



Exploring Career Assessment Frameworks for Children with Learning Disabilities

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Abstract

An important challenge in career counselling for children with learning disabilities is the issue of career assessment. In this paper, there is an attempt to understand assessment at two levels: what to assess and how to assess. In exploring the issue of what to assess, two frameworks are examined: assessments to develop a *potential profile* and assessments to develop a *learning skills profile*. These two complementary frameworks aim to combine the understanding of a child's potentials with the implications of learning difficulties in the realisation of these potentials. For this, methods of assessment that are sensitive to the test-taking difficulties of children with learning disabilities are essential. Since academic challenges faced by children with learning disabilities limits the nature of information available from academic records, gathering information about interests and abilities from sources beyond academics is also vital. Such information from non-competitive settings can yield a more real and meaningful picture of the child's potentials.

Keywords: assessment, career counselling, disability, frameworks, learning disability

Children with disabilities face several challenges in education that can harm their chances of successful entry into the world of work. Examples of these challenges include poor access to education, lack of resources relevant to their special needs, and difficulty in coping with academics. Indeed, children with disabilities are less likely to attend school, receive fewer opportunities for career exploration, and when older, face reduced job opportunities and a greater likelihood of being unemployed or having a lower income (Banerjee, Mehendale, & Nanjundaiah,

2011; Hitchings et al., 2001; Luzzo, Hitchings, Retish, & Shoemaker, 1999; World Health Organization [WHO], 2011). There is some evidence to also show that influences of disability on career development are more debilitating for those with cognitive impairments (e.g., learning disability, traumatic brain injury) than physical impairments (e.g., orthopaedic impairment, sensory impairment, chronic medical conditions, cerebral palsy). For example, Yanchak, Lease, and Strauser (2005) found in North America that both

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Caucasian and African-American adults with cognitive disabilities exhibited more dysfunctional career-related thoughts than those with physical disabilities.

At the macro level, the World Health Survey (WHO, 2011) has estimated that the prevalence of disability across countries ranges from under 1% to over 30% of the population. The general trend points to a higher prevalence of disability in developing countries in comparison to the economically developed countries (e.g., 31.9% in Bangladesh as opposed to 4.3% in each of Ireland and Norway). While these trends are computed using aggregated data of all disability types put together, the important point to note is the vital issue of economic planning for those with disability especially in a developing economy like India.

The career development challenges of persons with disability also vary depending on the nature and severity of the disability. In this paper, the focus is on implications for career counselling of those with learning disabilities which manifest early in childhood and persist into adulthood. Although the influence of learning disabilities on academic attainments has been extensively researched, as has the impact of intervention within this context, few studies have focussed on the career preparation process. The first section of this writing presents the current understanding of learning disability and the second section examines the implications of a learning disability for career counselling, focussing on the Indian context. To conclude, we highlight the significance of career assessment using two complementary frameworks and stress the need for (a) information from non-competitive settings that throw light on strengths and capacities beyond academics, and (b) assessment tools that are sensitive to specific test-taking difficulties that stem from a learning disability.

Models of Disability

Historically, discussions about disability were within the health sector and viewed from within a medical model. Very little or no role was ascribed to the environment in which the difficulty was being experienced. One implication of this model was that the primary intervention was in the form of medical treatment aimed to alleviate the physical difficulties experienced by the person. Very little attention went to the social and psychological impact of the disability. The alternate model, a social conceptualisation of disability, looked at disability as a product of the environment. This shift was brought about by the acknowledgement that, more often than not, people are “disabled by the society rather than by their bodies” (WHO, 2011, p. 28). In line with this, disability has been taken as an “umbrella term for impairments, activity limitations and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual’s contextual factors (environmental and personal factors)” (WHO, 2011, p. 4). Career counselling for persons with disability can go beyond guiding career choices to realising abilities and potentials, navigating barriers and increasing economic, and thereby social, participation.

Learning Disability

An interesting chronicle of the history of learning disability is in the form of case histories from the United States and Europe from as early as the seventeenth century by Anderson and Meier-Hedde (2001). For a very long time, cases of reading difficulties were mostly reported by physicians who used varying terms such as *word blindness*, *amblyopia*, *legasthenie*, and *strephosymbolia* to refer to the disability. Despite this long history of recognising learning difficulties, a lack of consensus continues both with regard to the terminology and the meaning attributed to learning disability and its subtypes. This

writing will use the term *learning disability* for difficulties that a person experiences with regard to learning. This will include concepts of *learning difficulties* and *learning disorders*.

