Impacts and Barriers Associated with Career Transition Among Students with Specific Learning Disabilities

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ABSTRACT: Students with Specific Learning Disabilities (SLD) may lose access to the familiar and necessary resources for career transition after graduation, forcing them to navigate social and governmental institutions on their own. This study examined the impacts and barriers associated with career transition among students with SLD. In this study, the search for and review of the literature involved the use of a narrative literature review technique. Using a narrative review approach allowed the researcher to identify comparable and diverse viewpoints and patterns within the literature, and generate relevant themes for offering meaningful insights into the research topic. Challenges with modifications or accommodations, attitudinal barriers, failure to advocate for oneself, failure to disclose one's disability to employers or schools, inadequate career preparation and planning, discrimination and social isolation are some of the barriers identified in this research. This study emphasises that transition challenges have persisted based on the literature reviewed on barriers to career transition for students with SLD. This study advises career counselors and employers to be more inclusive in their counseling and workforce accommodations by accurately identifying the additional needs of students with SLD. By sharing best practices and experiences, they can disseminate knowledge, materials, and resources for working with students with SLD.

Keywords: career transition, counselors, specific learning disabilities, students, workforce

ABSTRAK: *Siswa dengan Kelainan Belajar Khusus (KBK) mungkin kehilangan akses ke sumber daya yang dikenal dan diperlukan untuk transisi karir setelah lulus, memaksa mereka untuk menavigasi institusi sosial dan pemerintahan secara mandiri. Penelitian ini mengkaji dampak dan hambatan yang terkait dengan transisi karir di kalangan siswa dengan KBK. Dalam penelitian ini, pencarian dan tinjauan literatur melibatkan penggunaan teknik tinjauan literatur naratif. Pendekatan tinjauan naratif memungkinkan peneliti untuk mengidentifikasi sudut pandang dan pola yang sebanding dan beragam dalam literatur, dan menghasilkan tema yang relevan untuk memberikan wawasan yang bermakna tentang topik penelitian. Tantangan dengan modifikasi atau akomodasi, hambatan sikap, gagal membela diri sendiri, tidak mengungkapkan disabilitas kepada pemberi kerja atau sekolah, persiapan dan perencanaan karir yang tidak memadai, diskriminasi, dan isolasi sosial adalah beberapa hambatan yang diidentifikasi dalam penelitian ini. Penelitian ini menekankan bahwa tantangan transisi tetap ada berdasarkan literatur yang ditinjau tentang hambatan terhadap transisi karir bagi siswa dengan KBK. Penelitian ini menyarankan konselor karir dan pemberi kerja untuk lebih inklusif dalam penyuluhan*

dan akomodasi tenaga kerja dengan mengidentifikasi dengan akurat kebutuhan tambahan siswa dengan KBK. Dengan berbagi praktik terbaik dan pengalaman, mereka dapat menyebarkan pengetahuan, materi, dan sumber daya untuk bekerja dengan siswa dengan KBK.

Kata kunci: *kelainan belajar khusus, konselor, siswa, tenaga kerja, transisi karir.*

INTRODUCTION

Although joining the workforce could be difficult for young people and adolescents with specific learning disabilities (SLD), employment plays a crucial role in our society and has long served as one of the yardsticks by which people judge their performance and success. According to Lent and Brown (2013) and Wehman (2011), job is such a big deal in human civilization that young people and adolescents—including those with SLD—are urged to make a decision about their profession before they graduate from school. Even in most schools, there are programs designed to offer individuals the chance to learn about and try out various vocations before graduating (Slyter, 2021). This dual-credit technique makes it easier for students, especially those with SLD, to transfer to college or pursue a post-secondary job by giving them the benefit of graduating with college credits and a realistic professional route (Bangser, 2008). However, since they struggle to learn new skills and obtain and keep jobs, many people with SLD are unable to take advantage of the potential benefits that come with employment. The academic level attained or the ability to carry out everyday tasks that call for reading, writing, and math skills are significantly affected by SLD. Students with SLD are exceedingly different, which suggests that no two students have the same profile of strengths and weaknesses according to Fangwi (2020). Williams (2013) also discovered that students with SLD had far greater trouble adjusting to life and the realm of higher education than their peers without impairments. Thus, career transition programs must be among the steps implemented so as to meet the needs of these students in order to close this gap.

