

Examining Career Transitioning Among Students with Specific Learning Disabilities

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ABSTRACT:

The career transitioning of students with specific learning disabilities (SLD) has not been commendable. This research paper discusses the career transitioning of students with SLD concerning existing research concerning knowledge, attitudes, and perceptions about these students. It examined ways of preparing and supporting students with SLD towards their transition into the world of work. Additionally, it looked at how important career transitioning is for SLD students. More robust social networks, improved self-esteem, avoidance of stigma, and potential lifetime advantages, including better incomes and independent living, are some of the relevance of career transitioning for students with SLD. The paper highlights the need for students with SLD to receive support and guidance from their parents, teachers, school administrators, peers, counselors, and other stakeholders to obtain stable careers. This paper contributes to the theoretical and practical implications for supporting young people with SLD in their transition to the world of work. Further research is required to strengthen the existing literature on this topic.

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INTRODUCTION

Education is widely acknowledged as a socially progressive phenomenon that supports economic development as well as social, political, and personal improvements. Education changes people, communities, nations, continents, and society. However, according to UNESCO (2017), 264 million children and teenagers do not attend school, and equity, access, and quality vary substantially between the Global North and the Global South. Those youngsters suffering from neurodevelopmental disorders, including specific learning disabilities (SLD), are often educationally disadvantaged. McKim (2012) stated that the population of pupils with specific learning disabilities calls for additional accommodations and services. These children are especially prone to failing as they get closer to graduating from high school for a variety of reasons, including lack of care and support.

The specific learning-disabled students frequently present as having no disability to potential employers and others. Because there are frequently no overt symptoms of mental impairment, people with specific learning disabilities may face expectations that are unwarranted by their skills (Madaus et al., 2008). Students with SLD tend to be excessively passive and avoid circumstances that seem difficult or threatening, as McKim (2012) opines. Because of this, the job outlook for those with SLD is not encouraging. Teenagers with SLD consequently have a higher likelihood of being unemployed and having lower incomes, according to Carpinelli et al. (2021).

Additionally, they might not be aware of their limits or the need for certain adjustments until they are already in a work or life scenario beyond their capabilities. Such an occurrence at work will undoubtedly be upsetting for both the employer and the employee. These situations can be better avoided with proper transition plans (Brooke et al., 2009; Serebryakova & Shishkina, 2016) in order to facilitate their post-secondary career path. Effective post-secondary placement of students with SLD has significant societal ramifications since a well-designed transition plan will benefit future employers, workers, and the general public (McKim, 2012). It is also thought that this group of students may become assets to society with sound, personalized transition planning, but without such preparation, they would become liabilities. In light of this, this paper aims to discuss the career transitioning of students with SLD with particular attention to its relevance in the students' lives, preparing and offering support to those students with SLD, and finally, look at knowledge, attitudes, and perceptions studies about the career transitioning of students with SLD.

Conceptualizing Specific Learning Disabilities

A person's cognitive and learning developmental capacity is required to develop their reading, writing, arithmetic, speaking, and language abilities appropriately. A neurodevelopmental disorder known as SLD is often diagnosed in young school-age children. Children with SLD consistently struggle with at least one of the three abilities of reading, writing, and math learning. According to Shah et al. (2019), SLD is one of the most common neurodevelopmental disorders affecting 3%–10% of children. The authors asserted that children with SLD are referred to as having a hidden disability since their challenges are not readily apparent, and they do not appear to be disabled. According to Muktamath, Hegde, and Chand (2021), SLD can be described as a heterogeneous group of disorders characterized by significant difficulties in the acquisition and use of reading, writing, or mathematical skills (dyslexia, dysgraphia, and dyscalculia) despite intact senses, normal intelligence, appropriate motivation, and adequate sociocultural opportunity. SLD is further described as a disorder in one or more of the fundamental psychological processes required to comprehend or use language, whether spoken or written, and manifests itself in the inability to listen, think, speak, read, write, spell, or perform mathematical calculations, according to the Individuals with Disabilities Education Act (IDEA, 2004). SLDs are not mainly brought about by physical, mental, or sensory impairments, emotional disturbance, or socioeconomic, cultural, or environmental disadvantage (Muktamath et al., 2021; DOE, 1995). SLD can be characterized as being either mild, moderate, or severe, according to Muktamath, Hegde, and Chand (2021). Mild SLD is characterized by few minor academic challenges that may be overcome. The individual can work effectively with accommodations or support services, especially throughout the school years. Moderate SLD is characterized by marked challenges such that without extensive instruction during the school years, adjustments, or supported assistance at school or home to correctly complete activities, one or more academic skills are unlikely to become competent. Severe challenges with several academic skills typify severe SLD; unlikely to become competent without continuing, intense education for the majority of the school years; even with modifications and support resources at school and home, may not accurately finish tasks. Since no two persons with specific learning disabilities have the same profile of strengths and weaknesses, this group of individuals is exceptionally diverse. According to Shah et al. (2019), SLD can manifest as dyslexia, dysgraphia, and dyscalculia.