Learning disability refers to the difficulties that are experienced with the core skills that support learning such as reading, writing, spelling, and arithmetic (Nag & Snowling, 2012). The onset of learning disability occurs in childhood and is most often visible first in the form of academic challenges experienced in the early school years. Sometimes, conditions such as speech and

sound disorders, attention deficit disorders, and emotional disorders may co-occur (Nag & Snowling, 2012; WHO, 1992). Learning disability has been named and defined in different ways by the two main international classification systems, the International Classification of Diseases and Related Health Problems (ICD-10; WHO, 1992) and the Diagnostic and Statistical Manual of Mental Disorders (DSM-V; American Psychiatric Association [APA], 2013). Table 1 summarises the understanding of learning disability according to the ICD-10 and the DSM-V.

Table 1
Learning Disability as defined in the ICD-10 and DSM-V

| | International Classification of Diseases (ICD-10) | Diagnostic and Statistical Manual of Mental Disorders (DSM-V) |
|------------------|--|--|
| Name | Specific Developmental Disorders of Scholastic Skills | Specific Learning Disorder |
| Diagnosis | Diagnosis is based on the discrepancy approach, that is, the discrepancy between the assessed level of skill (e.g., reading accuracy level, spelling accuracy level) and the expected level of skill for the child’s age and IQ. | Learning disability is diagnosed if difficulties have persisted for at least 6 months despite intervention. |
| Types | <p>Specific Reading Disorder: This is characterised by impairment in reading skills such as in reading comprehension, word recognition and oral reading. Spelling difficulties are also common.</p> <p>Specific Spelling Disorder: This is characterised by difficulties in spelling accuracy in the absence of a specific reading disorder.</p> <p>Specific Disorder of Arithmetical Skills: This is characterised by impairment in arithmetical skills, especially basic computational skills of addition, subtraction, multiplication, and division.</p> | <p>Specific Learning Disorder with Impairment in Reading: This is characterised by difficulties in word reading accuracy, reading fluency, and reading comprehension.</p> <p>Specific Learning Disorder with Impairment in Written Expression: This is identified by inaccurate spellings, grammar, and punctuation, and lack of clarity or organisation in written expression.</p> <p>Specific Learning Disorder with Impairment in Mathematics: This is characterised by difficulties with number sense, memorisation of arithmetic facts, fluent calculations, and mathematical reasoning.</p> |

Source. (a) American Psychiatric Association (APA). (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author. (b) World Health Organization (WHO). (1992). *The ICD-10 classification of mental and behavioural disorders*. Geneva, Switzerland: Author.

Career Counselling and Learning Disability

Career counselling for children with learning disabilities present unique and often hidden challenges, different from that of their regular peers (Hitchings et al., 2001, in the US; Nag, 2011, in India). We discuss next some of the issues related to learning disability that influence preparation for entry into a career. Excerpts from interviews with persons with learning disabilities aged 16 to 24 will be used to illustrate the felt needs and challenges in contemporary India (Aravind, Sailo, Nag, & Arulmani, 2011).

Most systems of education heavily rely on the student's ability to read, understand, and express knowledge through language and writing. As a result, academic underachievement constantly emerges as a main concern among students with learning disabilities. In the words of 19-year-old A.V. with moderate dyslexia, low scores in school exams meant, "...it would limit my choices ...let's say you want to go to the best college then you would really, really, have to do well". The negative experience of persistent academic difficulties is further compounded by the callous nature of evaluation systems practiced in schools. Added to this, competitive Indian classrooms make children with learning disabilities doubly aware of their academic disadvantage. Pressure to work fast, abide by deadlines, and needing more time and effort to achieve the same as their peers without learning disabilities are some of the concerns that repeatedly surface (Nag, 2014).