It could be difficult for these students to come to terms with who they are, realize their full potential, and embrace opportunities (Li et al., 2021). Depending on the kind of help, direction, and support a transitioner receives from various sources, career transition experiences may vary (Malecki & Demaray, 2003). A student with an SLD may lose access to the familiar and necessary resources after graduation, forcing them to navigate adult social and governmental institutions on their own (McKim, 2012). Due to the constant absence of social contacts and encounters with other students, they may also feel cut off from the rest of the student population. Their personal and academic lives could suffer as a result of this. Although they possess the abilities, aptitudes, and potential to thrive in more challenging professions, they may have lesser professional objectives. Therefore, it is essential to assist these students when they change careers or move from school to employment. Without being aware of the different barriers that come with career transition, particularly those that affect people with SLD, this cannot be accomplished. To do this, this

study gives readers a broad overview of some barriers that prevent students with SLD from transitioning into the workforce. The study also looked@ at how specific learning disabilities affect these students' career transition.

Research Questions
1. What are the impacts of specific learning disabilities on career transition of students with SLD?
2. What are the barriers to career transitioning of students with SLD?

RESEARCH METHOD

In this study, the search for and review of the literature involved the use of a narrative literature review technique. Specifically, through literature reviews, researchers can gather and evaluate information regarding a particular topic. Through literature reviews, they can gain a deeper understanding of how knowledge has evolved in their specific field as well as build on existing theories and professional practice (Paré, & Kitsiou, 2017). The narrative literature review enable researchers to provide an overview and analysis of existing research such that meaningful conclusions can be drawn and future research directions can be suggested. With a narrative review approach, researchers can organise and present retrieved literature in a holistic manner and foster an increased understanding of a research topic (Eseadi, 2023a). Using a narrative review approach allows researchers to identify comparable and diverse viewpoints and patterns within the literature; this enables them to generate relevant themes for offering meaningful insights into the research topic (Baumeister & Leary, 1997). To complete the literature review for this study, the author searched for published resources that addressed the difficulties faced by students with SLD when transitioning from school to the workplace. Scopus, EBSCO, PubMed, Google Scholar, ResearchGate, ERIC, APA PsycINFO, and Scilit were the databases examined. These databases were searched up because they include primary sources of research that has been published on topics, such as barriers to students with SLD. Figure 1 demonstrates the methodological process utilized in this research.

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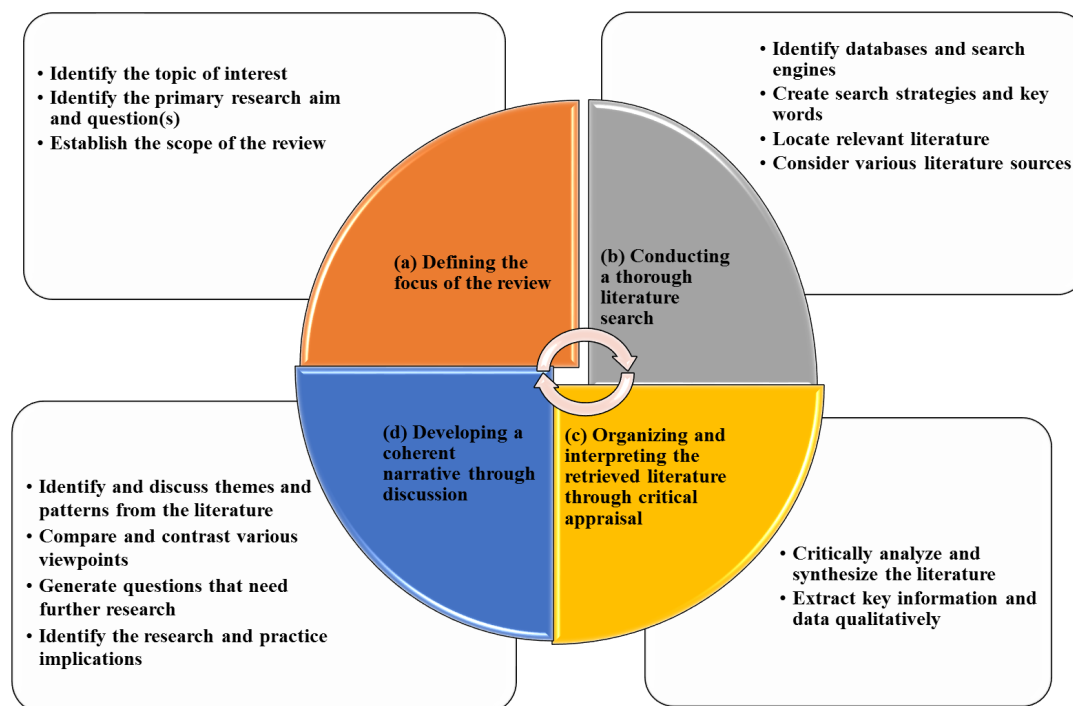
Figure 1. The Research Process Utilized in this Article