The most prevalent learning disability, accounting for at least 80% of all SLDs, is dyslexia (that is, reading impairment), a particular learning disability that impacts reading and related language-based processing abilities. It can coexist with other associated problems and impact reading fluency, decoding, reading comprehension, recall, writing, spelling, and occasionally speaking. However, each person's severity level can vary, and dyslexia is occasionally referred to as a language-based learning disability (Muktamath et al., 2021). Dyslexia is an SLD with neurological roots characterized by incorrect word recognition, poor spelling, and decoding skills, according to Lyon et al. (2003). According to research, issues with phonological processing are regarded to be the root of reading disabilities (i.e., processing the sounds of speech). People who have trouble reading words quickly and accurately usually fail to break words down into individual sounds and/or mix sounds together. Reading comprehension problems are typically a result of these decoding challenges (Muktamath et al., 2021). People with dyslexia have trouble relating the sounds of letters to the letters they see on a page. As a result, reading for them becomes laborious and tedious rather than a fluid experience. Adults and teenagers with dyslexia sometimes prefer to avoid reading-related activities whenever they can (reading for pleasure, reading instructions). They frequently favor alternative formats like images, videos, or music.

Dysgraphia (that is, writing disability) is a term used to describe difficulties with putting one's thoughts onto paper. Writing issues might include handwriting, spelling, grammar, and punctuation challenges. Dysgraphia is a specific learning disability identified in childhood that impacts a person's handwriting and fine motor abilities, according to Muktamath, Hegde, and Chand (2021). It is characterized by inadequate writing abilities that are noticeably below the child's level of education, IQ, and age and that interfere with the child's progress in school or other crucial areas of life. Spelling disorders and spelling dyslexia are other names for dysgraphia. Illegible handwriting, irregular spacing, poor spatial design, bad spelling, mistakes in syntax and punctuation, and poor handwriting are only a few examples of issues. The students have a hard time thinking and writing at the same time while they're writing. This relates to problems with fine motor abilities or visual-motor integration (Muktamath et al., 2021).

Dyscalculia (that is, calculating disability) is a term used to describe difficulties learning number-related concepts or using symbols and functions to perform math

calculations. Mathematical challenges might include issues with number sense, memorization of arithmetic information, computations, reasoning, and problem-solving. Dyscalculia is a form of specialized learning disability that impairs a person's capacity for understanding numbers, ability to absorb math facts, and difficulty learning arithmetic, according to Muktamath, Hegde, and Chand (2021). Aside from having issues understanding arithmetic symbols, people with this form of SLD may also have trouble remembering and organizing numbers, keeping track of time, or counting. Early problems with math or fundamental ideas are likely to surface, but later grades have issues with reasoning. Additionally, children with dyscalculia may lack the ability to separate pertinent information from irrelevant data, identify the suitable computing method, or judge if the result they arrive at is appropriate (Jordan et al., 2003). The most significant barriers to academic success for those with SLD are often math difficulties, which frequently last throughout high school and a lifetime.