Disadvantages are most stark in the context of competitive examinations for post-school courses. In the words of 17-year-old A.D. with moderate dyslexia and a history of anxiety symptoms, the greatest challenge anticipated in career planning is ". . . getting into a good university.... cos [sic] there'll be lot of people applying and I'd be competing with quite a few people ..." In some countries (e.g., United States of

America), students with learning disabilities are offered concessions and these accommodations have been found to be useful to achieve scores that are a more accurate reflection of the student's true potential (Zurcher & Bryant, 2001). Though the Indian system offers concessions in school examinations for children with learning disabilities, similar sensitivity is as yet missing in the post-school and higher education sector. This could be one of the reasons for the low numbers of children with learning disabilities who opt for professional and technical courses. In India, entry into these courses is gated by highly competitive exams. Children with learning disabilities many a times forsake courses in these fields because of real and perceived difficulty in successfully clearing these exams. Entry into the few, best institutes in the country are often closed to them.

Hitchings and colleagues (2001) pointed out yet another impact of learning disability. The presence of a learning disability often translates into countless hours spent on remedial activities (both in and outside school) in order to catch up with an extensive curriculum. This in turn reduces time that would typically be spent for career development activities. Nag (2011), however, has highlighted the importance of setting up such opportunities "within the home- community-institution matrix" (p. 127) in order to promote a smooth transition from education to work.

Many a times, career counselling for children with disability is associated with vocational courses. In some cases, this may be the right thing to do because the learning demands of the course do not draw from the student's areas of weakness (e.g., the courses do not involve abstract texts requiring advanced levels of reading fluency, which may be low in children with learning difficulties). Recommending such courses may be a challenging counselling task in India because vocational courses are often placed at the bottom of the prestige ladder, especially in middle and

upper-middle socioeconomic groups (Arulmani, 2009).

However, career counselling for children with learning disabilities should not, without doubt, become a blind promotion of vocational training. For example, Alston, Bell, and Hampton (2002) have expressed concern that attitudes of parents and teachers hold back students with learning disabilities from pursuing studies related to science and engineering fields. The decision to pursue a vocational course or other courses should ideally be prompted by a clear understanding of one's interests, abilities, and potential. Thus, looking beyond academic weaknesses and identifying other more relevant sources of strengths and abilities should be a prime objective when drawing up a career counselling plan for children with learning disabilities. One useful area to therefore explore is information from non-competitive settings for insights into hidden or underrated strengths and capacities.

In addition to their difficulties with academics, children with learning disabilities exhibit emotional difficulties such as anxiety, panic attacks, and mild to moderate depression. Nag (2014) has found that the inability to be assertive and the tendency to give up easily were barriers in the transition from an educational to a work setting. As a result, more often than not, career decisions of children with learning disabilities are made for them by parents, teachers, or other influential people in their lives. Or, the decisions are made out of a better knowledge of one's weaknesses and limitations rather than one's strengths. This brings us to the importance of sensitive career assessment that can help children with learning disabilities get a balanced picture of their strengths and weaknesses for making more informed career choices.

Career Assessment and Learning Disability

The earliest use of career assessment is traced back to Frank Parsons, popularly known as founder of the vocational guidance movement and author of the seminal book *Choosing a Vocation* (Parsons, 1909). Parsons encouraged systematic assessment to identify people suitable for jobs created as a result of the Industrial Revolution. Since then, various devices have come to be used for assessing different aspects of an individual such as interests, abilities, needs, and career maturity. Assessment approaches and techniques are broadly divided into two: the psychometric, quantitative approach and the non-psychometric, qualitative form of assessment. Both approaches to assessment are of use for career counselling children with learning disabilities.

Why Assess?

Career assessment that aims to promote knowledge of personal interests and abilities is an important part of most forms of career counselling. However, facilitation of self-understanding gains special consideration when it comes to career counselling for children with learning difficulties who are used to being labelled as "stupid" or "worthless" because of their difficulties with reading and writing. A study with college graduates with learning disabilities in the United States who were academically successful found that they had constructed a profile of their strengths and weaknesses by engaging in various academic and non-academic activities (Anctil, Ishikawa, & Scott, 2008). The knowledge gathered from sources beyond academics helped with more successful career decisions, even when such decisions were not in tune with the influences/opinions of parents and significant others. The benefits of such self-knowledge have been found to extend well into adulthood. A 20-year longitudinal

study to identify factors that predict life outcomes among persons with learning disabilities found self-awareness as one of the six key predictors of success in life (success here being defined in terms of achievements in education, employment, relationships, and life satisfaction) (Raskind, Goldberg, Higgins, & Herman, 1999). The participants in this study were mostly White, from across the socioeconomic spectrum, and between 28 and 35 years at the time of follow up. Taken together, an important reason why career-related assessments are useful is to promote self-awareness, and this understanding can in turn increase a sense of self-determination.

