

   Very unclear Unclear clear Very clear

2. How would you rate the actual survey?

   Very unclear Unclear clear Very clear

3. Were any of the questions on this survey confusing to you? Yes No

4. If you answered yes to question 3, please list the question number(s) that you found confusing and why it was confusing:

5. How was the length of this survey? Too short Just right Too long

6. How long did it take you to complete this survey?

Less than 5 minutes 5-10 minutes 10-15 minutes 15-20 minutes 20+ minutes

7. Any other comments that you think would help improve this survey:

Appendix K
Pilot Study- Demographics Questionnaire

1. What degree program are you currently enrolled in?
    a. School Counseling
    b. Clinical Mental Health Counseling
    c. Dual Track
    d. Counselor Education

2. What year are you in your program? _____

3. How would you describe your experience with students with ID?
    a. No experience
    b. A little experience
    c. Moderate experience
    d. A lot of experience

4. What is your gender?
    a. Male
    b. Female
    c. Other
    d. I would prefer to not answer

5. What is your ethnicity?
    a. White (Non-Hispanic)
    b. African American
    c. Hispanic/Latino
    d. Asian
    e. Native American
    f. Pacific Islander
    g. Multiracial
    h. Other
    i. I would prefer not to answer

Appendix L
Open Response Coding

Training
• Lack of training in counseling program about working with students ID generally. • I also feel like I would need more training and resources about options for students with ID in colleges in our state because there doesn't seem to be a lot of options after high school besides group homes. • There are not a lot of offerings on trainings regarding students with ID in rural areas. • Along with being rural, counselor ratios are a little larger and I serve multiple schools so I am not in the same place every day. • I think that there is a lack of training for counselors that is specific to students with intellectual disabilities. • Training specific to students with ID: it isn't a barrier, but our high school resource room teachers works very closely with these students, therefore, I do not attend trainings or have the opportunity to learn more about ID. • Counselors in our district don't receive a lot of training related to ID. • Plus I know less about their needs because there are so many disabilities that can affect career and college choices. Need more training. • As someone who was trained to be a school counselor, and not a special education coordinator, I sometimes do not know what types of jobs or career paths are appropriate to certain students based on their disability. • I feel that my training in both areas are lacking; • I do not yet have career training specific to students with ID. • Training regarding opportunities/accommodations for students with disabilities would be beneficial. • We do not get enough training on best ways to helps students with ID. • I don't have specific training regarding this. Often, SPED does most of this - I'm not often involved in this aspect. • My training in these areas was very limited. • I have not received much training specific to students with ID. • We are not exposed to specific training on independent living or college options for ID students. The ID community on the high school campus is very secluded. • There is only 1 class that I remember taking a career counseling class on during my masters, but did not recall including aspects of ID students. Additionally the only other course that included ID was diversity, and only a chapter. • Lack of formal training and exposure • I feel under-trained in working with our special education population.
Time
• I do a lot of non-counseling duties as well so I don't always have the amount of time that I need. • Time and the willingness from other participants can be a barrier. • Additional non-counseling duties: some times non-counseling duties takes up more time and leave less time for counseling duties.

• Often career counseling with ID students takes place after school or in conjunction with SPED meetings. • There are also other counseling and non-counseling duties that get in the way. • Finding the time to provide in-depth, one-to-one career counseling for all students is a barrier. • Counselors have many requirements. Counselors are assigned new duties, often when nobody else wants to handle something. • A significant amount of my time is spent scheduling and testing, limiting the amount of time have available to support students with ID. • Time: there is never enough time in the day, especially with my ratio of 500 kiddos to 1 counselor. Being in 2 small schools… many non-counseling duties also consume my days. • The mental health needs of our students takes much of my time. • Busyness of the day to day can be a barrier along with large caseloads in providing individual career counseling to students. • The time and amount of students in my caseload will always make it more difficult for me to devote more of my time to students with an ID or students who just need more career counseling support. • I also have hall duty and lunch detention duty, which can interrupt my ability to meet with all students. • I have duties such as testing coordination that limit how much time I can spend creating impactful programs for ID students. • Additional counseling duties such as testing, data, lunch duty etc. are huge barriers for me personally. • With so many other school counseling duties/responsibilities such as testing, scheduling, etc. it makes it difficult to provide many of the services for the population described. • It is difficult to find time to meet with individual students due to other duties such as scheduling, paperwork, etc. Even though we have a lower counselor to student ratio than many schools, it is still too high to devote enough time to each individual. • Time is definitely a barrier. As a high school counselor with a caseload of 500, I often feel spread very thin for my students. Administration because we often feel 'tied' to keeping students' days on a typical schedule- due to standardized testing, etc.
Role
• I am not really allowed to work with our students with ID because our special education teacher views them as “her students” and says that she already does all the career and transition planning. • I do a lot of non-counseling duties as well so I don’t always have the amount of time that I need. • I think that all additional duties to a school counselor where they could be educating, advancing, or advocating for all students creates a barrier for all work. • I have many duties in addition to career counseling that take up time in my day. • There are also other counseling and non-counseling duties that get in the way. • The mental health needs of our students takes much of my time.