Career Transitioning and Students with Specific Learning Disabilities

Students typically go through adjustments and may not always agree with them. Even though change might happen quickly, it can sometimes take longer than anticipated to make a smooth transition when faced with change. Sefotho (2020) defines transition as the process of moving young adults from school settings to independent living and working contexts. They face numerous life changes, adaptations, and cumulative experiences during this time. The process of choosing and pursuing a new professional path is referred to as career transition. A person transitioning in their career is moving from one stage to another. There is no time limit on it or restriction on how many times you can elect to switch careers. The process by which a person typically moves from one job to another within the same occupational group is also referred to as a career transition. Alternatively, a more radical career transition from one occupational category to a completely different one is also referred to as a career transition (IResearchNet, n.d.). The phrase "career transition" was created in response to research and theoretical work on career development.

Career transition is understood in this context to be the changes that specific learning-disabled students experience when they leave their families for school, when they graduate into the workforce, and when they shift from one type of workplace to another. A career transition also occurs when a student moves from one edu-

cational level to another, intending to finish school and enter the workforce independently. According to IREsearchNet (n.d.), several career transitions involve unexpected or unpleasant shifts in a person's career path. These changes might be voluntary or non-voluntary. A voluntary career transition is a planned and managed shift in one's career path. A person may choose to change their profession voluntarily for a number of reasons, such as the conviction that their interests have changed since they had a job in a specific occupational category and that they would like to exit that category and enter one better aligned with their present interests. Additionally, more eye-catching professional possibilities that prompt a person to consider new career options may also create this sort of career shift. On the other hand, non-voluntary career transitions include an unplanned change in one's job preference.

When a student with a specific learning disability graduates from high school, the familiar and necessary supports may disappear, leaving them to negotiate the adult social and governmental institutions alone (McKim, 2012). Additionally, social connections and contacts with other students are frequently limited, and students may feel alone or cut off from the rest of the student body. This might have a detrimental impact on both their school and non-school lives. It might be difficult for students with specific learning disabilities to learn about themselves, achieve their potential, and take advantage of opportunities. This is a result of how society views people with special needs, such as specific learning disabilities, and of how little respect there is for their rights. According to Malan (2018), on the other hand, most parents face shock when their children have to leave home since they are not anticipating this situation. In this regard, possibilities as well as difficulties are presented to young people with specific learning disabilities. Challenges may easily exceed opportunities due to society's debilitating attitudes and settings, which may restrict the opportunities open to those with specific learning disabilities. Children with special needs who have graduated from various educational institutions and are competent to fill open jobs are reportedly unable to get employment owing to their circumstances and employer attitudes, according to Adeniyi (2007) and Ademokoya (2001). As a result, the unemployment rate for persons with special needs is relatively high, especially for those with specific learning disabilities. Since unemployment affects everyone, the current focus should be on assisting persons with specific learning impairments to fulfill their potential and move into their chosen careers to benefit society.

However, every person should be knowledgeable about the area before starting a job. Understanding the numerous employment choices accessible also affects a person's level of professional desire. According to Charney and Libecap (2000), knowledge and goals for a job are positively correlated. Similarly, Evans and Jovanovic (2007), and Othman and Ishak (2009) argue that success is influenced by knowledge and that knowledge lays the groundwork for all successful professions. Therefore, adequate knowledge of one's impairment and a positive attitude toward the person and those around him/her is necessary for smooth career transitions.

Research Questions

1. What is the relevance of career transitions to students with SLD?
2. How can students with SLD be supported and prepared for career transitioning?
3. What are the knowledge, attitudes and perceptions concerning career transitioning of students with SLD?