What to Assess?

Self-understanding is a key component of career counselling and some aspects of the individual that have been commonly assessed are interests, aptitudes, personality, social cognitions, and career-related thoughts and beliefs. In this paper we propose the use of two frameworks of assessment for children with learning disabilities: first, the development of a potential profile and second, a learning skills profile.

Framework one: The potential profile. Interests and aptitudes are perhaps the most widely assessed constructs in most forms of career counselling. The first assessment framework seeks to understand the overlapping constructs of interests and abilities of the child and the areas of convergence of these two constructs, namely potential (Arulmani, 2014). These concepts are explained briefly.

Interests. Interests have been approached and studied in different ways. One definition of interests is “motivations that determine life decisions” (Walsh as cited in Dik & Hansen, 2008, p. 41). The function of interests have been likened to that of “the rudder of a boat to determine the direction a person (or boat) goes” (Strong, as cited in Dik & Hansen, 2008, p. 91) and

“the steam in a locomotive” (Arulmani, 2014) that pushes a person to seek certain kinds of activities. Dik and Hansen (2008) have pointed out that interests set “the conditions in which satisfying, meaningful work can be pursued” (p. 95). A meta-analytic study examining primarily North America and European research found that interests seemed to become stable between early adolescence and middle adulthood, and perhaps because of this, interests have an important influence on the educational and occupational pathways that people choose (Low, Yoon, Roberts, & Rounds, 2005).

Interest assessment with the purpose of guiding individuals towards suitable careers began with the ground breaking work of E. K. Strong, Frederic Kuder, and John Holland who developed a rationale for classifying interests and assessment devices for measuring and categorising interests. Strong’s interest assessment, for example, was based on the assumption that people in certain occupations seemed to share a cluster of interests which could be differentiated from those of people in other occupations. On the other hand, Holland’s interest assessment is based on the idea that people’s personality types can help predict their vocational interests.

Aptitudes. Reviewing the literature on two synonymously used terms—aptitudes and abilities—Arulmani (2014) summarises that aptitudes “reflect how *likely* [emphasis in original] an individual is to be successful in the performance of a certain task” while ability refers to a person’s innate talents and the potential to excel in a particular area. Continuing the analogy of the locomotive, Arulmani (2014) compares aptitudes to the engine implying that aptitudes provide the actual ability to move forward and be successful in the execution of a specific set of tasks.

A review of job performance researches showed that tests of ability predict performance in almost all types of jobs better than any other predictor (Gottfredson, 2003). Despite this, historically, the assessment of abilities took

a backseat especially in North America with the rise of civil rights and feminist movements leading to an unwillingness on the part of the counsellor to inform the client that “they could not become whatever they wished to be” (Gottfredson, 2003, p. 116). In India, in contrast, aptitude tests often serve as the most frequently used tool for assessment in career counselling, often ignoring all other sources of valid information about the client.

Potential. Most of the times, the constructs discussed above are assessed using different theoretical frameworks. Such information cannot be made readily useful to the person receiving guidance (Ackerman & Beier, 2003). In addition, some of the interests that a person has may not be complemented by aptitudes in the same areas and in the same way. It is also possible that a person may not necessarily be interested in all areas that he/she has abilities for. The point of overlap between a person’s interests and aptitudes is however converging evidence of an individual’s profile and Arulmani (2014) has labeled this overlap as the individual’s *potential*. For example, if a person is interested in working with numbers and is also good at numerical calculations, the person could be described as having a high potential in number-related tasks. Career assessment within this framework aims at sensitively and accurately developing a person’s *potential profile*.

In summary, the Interest-Aptitude-Potential framework offers an understanding of the child’s work-related interests and abilities and suitable careers linked to these. It may, for example, reveal that while one child has the potential to do well in careers related to working with numbers (e.g., accountant, financial manager, statistician), another child might be suited for careers dealing with machines (e.g., engineer, mechanic, pilot). This framework can help children identify strengths and interests and direct preparation toward careers that are strongly linked to their potentials. This framework, however, raises two important

concerns: (a) Is career preparation based solely on identification of potentials adequate for children with learning disabilities? (b) How to, in the first place, assess interests and aptitudes in children with learning disabilities? These two concerns are perhaps better addressed by a complementary framework, which we discuss next.