RESULTS AND DISCUSSION

Impacts of SLD on career transitioning of students

Figure 2. Illustration of Career Transitioning

A person who is transitioning professionally is moving from one stage to another as shown in Figure 2. There is no restriction on the number of times

individuals can change careers. By the time a student with a SLD graduates from secondary school, they have endured several years of difficulties and frustration. Despite believing they are on par with their classmates in conventional schooling, they frequently fall short of obtaining equivalent milestones and achievements. Nevertheless, the notion of a SLD includes a wide range of learning diffculties with various degrees of severity and impact on each individual (Cortiella & Horowitz, 2014). Due to this, it is challenging to assist individuals with SLD in transitioning from school to the job market (Bonanni, 2015). According to Eseadi and Diale (2023), the success of the educational process will be assured by taking into account individual student's educational needs, and this may also facilitate their post-secondary career path. A well-designed transition plan will benefit future employers, employees, and the general public, while a good post-secondary placement of individuals with SLD has substantial social implications (McKim, 2012). With a thoughtful, individualized transition planning, this group of students may contribute to society as assets rather than burdens.

To some potential employers and stakeholders, these students usually present as having no disability at all. As a result, people with SLD may encounter expectations that are unjustified by their ability because there are typically no obvious indicators of mental impairment (Eseadi, 2023b; Madaus et al., 2008). According to McKim (2012), students with SLD tend to be too passive and avoid situations that look challenging or hazardous. As a result, the employment future for those with specific learning disabilities is not promising. Additionally, in comparison to their colleagues without impairments, those with SLD seems to be overrepresented in unskilled jobs and underrepresented in professional occupations (Bonaccio et al., 2020). According to Carpinelli et al. (2021), people with specific learning disabilities subsequently have a higher risk of being jobless and having poorer salaries. Furthermore, they might not be aware of their limitations or the need for specific modifications until they are already confronted with a situation at work or in their personal lives that is challenging for them. Undoubtedly, such an incident at work will disturb both the company and the employee with SLD. Therefore, it will be best to prevent these challenges by developing a solid transition plan after high school (Brooke et al., 2009).

It is crucial to comprehend how companies see utilizing individuals with disabilities to properly shed light on the barriers that still prevent people with SLD from obtaining and retaining competitive employment (Slyter, 2021). Employers worry that a worker with SLD won't work as efficiently and accurately as someone without a disability, according to Baker et al. (2018). So between presumed and actual capacities of people with impairments, there appears to be a gap. There has been a presumption that people with impairments are less educated and less competent to learn a job than those without disabilities (Baker et al., 2018). Students with SLD may not have access to education on par with their classmates, even if they attend school, because the curriculum has not been adjusted to take into account their needs. Furthermore, teachers might not be knowledgeable on how to accommodate the requirements of these students (International Disability and Development Consortium, 2013). On the other hand,

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some people who have specific learning disabilities have had success finding work when they select occupations that use their abilities and are driven by a desire for control over their life. However, successful job-holding persons with SLD report using or seeking for specialist services to get past their limitations. They are therefore marginalized and excluded, have limited access to possibilities for advancement, and typically lack a voice, which can also lead to violence and abuse (UNICEF, 2014).

We must aggressively promote the value of improving the lives of students with SLD in all spheres of society, including education and employment in order to enable them advance professionally. Also, having a strong sense of self is essential for students with specific learning disabilities because it may provide them the consistency they need to make sense of their pasts and move forward into their future By embracing stability, relevance, and continuity in their identities and life experiences, they may be able to deal with the instability and uncertainty of today's changing workplace and lack of clearly defined career routes (Savickas, 2012). Understanding the difference between "self" and "identity" is crucial. Identity refers to how people view themselves when performing social tasks (Savickas, 2012). Because of this, when students with SLD are transitioning from the school setting to the workplace, they must strive to restore their identity as 'workers' and subject matter experts in the new job.

