

Application and Implication of Ecological Perspectives on Career Development Theories toward Individuals with Disabilities: The Experience of People with Intellectual Disabilities

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Abstract

Career development from school to adult life of people with disabilities and their families requires a comprehensive planning, knowledge, and coordination of services. Recently, the ecological perspective of career development theories were broadly discussed and adopted in the field of disabilities. This article used the ecological theories of career development to apply in practice on 12 youths with intellectual disabilities in senior high schools located in middle Taiwan via a qualitative inquiry. The vocational guidance and employment transition of youths with intellectual disabilities were conducted to analyze and interpret for the purposes of the study. Intensive participatory interviews and thick interpretation on transition services of the study subjects were employed to collect the data. In addition, there were two respective perspectives of vocational guidance and employment transition services were cross-examined and analyzed. Furthermore, four areas of vocational guidance and three domains of employment transition were verified by descriptive analytical synthesis and grounded theory in the analysis. Recommendations are offered concerning the implications of these findings for instruction as well as curriculum, life-long welfare services, transition services, and further research for people with disabilities toward their career development.

Key words: Career development, ecological model, people with intellectual disabilities, rehabilitation counseling, vocational rehabilitation