Framework two: Learning skills profile. Identifying one’s potentials can be a liberating experience especially for a child with learning disability. To know what one’s strengths are and to be able to identify careers linked to these strengths can instill a new found confidence. However, what may not be clearly evident to the career chooser are the obstacles that his/her learning difficulty may pose, both in the preparation for entry into most careers and in the practice of certain careers. For example, difficulties with reading comprehension or slow writing speed or severe levels of exam anxiety may be blocks to entry into specific courses of interest to the career chooser.

The presence of a learning disability might also mean that a child may need to realistically appraise the viability of careers that require the extensive use of language skills. Success in careers in journalism, law, or the social sciences, for example, rely heavily on the person’s ability to convert ideas into words and express them orally or through writing. Only an understanding of the nature and severity of the learning difficulty experienced by the child can help him/her to realistically explore the feasibility of such careers. On the other hand, a difficulty with a specific aspect of language (for example, difficulty with spelling as in the case of specific spelling disorder) is often assumed to imply difficulties with all aspects of language. This however may not always be true. A child may have difficulties with spelling, but may be skilled at creative writing. This has implications for career counselling because the presence of a learning disability should not simply translate into a total disregard for any career

that involves the use of language in a major way. Such discarding of career options without a clear view of one's profile of abilities, despite the diagnosis of a learning disability, may prevent career exploration. It may even block an individual from capitalising on what may be strengths in his/her learning skills profile.

Moving to the second concern, the profile of learning skills has important implications for the child's ability to take a test and perform in real-life situations. The nature and severity of the learning disability will impact what forms of assessment may be suitable. For example, difficulty with reading speed or easy distractibility impact performance on timed tests. Indeed, results on most interest and aptitude tests rely on accurate, and sometimes quick, understanding of test questions. Knowing the learning skills profile can help in planning assessment strategies that do not work against the language and other cognitive challenges of the child.

A useful framework for constructing a learning skills' profile is the *International Classification of Functioning, Disability and Health for Children and Adolescents* (ICF CY) of the WHO (2002). The ICF CY understands health from three perspectives: body, individual, and society. Thus, disability may arise as a result of a problem in the physical body, in the active individual, or in the surrounding society, separately or in combination. The body is evaluated for the efficiency of its structures and functions, the individual for the quality of activity and participation, and the society for the contextual factors. *Impairments* refer to problems in body structures and functions, *activity limitations* to difficulties in the areas of activity, and *participation restrictions* for difficulties in the areas of participation. Table 2 gives a visual representation of these overlapping perspectives of the ICF CY.

In addition, the ICF CY employs *qualifiers* to indicate the presence and extent of difficulty. At the level of the body,

the first qualifier indicates presence and extent of the impairment (e.g., no impairment, mild impairment) and the second qualifier indicates the nature of the impairment (e.g., no loss, partial loss). At the level of the individual's activity and participation, the first qualifier is the person's performance in his current environment including all forms of assistance required, and the second qualifier, called a capacity qualifier, describes the person's actual ability to perform a task without any assistance. At the level of society, influences are evaluated for the extent to which they help (facilitators) or hinder (barriers) the person.

Several scholars have explored the application of the ICF model to career counselling for special groups (individuals with mental illness: Arulmani & Murthy, 2014; learning disabilities: Riva & Antonietti, 2010; disabilities: Soresi, Nota, Ferrari, & Solberg, 2008). Reports from these applications of the ICF framework are positive: The framework helps to establish a disability profile which goes beyond diagnosis and categorisation and helps the counsellor to plan resources, increase participation in desired activities, and improve the capacity to face challenges. Moreover, the framework is useful for developing an intervention that actively considers social and environmental factors, and fits closely with the assessment framework for understanding individuals with special needs proposed by Nag (2011). Though, to the best of our knowledge, the ICF framework for children with learning difficulties has not yet been applied in the Indian schooling context, the approach holds promise. Looking at learning disabilities through the lens of functioning and capacity rather than disability can help improve the sensitivity of career counselling for children with learning difficulties. Such information may not be available when career counselling is conducted by only assessing the individual's interests and aptitudes.

