



**LLCd Symposium.
POSTER PRESENTATIONS.**

Name: Sajma Aravind

Affiliation: The Promise Foundation

Brief Bio: Sajma Aravind holds a Master's degree in Clinical and Counselling Psychology from SDM College, Karnataka, India. She currently works as a career counselor in The Promise Foundation. She has been actively involved in working with children during her post-graduation. Her research interests are in the area of Cognitive Psychology.

Name: Esther Sailo

Affiliation: The Promise Foundation

Brief Bio: Esther Sailo has an MPhil degree in Psychology, with an area of interest in Family and Child Psychology. She started her work with children, related to child health care awareness, three years ago in Delhi, India. Now she is working as a career counselor in The Promise Foundation, with the Jiva Project and hopes to contribute more in the field of Career Psychology in India.

Name: Gideon Arulmani

Affiliation: The Promise Foundation

Brief Bio: Gideon Arulmani is a clinical psychologist with an M.Phil in Medical and Social Psychology and a doctoral degree in Career Psychology from the University of Portsmouth (UK). He is the Founder and Managing Trustee of The Promise Foundation, headquartered in Bangalore, India. Gideon is presently leading the Jiva Project that addresses capacity building for career psychology in the Indian/developing world context. Gideon is an international consultant for the World Bank, UNICEF and the Asian Development Bank, and has executed assignments on guidance and counselling in Sub-Saharan Africa and South Asia. He is a Visiting Senior Lecturer at the University of Canterbury Christ Church, UK. He is also the president of the Indian Association of Career and Livelihood Planning and a member of the Government of India Planning Commission's committee for Adolescent's Development.

Title of Presentation:

'I am learning so much more than I thought I would': A preliminary report of interviews of school to work challenges among individuals with special needs.

Abstract:

Very few studies have been done in India to study the process of how children negotiate the transition from school education into the world of work. Even fewer studies explore the intricacies involved in the career preparation process for children with Special Educational Needs. In school, the number of services provided by mainstream schools for children with Special Needs has steadily increased, and an analysis of a selection of educational services across the country (Banerjee, Mehendale and Najundaiah, 2011) revealed that support was mainly in the form of remedial sessions, teaching aids, use of technology in teaching, special methods of evaluation, concessions in syllabus and during exam time. Most of these efforts were largely directed toward improving learning in classrooms and fostering a friendly and non judgmental environment at school. Though a few of these efforts can indirectly assist in the career preparation process, they do not explicitly promote active engagement with career preparation. This poster attempts to study the school to work transition experience of children with Special Needs within the Indian educational context. Factors examined include the support and challenges experienced in home, the school and community context and the psychological impact of the social cognitive environment generated by the presence of the special needs based on Nag (2011) and Career Preparation Process model proposed by Arulmani and Nag-Arulmani (2004).

We report the case histories of seven individuals between the age range of 16-23 years who had earlier been diagnosed with Dyslexia, Hyperlexia and/or mild attention deficit. For the sample presented we had access to school and case records and the individuals were available for a follow up interview. We obtained historical information about the difficulties faced by each individual from their school and psycho-educational reports. At the time of the first clinical assessment, the average gap between the chronological age and reading and spelling attainment was 2 years. We found that though 6/7 individuals received educational support for their special needs while in school, 5/7 individuals had already begun showing low persistence and high anxiety about future goals by the beginning of high school. Findings from a follow up telephonic interview to assess career preparation skills, career barriers and career beliefs will be presented. An overwhelming theme that emerged in all the interviews was the positive spirit with which barriers were being dealt with.

References:

Nag, S. (2010). Re-thinking support: The hidden school-to-work challenges for individuals with Special needs. Symposium conducted at

the IAEVG-Jiva International Conference on Guidance and Counselling, Bangalore, India.

Banerjee, R., Mehendale, A., & Nanjundaiah, M. (2011) .
Understanding inclusive practices in school: Examples of schools from India. Seva in Action. Bangalore.