Barriers to students with SLD entering into the workforce

SLD is one of the most common impairments in the human population and poses a severe risk in everyday life because of difficulties with reading, writing, and mathematical calculations. People with SLD may cease engaging in social and recreational activities because they struggle with comprehension and effective communication. Although career transitioning can be stressful for anybody, SLD-affected students usually find it to be particularly difficult. Parents and teachers often supports them to an extent. However, after sometime, these individuals are usually left on their own to handle their goal-setting and career plans. People with SLD thus encounter a range of challenges that may prevent a successful transition into the employment sphere. Some of the challenges that this study emphasizes are challenges with modifications or accommodations, poor communication skills, accessibility barriers, financial challenges, attitudinal barriers, not advocating for themselves, not disclosing their disability to schools or employers, poor career preparation and planning, discrimination, bullying and social isolation, and lack of family and other support.

Challenges with modifications or accommodations

Procedures for accommodations have a considerable impact on the employment and retention of SLD-affected persons. Many businesses lack a thorough understanding of the adjustments that workers with SLD require and the strategies that permit optimal work performance. Additionally, many accommodations for workers with SLD may be regarded too expensive by employers. If they have greater knowledge about serving this group, their

involvement in the workforce would increase (Perkins-Dock et al., 2015). Lack of accommodations is the direct outcome of neglecting to declose one's impairment to schools or employers. A few examples of suitable workplace modifications for people with SLD include the use of auxiliary aids like recording devices, designated readers, oral instructions, preferred seating, special lighting, quiet locations, prolonged test times, and frequent breaks.Studies like those by Haynes and Linden (2012), among others, indicated unfulfilled requests of adult workers in the aspect of adequate accommodations. Similarly, many academically qualified students with SLD may find it difficult to transition successfully to their desired employment owing to inadequate or nonexistent accommodations, such as facilities and support services. The lack of appropriate accommodations for professional and recreational education is thus one of the main barriers to SLD students entering the employment sector.

Poor Communication Skills

In order for students to support one another, open communication is essential. It is crucial to stress that effective communication is essential for independence, participation in one's surroundings, and daily activities. When learning in school and interacting with others in society, as well as when transitioning from school to the work world, people with SLD commonly have a number of communication challenges. Yet, the great majority of occupations in our society, according to Ross (2011), need verbal interactions. It is essential for employed persons with SLD to be able to interact very well with coworkers, the public, and, most significantly, their workplace superiors. Workplace communication barriers may reduce the efficacy of such interactions, which will invariably impact work performance, especially for those with SLD. Communication problems have had a substantial influence on how smoothly some SLD-affected people transition into employment and how frequently they are hired. Because they have problems understanding spoken and/or written words, they may discontinue engaging in social and leisure activities. Communication problems can make them feel lonely and limit their ability to do their job successfully (Shuler et al., 2014). According to a study by Rosengreen and Saladin (2019), communication is essential for effective job performance. It is usually important to read and write in professional settings but people with SLD usually fail to express well in writing because they have weak reading and writing skills (McKee et al., 2013). Due to communication problems, knowledge gaps, and psychological reliance, the SLD-affected person frequently reaches vocational maturity slowly. During internships, if there is little to no interaction between these students and their co-interns and supervisors, it will be challenging for them to effectively complete their work experience. In addition, students with SLD may exhibit extreme shyness and low self-esteem, and they may avoid interacting with coworkers or their managers even when they had difficulties in doing their jobs. Therefore, their prospects of getting job experience are always hampered by their inability to interact with their coworkers, boss, or even customers.

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Accessibility Barriers

SLD-affected persons may find it challenging to do their tasks efficiently due to accessibility barriers. These may include barriers to physical access, transportation, important information access, access to education, and access to fulfilling job. Many workplaces has structural barriers that makes them physically difficult to enter, such as old buildings. Accessibility problem is also common among students transferring from higher education to the workforce because many of them do have trouble traveling to internships and employment locations due to transportation issues (Odame et al., 2021). SLD-affected students may not always have access to the skills and tools they need to get ready for careers (Adebisi et al., 2014). The lack of learning aids and other equipment for persons with SLD still prevents them from having equitable access to career transition opportunities. There are not enough support staff members in traditional schools to replace the regular classroom teachers and provide a welcoming environment where learning and teaching may flourish for SLD-affected students (Adebisi et al., 2014). Many classroom teachers are often unable to communicate with some SLD-affected students or even recognize their requirements or characteristics. It is crucial to keep in mind that students with SLD may find it difficult to operate on a daily basis to get the knowledge they want to prepare them for entering the workforce (Tichauya et al., 2012). Also, career transition programs cannot be successfully implemented in the typical school due to a lack of relevant and essential teaching and learning resources, especially for students with SLD. The national curriculum must support individualized instruction since not all students with specific learning disabilities can access it equally (Nwoagba, 2003). It is also critical to bear in mind that creating communication and physical accessibility in schools and working environment is crucial for inclusivity of SLD-affected persons. Under national accessibility requirements, schools should be required to offer a variety of accessible features in order to serve students with a variety of impairments, especially SLD-affected students.