Table 2
Components, Areas of Disability and Categories in the ICF CY

| Perspective | Components of ICF | Areas of Disability | Categories ¹ |
|-------------|--|---|---|
| Body | Body Structures Anatomical parts of the body such as organs, limbs and their components | Impairments Problems in body function or structure such as a significant deviation or loss | Level 1 - Structure of the nervous system Level 2- Structure of brain Level 3 – Structure of cortical lobes Level 4 – Frontal lobe |
| | Body Functions Physiological functions of body systems, including psychological Functions | | Level 1 - Mental functions Level 2 - Specific mental functions Level 3 - Attention functions Level 4 - Sustaining attention |
| Individual | Activity Execution of a task or action by an individual | Activity Limitations Difficulties an individual may have in executing activities | Level 1 – Communication Level 2 – Communicating-receiving Level 3 – Communicating with-receiving-spoken messages Level 4 – Comprehending simple spoken messages |
| | Participation Involvement in a life situation | Participation Restrictions Problems an individual may experience in involvement in life situations | |
| Society | Environmental Factors Physical, social and attitudinal environment in which people live and conduct their lives | | Level 1 – Products and technology Level 2 – Products and technology for personal use in daily living Level 3 – General products and technology for personal use in daily living |
| | Personal Factors The particular background of an individual's life and living, they comprise features of the individual that are not part of health | | Qualitative data on the lifestyle, habits, social background, education, life events, race/ethnicity, sexual orientation and assets of the individual to assess impact on functioning |

Note. ¹The categories of the ICF CY are denoted in the form of alphanumeric codes. The alphabet represents the domain: *s* for body structures, *b* for body functions, *a* for activity, *p* for participation, and *e* for environment, and numbers represent the category and level of analysis. *Source.* World Health Organization (WHO). (2002). *Towards a common language for functioning, disability and health (ICF)*. Geneva, Switzerland: Author.

How to Assess?

Important pointers for ensuring tests are suitable and sensitive to the learning skills' profiles of children with learning disabilities come from Johnstone, Liu, Altman, and Thurlow (2007) in a study conducted in North America. In order to make test items more readable and comprehensible for children with learning disabilities, test modifications included reducing use of pronouns and negatives, avoiding irrelevant words, and avoiding the use of confusing prefixes. Such modifications increased the chances of giving the correct answer from 46% to 72%. However, although making modifications seemed to increase the percentage of correct responses, individual's (flawed) reading strategies had a higher impact on poor performance than the item characteristics themselves. This indicates that although modifications can be made to verbal tests to make them more readable and comprehensible for people with learning difficulties, the verbal nature of the test itself seems to be a challenge. Clearly paper-pencil tests by being focussed on cognitive-linguistic skills already disadvantage the test-taker who has a learning difficulty. Closely related to this is also the structured, timed, or standardised nature of the task, which also can disadvantage the test-taker, especially if there are associated difficulties such as an attention deficit or deep anxieties.

Another reason to review how assessments are done is the growing concern that assessment in the absence of comprehensive career counselling emphasises weaknesses and narrows options considered, does not connect to the person's interests and abilities, and does not acknowledge the influences of personal aspirations and future goals (Nag; 2011;

Soresi et al., 2008). One important implication is that assessment devices should be accompanied by individualised interpretations of performance that keep at its centre, the individual child's learning skills profile, and consequent test-taking profile.

It is also important to note that the time at which assessment is done is important when working with children with learning difficulties. The symptoms of learning disabilities may change over time and what appears as mild symptoms at one stage may have been a severe difficulty at another stage, and vice versa (Nag & Snowling, 2012). Thus, repeated assessment at regular intervals is useful to understand the changing profile of the learning disability and its implication for career counselling.

Conclusion

Career counselling for children with learning disabilities presents challenges that are different from those for their typically developing peers. Promoting an understanding of learning-related difficulties, assessing the implications of these difficulties for future career development, addressing issues related to confidence and efficacy in career choice making are some of these challenges. This paper stresses that assessment devices must account for specific domains of difficulties when assessing interests and abilities of children with learning disabilities. At the same time, profiling the strengths and weaknesses in learning associated with the learning disability provides valuable information for career preparation. Together, the potentials and learning skills of the child can provide a more complete understanding of the child, and make a powerful foundation for meaningful career counselling.

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