METHODOLOGY

In this study, a narrative strategy for literature review was adopted. We searched databases for published articles solely focused on helping students with specific learning disabilities transition into careers. The databases examined included PubMed, Google Scholar, Scopus, Scilit, BASE, ResearchGate, ERIC, Semantic Scholar, and APA PsycINFO. Search keywords included Specific Learning Disability, Career Transition, and Specific Learning Disabilities. The search results are shown in Table 1. The selected articles were searched from October 31, 2022, to August 31, 2023. Eight papers were selected for detailed analysis. The criteria for selecting articles for research focused on students with SLD regarding public knowledge, attitudes and perceptions, career transitioning, and support and preparation strategies for career transition. Also, empirical and review papers were included in the final narrative analyses. In a narrative review, the goal is to pinpoint some research studies that provide insight into a particular problem of interest. It may not necessarily require a predetermined research question or search strategy. This type of review does not follow a particular protocol and is not systematic, but it does provide reviewers and readers with an understanding of the topic of interest (Wilczynski, 2017). The four-stage narrative review process for this article, which was adapted from the work of Wilczynski (2017), is shown in Figure 1.

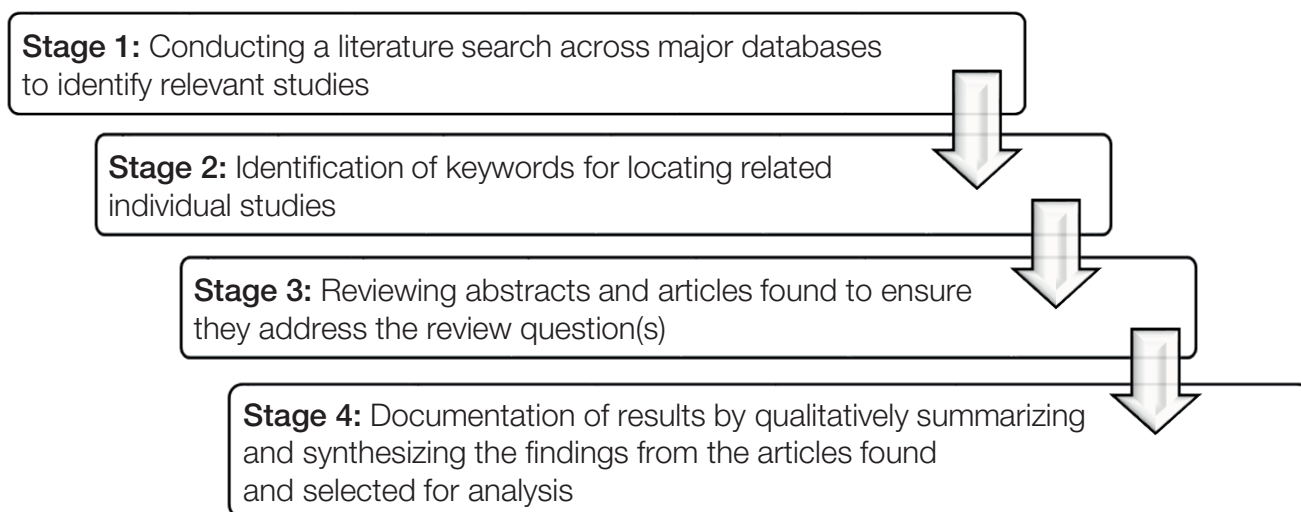


Figure 1. The narrative review process for this article

RESULTS

As can be deduced from Table 1, various studies on knowledge, attitudes, and perceptions about students with SLD indicate that the nature and extent of such knowledge, attitudes, and perceptions are influenced mainly by the students themselves, their peers, teachers, and parents.

In particular, the students’ experiences have been investigated using a descriptive survey (McGregor et al., 2016). Chapko et al. (2020) investigated public attitudes towards students with SLDs using a qualitative survey.