Financial Challenges

It is generally accepted that enough money is required to guarantee quality education. Ekankumo and Kemebaradikumo (2014) assert that ineffective money management has led to unethical behavior and ineffective methods that have made it more difficult for educational institutions to assist and instruct students with SLD. According to Agabi (2014), the majority of countries' underfunding of education is to blame for the downfall of the education system and subsequent poor and delayed transitioning into the career world. Adebisi et al. (2014) contend that a lack of funding leads to an insufficient supply of resources, subpar facilities, and a staffing shortfall. To provide people with SLD with the required supports, inclusion, materials, and resources for smooth career transition, sufficient funding will be essential. According to Nwoagba (2013),

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administrators frequently struggle to get the funding for special needs education programs, which results in extremely subpar facilities, resources, and instructional materials for children with special needs, including those with SLD.

Attitudinal Barriers

Most cultures have historically had unfavorable views and ideas towards people with disabilities. In some cultures, SLD is frequently linked to witchcraft, mother's promiscuity while pregnant, and ancestral spirit's retribution (Florien, 2008). Furthermore, the retention of students with SLD in schools has been impacted by instructors' and peers' unfavorable attitudes toward SLD. The difficulties they encounter during job transitions are partially caused by the use of inappropriate terminology, stereotyped attitudes, and horrifying representations. In an effort to understand why people with SLD have trouble getting work, several aspects have been looked into. Professionals in fields related to disability claim that the largest barrier to special education in developing countries is negative attitudes. A lack of political will on the part of the government to implement its special needs education programs is one of the signs of a negative attitude toward people with SLD. SLD students are still not given favorable treatment by most educational and employment institutions. It is crucial to keep in mind that a SLD person's perspective is also a factor in how smoothly they transition into a new job. Due to their inferiority complex and lack of self-confidence in their own ability, this group of people can be far from succeeding in their fields. Because of their disability and subpar cognitive abilities, persons with SLD may find it difficult to integrate into the workforce. Additionally, due to their anxiety about living alone, students with SLD face a barrier to changing occupations. According to Bari et al. (2013), many students including those with SLD, often find it difficult to make the transition from schooling to employment, higher education, and independent living. That is, it might be challenging for these students to go from the special education system, which is often accommodating, to the world of adult life and work, which frequently lacks the same level of services and supports.

Many participants with disabilities, including students and graduates with SLD across the majority of studies, had experienced some form of stigma during their transition from tertiary education to the workforce. They reported experiencing social exclusion, discrimination, peer-related prejudice, and negative attitudes from instructors, staff, and faculty within the tertiary education sector (Atkinson & Hutchinson, 2013; Strnadová et al., 2015; da Silva Cardoso et al., 2016; Shpigelman et al., 2021; Vlachou & Papananou, 2018; Grimes et al., 2020). Teaching SLD-affected students is a challenging task for most instructors due to a lack of motivation. This causes the majority of them to not be very interested in updating their teaching methods to incorporate flexible curriculum that would facilitate the education of children with SLD. Due to their perception that attending the training will add to their already heavy workload, the majority of teachers are hesitant to do so. Many children with SLD also do not attend school, especially in rural areas because of the parent's and family members' attitudes towards their education and career transitioning. Most

parents and significant others within the community seem unaware of or uncaring about children's education if they have SLD issues. Some parents have little or not option but to leave their children at home because they don't think they will learn anything or perform well in school. Employers' bias and assumption is another source of problem. There is also misconceptions about workers with SLD within several workplaces.