- Non-counseling duties such as 3 lunch duties and standardized testing coordinator take up a lot of my time.
- Academic and personal/social counseling takes up the majority of my time, as my current caseload is over 700 sophomores. In addition, my role with testing (ACT, PSAT, AP, state EOC, etc.) takes away from individual counseling.
- Scheduling for my students takes up a great majority of my time in the spring semester and over the summer from registration with students in 8th-11th grades to creating the master schedule to updating my graduation requirements checklists in conjunction with schedules for the next year to make sure students are meeting all graduation requirements and completing personal academic/career goals.
- School counselors are service providers and program managers. Coordinating the services takes time, follow up and evaluation takes time. Providing direct services to all students is critical. Managing time to follow up with specific populations like ID or EL with focused intervention is a real challenge.
- Too many non-counseling items for School Counselors to do.

Resources

- Sometimes our school environment, since it is an older school, does not seem to provide as many opportunities and supports to helping an individual with disabilities achieve their potential in regards to career readiness, for example adaptable tools so that a student could fully participate in a shop class of FACS class if their disability prevented them from using standard tools.
- We as a community also have a college going culture and the students and parents value that education beyond high school which helps with this process as well.

Ratio

- Counselor to student ratio is astronomical- limited availability to dedicate extra time needed to care for this population.
- With so many students and responsibilities we do career information to the most students as possible but the intervention and special education students are more challenging to get to because it takes more time in small groups and individual meetings.
- In our school district we have almost 400 students spread across grades K-12 and I sometimes have a hard time keeping up with the different needs at the elementary, middle, and high school levels as I'm constantly switching buildings, offices, and responding to crisis situations as they arise.
- I think we have a huge counselor ratio problem.
- My counselor to student ratio is 1/650 and includes 5 grade levels.
- Having a large caseload and performing many duties outside of the school counseling realm really gets in the way of the time and attention I'd love to devote to college and career readiness for ID students.
- We have a fairly large student population (1600) with 4 counselors, so at times it may be hard to effectively complete some of the small tasks such as follow up with each student.
- Busyness of the day to day can be a barrier along with large caseloads in providing individual career counseling to students.
- Also, my student to counselor ratio is almost at 400 to 1 and growing.

• When you are in charge of 400 students, there is little time to focus only on students with ID. • Our student to counselor ratio is 430:1 • Counselor student ratio is 1:400. Our school has only 1 counselor working with ID students • I have 250 students whom I am responsible for. • Counselor case loads are also over the recommended 250:1 which also serves as a barrier. • I am the sole counselor at a school of 250 students, which I know is a rather small caseload in comparison to others, but I develop close relationships with all of my students so
Feeling Overwhelmed
• I have many duties in addition to career counseling that take up time in my day. • In addition to that, sometimes there are so many mental health needs that must be addressed that spending time with students who are on the special education coordinator caseload to discuss career goals just doesn't happen and I leave it to the special education department to address those transition plans separately. • It is difficult to justify spending too much time for one student when I have so many others who also need a lot of support.
Specialization
• In my department we have college and career counselors who are more versed in this area. • We have a large special education department including a transition coordinator who handles much of the career/post-secondary readiness prep. • In my district, only social workers are employed to work with the Special Education population so I have limited experience with students who have an intellectual disability. However, it is helpful for the student because we have 2 social workers for a smaller Special Education caseload. I do not feel I could give the students adequate help because of all the general education students on my caseload and additional counseling and non-counseling duties. • Some special education teachers are more equipped to help our students with disabilities than others. • For ID students, there are transition specialists at our school who also work with students on career planning and transition that those duties do not fall to counselors as much. • Last year we created a new position titled 'Transition Consultant' though the division of exceptional children. This person attends every IEP meeting for seniors and helps the students and parents with not only finishing high school but preparing for post-secondary plans (college, trade school, military, special programs, etc.). It has been a huge asset to our high school. • The counseling department and special education services are two separate departments within our school so as counselors we refer to them for the best ways to work with our ID students.
Support