Ibrahim et al. (2021) explored the knowledge of activities and issues of career transition programs faced by students with SLD. Rowlands et al. (2013) explored how medical students with SLD perceive and understand their SLD and how it has impacted their medical training experience. Students claimed to have previously developed coping mechanisms for their SLD, some of which turned out to be insufficient for handling the demands of school and the workplace. Carpinelli et al. (2021) investigated the perception and satisfaction of Italian university students with SLDs via a questionnaire-based descriptive survey. On the other hand, Padhy et al. (2015) investigated

Table 1: Narrative analyses regarding studies about students with SLD

Ref.	Study objective	Methodology	Results
McGregor et al. (2016)	To explore the university experiences of students with learning disabilities (LD)	A descriptive survey study using 63,802 responses to the 2014 Student Experience in the Research University.	Compared to other students, individuals who self-reported having learning difficulties (5.96%) had additional challenges brought on by extracurricular obligations and skill limitations. In addition to feeling more prejudice against persons with disabilities on campus, students with self-reported LD also felt less happy with their overall experience. Age and disability status interactions revealed significantly greater difficulties for older pupils who self-reported LD.
Chapko et al. (2020)	To investigate the public attitudes towards learning disabilities (LDs).	A co-design workshop for a qualitative survey study of three co-designers was on the co-research team, and six persons who had previously utilized online surveys participated in the co-design workshop.	Learning disabilities (LDs) are often viewed as having positive, inclusive, and sympathetic public views. These results, however, do not accurately represent persons with LDs’ actual experiences.

Ibrahim et al. (2021)	To identify the knowledge of activities and issues of career transition programs faced by students with learning disabilities in various situations.	The study's qualitative methodology reviews numerous earlier studies employing a conceptual approach.	The study demonstrates that several career transition program activities, including (1) psychometric testing, (2) stakeholder collaboration, (3) program information, (4) vocational education, and (5) social interactions, have been carried out to prepare students with learning disabilities for the workplace. A few concerns have been raised regarding the career transition program, including career options, experience; preference; interest; and parental consideration.
Rowlands et al. (2013)	To explore how medical students with SLD perceive and understand their SLD and how it has impacted their experience of medical training.	A purposive sample of fifteen students from one medical school was interviewed.	Some of the strategies students claimed to have used in the past to manage their SLDs proved insufficient to handle the demands of medical school. The diagnosis was a conflicted experience for many people; while some feared prejudice, others were glad to understand their problems better. In the university, practical assistance was accessible, but not during placement. Students concentrated on how their specific learning disability affected their capacity to succeed on college examinations. Most people didn't think about challenges after qualifying.
Carpinelli et al. (2021)	To investigate the perception and satisfaction of Italian university students with disabilities and specific learning disabilities at the Emergency Remote Teaching (ERT) during the COVID-19 Lockdown.	A questionnaire-based descriptive survey. 163 students in all, 67 with impairments and/or SLDs, and 96 typically developing students were polled.	Compared to typical students, students with impairments and SLDs were happier with remote instruction. In actuality, only 22% of the SLD or disabled students said they were unhappy with the teaching strategy adopted due to challenges faced, especially those connected to a shoddy technology infrastructure. We discovered that the absence of contacts and connections with both teacher and peer groups had a significant social and emotional impact on all students. Although certain psychological and interpersonal issues were identified, the interviews with students with impairments and SLDs generally revealed positive experiences with ERT. Concerning attention issues and, more broadly, identifying psychological states resulting from abrupt lifestyle changes.
Padhy et al. (2015).	To investigate the Perceptions of teachers about learning disorder in a northern city of India.	This study is based on a cross-sectional questionnaire survey conducted in public schools in Chandigarh's urban, rural, and slum neighborhoods. A proportional sample method was used to pick teachers from 20 randomly chosen schools out of 103 schools in the Union Territory. Purposive sampling was used to choose 80 instructors from these schools who teach third and fourth grades.	Teachers understand the importance of taking additional measures to support students with LD. They believe that specific cells should be opened or that these students should be sent to special schools for the proper intervention, which may not line up with the belief of a doctor who wants to offer LD care in a hospital setting.