Not Advocating for Themselves

The SLD-affected persons may find it difficult to fight for their rights within the workplaces as it regards to adequate accommodations and modifications and access to learning aids among others (Nwoagba, 2003). Instead, they could choose to remain silent while battling with career-related challenges. This may be due to lack of career self-esteem and low expectations among individuals with SLD who are transitioning from school to the workplace. They could think that nobody understands how their condition impacts their daily lives. Additionally, after graduating from school, these individuals are suddenly expected to advocate for themselves whereas their parents and teachers may have been doing so while they were still enrolled in school. The chance to advocate for oneself can greatly aid young people with SLD in acquiring a growth mentality. Possibilities for more autonomous problem-solving and success can boost their self-esteem. Learning to advocate for themselves may help those with SLD move from school to independent life much more smoothly.

Not Disclosing their Disability to Schools or Employers

One of the biggest obstacles for students with SLD transitioning from high school to the workforce is failing to disclose their disability properly. It is the responsibility of the student to notify their prospective employer or school of their disability status. A research showed that only about 25% of SLD-affected students informed their institution about their impairment (Aliza, 2014). Individuals with SLD may decide not to open up about their disability for some reasons, like not being aware of the services available to them or not knowing how to use them, not wanting to request accommodations or be perceived negatively by faculty, being concerned that others will perceive them as lazy or as having an unfair advantage, and not fully understanding the situation. Most SLD-affected students occasionally lie about or fail to disclose their impairment to a school or workplace; some of them may not request accommodations that are appropriate for their level of impairment or notify employers of the severity of their handicap. According to the results of Goodall et al. (2022), worries about disclosure, along with attitudinal hurdles, seem to be the root of the majority of problems for this group. After disclosing their disability status, as found in the literature reviewed, a number of students and graduates experienced discrimination and negative treatments. Yet, if a student chooses not to open up because they are concerned about discrimination, they often do not receive the

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required accommodations to either be successful in tertiary education, sustain a job, or engage in other activities (Goodall et al., 2022).

Poor Career Preparation and Planning

Anyone interested in establishing a career should be knowledgeable about it. How ambitious a person is in their work life could be influenced by their knowledge of the many career options accessible to them. Knowledge is essential for success and is the foundation of all successful vocations as opined Othman and Ishak (2009). According to Abdullah and Yasin (2014), having knowledge of a particular profession can help students, including those with SLD, make a smooth career transition. It is imperative that these students are made aware of the responsibilities of businesses, colleges, and universities in order for them to be well acquainted with appropriate career thoughts and inspirations. It is crucial to fully inform students with SLD about certain professions, any challenges they could face, and potential solutions. Education level is a key factor in career planning and preparedness. The options for job and chances for advancement for specific learning handicapped employees are, however, severely constrained by a lack of education. The ability to live independently and education have also been linked. This finding is important because, while educational performance lowers employment disparity, specific learning impaired persons have very poor educational attainment, which prevents them from entering the workforce later in life. Those with SLD experience challenges throughout a range of preparation for college.

For children with SLD to transition from one educational level to the next, there is an urgent need for more programs that are more comprehensive and suitable. They are all crucial for the learner to successfully transition to the next level. The first transitional step is from early childhood services/preschool to primary school. The second step that students could experience is the change from primary school to secondary school. The third step, which is crucial, is the transition from secondary school to post-secondary school setting, pre-employment training, vocational education, or job placement. It is crucial to remember that lack of assistance makes it difficult for those with SLD to transition seamlessly. Not all students will have access to the right career guidance and support, making it difficult for them to choose a field that will improve their careers. Without the appropriate career counseling while in school, these students will not have the chance to learn about all the alternatives that are available depending on their career preferences. Most counselors have sought to match the abilities of clients with SLD with jobs that were open without conducting thorough vocational assessments (Phillippe & Auvenshine, 2019). However, the counselor's responsibility should be to thoroughly expose the counsellee to all career possibilities accessible to them instead of just accepting the preconceptions of society about them. Also, many students with SLD lack enough planning and preparation for their career move. According to Johnson and Seaton (2012), students with specific learning disabilities do not obtain a thorough education or a variety of services that address their specific

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requirements. Thus, to meet their requirements and assist them in reaching their full potential during job transition, these students must go through thorough career planning and preparation, such as vocational evaluation services.