• Family/guardians can be barriers depending on their level/lack of involvement or unfamiliarity with career options for their children. • The school environment is allowing this to happen and I don't really get to work with any of the students on IEPs. • Time and the willingness from other participants can be a barrier. • I think that there is a lack of understanding from some school administrators about the options and needs of students with intellectual disabilities. • However, because we have a staff member serving students with ID, I feel that this is not hugely problematic for our district. • I feel that parents present a bit of a challenge when they want to do for the student • Family/guardians can make the process more complicated by being over protective. • The school administrators have been very supportive of helping students of all abilities and I know the special education teachers and families really care and want what is best for their students. • My administration and special education teachers are very knowledgeable of our ID students and their needs. They provide me with valuable insight about the students' strengths and needs. I also receive similar support from parents. • Parent support at any level for any student is helpful in providing both advocacy and perspective for the student's plans. • I believe it takes a village to get some students ready for post-secondary life. I lean on SpED teachers, admin, other counselors, etc. to help students. • Being part of a supportive team, alongside admin and special education teachers, as well as the teachers in typical classrooms that students are enrolled in helps to create a safe space for students to explore their career options and gain knowledge about their transitions to the next phases. Working together with families helps to create a sense of security in the team and assists them in knowing that we are working together to help their child succeed. This close work with the student and families helps us to get a better understanding of their cultural values and what they believe is important when planning for the student's future career. • Our school environment and the involvement of our parents and staff is very strong, which makes supporting students so much easier. • School Admin here is very supportive of our counseling roles. So, if we put together a plan to really target the career counseling needs of our students with ID, they would definitely support us in those efforts. • SpEd Teachers here would probably love more support from us and appreciate our efforts to provide students with ID more tools and resources. • Family/guardians are a critical part of the equation. Most of my experiences with parents/guardians have been very supportive and they are eager to receive help/guidance and resources for their children. • Having the support of administration and teachers makes my job easier. A safe and healthy school environment is needed for the student to feel welcome and to want to learn.
Teamwork
• Time and the willingness from other participants can be a barrier.

- Training specific to students with ID: it isn't a barrier, but our high school resource room teachers works very closely with these students, therefore, I do not attend trainings or have the opportunity to learn more about ID.
- I count on the SPED team to work with me on career counseling with students with ID. They have the expertise in the ID student's abilities.
- Special education teachers aren't a barrier, they just don't see school counselors as a resource to help with this, so they just write transition plan in the IEP. Silo effect- everyone stay in their lane.
- Special education teachers as a barrier bc they often don't understand the role of a school counselor and how we can help.
- I would also say that generally, our administration is very helpful in addressing barriers to the best of their ability, for students with disabilities. Our special education teachers are very knowledgeable and work together as a team to make sure student needs are getting met, including networking with local education cooperatives and the state's vocational rehabilitation department to provide services to students that we may not be able to offer. Some of our parents are extremely helpful because they are involved in their students IEP's, keep up with communication between home and school, and help their students in meeting their goals.
- parents/guardians/teachers can reinforce career development in students
- Having a variety of support from everyone in the ID student's life is very helpful as they begin the transition process.
- Collaboration and support from administration and special education is very helpful
- with time management, expectations, and the practicality of managing and advocating for life with ID.
- I believe it takes a village to get some students ready for post-secondary life. I lean on SpED teachers, admin, other counselors, etc. to help students.
- I am fortunate to work in a school with a strong special education team that puts in a lot of work for each student.
- Supportive Admin and SPED teachers can really help alleviate some of the responsibilities of the school counselor. Our SPED teachers to a post-secondary plan with all our ID students and we support them if needed. Their plan is fluid and adaptable as the student develops throughout high school.
- Special ed teachers must work with counselors to select the correct classes and career choices.

Vita

Arden Alexandra Szepe was born in Houston, Texas, and raised in Mobile, Alabama. She earned her Bachelor of Science in Human Development and Family Studies from Auburn University in 2010 and Master of Arts in Counseling and Human Services from University of Colorado Colorado Springs in 2013. Arden's professional experience includes providing individual and family counseling services. Arden specialized in working with at-risk youth who experienced various traumatic events. In addition, she worked with the UT FUTURE program serving students with intellectual and developmental disabilities. She taught the program's Career and Life Planning courses and worked with graduating students as they transitioned to the world of work. While at the University of Tennessee, Arden collaborated on the publication of multiple peer-reviewed articles and presented at local, state, regional, and national conferences. Arden will graduate with a Ph.D. in Counselor Education in August 2019 and will then begin serving as an Assistant Professor of Counseling at Doane University in Lincoln, Nebraska.