Discrimination, Bullying and Social Isolation

One of the major challenges that students with SLD may encounter in the classroom and when they make the transition to the employment is bullying (Weinreich et al., 2023). The education and career prospects of individuals with SLD may be badly disrupted as a result of this as they may begin to exhibit unhealthy behavioral symptoms or perform poorly at work or school. Students with SLD are more likely to experience social issolation and discrimiation from their classmates who are unable to comprehend or accept them due to their learning conditions (Berchiatti et al., 2021; Li et al., 2021). To some extent, whether teasing, bullying, and victimization occur or are tolerated when they do, depends on a supportive atmosphere inside the school, including the principal, teachers, office staff, and grounds staff.

Lack of Family and Other Support

In the ideal world, very few individuals pick their occupations. An array of factors, such as a lack of family support, which can also act as a barrier to career progression, may limit one's ability to achieve their professional goals. It typically takes time and support for parents to become used to their child's SLD. According to Youssef et al. (2017), parents should be viewed as partners in the implementation of this school transition plans and play the role of ensuring that children utilize their learning aid as needed. Similar to this, every intervention program should actively and holistically focus on creating families, according to Lima et al. (2019). The great majority of children with disabilities wander because of harsh communities and parents rather than of their own free choosing (UNESCO, 2003). According to Opini (2010), children with disabilities, especially those with SLD, have historically been stigmatized in Kenya and relegated to begging on the streets. Children who are born with SLD may suffer long term effects from parental and family language neglect. Some parents claim that because their SLD-affected children avoid social gatherings, their social circles are smaller (Cox et al., 2019). They could find it challenging to move to a new job as a result. Such parents frequently act in an overprotective manner in an effort to protect their children from social rejection (Chilver-Stainer et al., 2014). The transition to postsecondary school and employment is also particularly challenging for individuals with specific learning disabilities because of their experience of alienation and overload in their various households. In an ideal situation, parents, relatives, and professionals would work together to develop a strategy for regular communication with the pupil. If the counselor does not provide parents with information that is timely, accurate, and appropriate, they may not be able to identify and solve concerns or needs related to career transitioning of their child with SLD. In order to improve their

children's chances of integrating into society, parents of students with SLD must learn a lot about their impairment.

Implications and Future Directions

A concerted effort should be made to raise awareness about the abilities and potential of students with SLD among employers and the public. Also, students with SLD should be encouraged to explore their interests, skills, and strengths at an early stage to ensure a smooth career transition. It is possible to facilitate this exploration through job shadowing, personalised career counseling, and vocational assessment. Educators and schools can play a crucial role in supporting students with SLD in their career transition journey by providing relevant vocational training, teaching transferable skills, and connecting them with potential mentors and employers (Eseadi, 2023c). The provision of assistive technologies for students with SLD can enhance their career transition readiness and employment prospects (Eseadi, 2023b). It is important for students with SLD to engage in self-advocacy to challenge negative stereotypes and promote inclusive hiring practices. Students with SLD should be provided with career transition programs (internships, vocational training, and supported employment) tailored to their specific career transition needs and challenges. Future research can examine the various types of SLD and their corresponding impacts on career transition of these students. Future research can also explore self-advocacy issues experienced by students with SLD during the career transition process. Future studies may also examine current employer practices and policies related to hiring individuals with SLD in both the public and private sectors. A study of this nature could provide insight into the challenges individuals with SLD face in the labour market as well as potential strategies for assisting them in their transition to the workforce.

CONCLUSION

Career transitioning can be difficult for students and people without SLD. This research highlights the impacts and barriers associated with career transition among students with SLD. The barriers include lack of family and other support, discrimination, bullying, social isolation, poor career preparation and planning, poor communication skills, accessibility barriers, financial challenges, attitudinal barriers, lack of self-advocacy, and not disclosing their disability status to schools or employers. The literature reviewed in this study supports the conclusion that there are career transition challenges that have persisted over the years which affect students with SLD. However, this does not imply that students with SLD cannot successfully transition into the workforce. There is a need for comprehensive research and practice in this area to support these individuals in their transition journey. In order to address the unique challenges faced by individuals with SLD in their career transition, it is crucial to understand these factors. A deeper understanding of the specific impacts and barriers associated with career transition among individuals with SLD can inform the development of effective career strategies and interventions to assist them. This

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study advises career counselors and employers to be more inclusive in their counseling and workforce accommodations by accurately identifying the additional needs of SLD-affected students and potential employees. By sharing best practices and experiences, they can disseminate knowledge, materials, and resources necessary for working with students who have SLD.

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