Beyer and Kaehne (2008)	To investigate the transition of young people with learning disabilities to employment.	A cohort study with a total of 14 special schools including 87 participants.	People with learning disabilities who received job experience from external transition support groups were 1.01 times more likely to be employed than those who received work awareness training from schools or universities. When predicting employment after graduation, these 2 factors explained 19.2% of the variation.
Chang et al. (2011)	To investigate a location-based prompting system to transition autonomously through vocational tasks for individuals with cognitive impairments.	Quantitative experimental case study using observation, tape recording involving one participant.	Performance throughout the intervention period saw a considerably higher percentage of correct task steps (99%) than at baseline (55%). According to the findings, the Locompt system and operant conditioning techniques may enable the independent functioning of occupational tasks across many workstations.

teachers' perceptions of learning disorders in a northern city of India using a cross-sectional questionnaire survey. Findings show that parents' and educators' perspectives on students' career transitioning due to SLD are unfavorable. Teachers seemed to agree that additional measures are required to assist children with SLD. They believed that sending these students to special schools was the best action. Attitudes of students with SLD towards their career transition are vastly different from those of other stakeholders, and various conditions and circumstances influence the nature of these perceptions. Beyer and Kaehne (2008) investigated the transition of young people with learning disabilities to employment. In addition, Chang et al. (2011) investigated a location-based prompting system to transition autonomously through vocational tasks for individuals with cognitive impairments. As shown, career transitioning is necessary in the lives of students with SLD since it helps them integrate easily into society and the world of work. Also, proper preparation and support for students with SLD will help them transition without much stress into the career world.

DISCUSSION

The Importance of Career Transitioning to Students with Specific Learning Disabilities

The significance of work transitions in the lives of youth with specific learning disabilities cannot be overstated. As a result, children with specific learning disabilities can pick their transition goals based on their preferences, talents, and interests. Through career transitioning, they may become aware of their learning disability and what it means in terms of the accommodations and adaptations needed in the classroom and the workplace. It is important

to stress that making a job transition helps individuals with specific learning disabilities showcase their skills and value their relationships in educational institutions and schools. Their physical, social, and psychological well-being may thus be favorably influenced, leading to a greater quality of life like that of their non-disabled peers, if the institutions set up for students with disabilities adequately support their transition into the profession. Additionally, they may be able to obtain employment opportunities and eventually support their family as a consequence, giving them a socioeconomic edge.

Career transition plays an increasingly important role in the lives of students with specific learning disabilities in an era where educational and public policy are working to expand options and create systems that can meet the needs of all children regardless of their learning ability throughout their lifetime. Students with specific learning disabilities may benefit from career transitions through increased peer acceptance, a stronger social network, higher self-esteem, avoiding stigma, and potential lifetime advantages like higher salaries and independence. There is evidence that career transition strategies can benefit a large number of people, both with and without disabilities, and can lessen the negative effects of unemployment (May & Bridger, 2010).

Students with specific learning disabilities benefit from changing occupations by having more possibilities for engagement, engaging more fully in-class activities, and developing individualized learning objectives. When students with specific learning disabilities are integrated into a smooth career transition, they can benefit from the excitement of interacting with students without disabilities and the chance to study social behavior that will facilitate their behavior and readiness for the job. This may be the main reason Sintayehu (2015) emphasized

how important it is to guarantee that all students, including those with specific learning disabilities, have access to education and employment. The objective of this initiative is to successfully integrate students with a range of disabilities into mainstream regular schools, such as those with specific learning disabilities, in order to successfully modify school curricula, teaching methods, organizational structures, and resources so that all students, regardless of their learning abilities, can successfully participate in regular classroom activities, including career transition activities (Asrat, 2013).

It is important to emphasize that for students with specific learning disabilities, developing skills for career transition has emerged as the most practical choice. The potential of students with specific learning disabilities to lead new venture creation, creative thought, self-reliance, and economic growth of any nation may be improved by being attentive to career transition. Continuously emphasizing the value of improving the lives of students with specific learning disabilities in all spheres of society—including education, health, employment, and active participation in social and political activities, to mention a few—is essential to attaining career progress. Therefore, we must continuously ask ourselves what we can do to prevent the ongoing marginalization, exclusion, and isolation of persons with specific learning disabilities. Consequently, job transition must be studied via an awareness that everyone has the right to be treated equally and financially independent regardless of their cognitive level. Hence, career transition should not merely be considered as a virtue to be taught.

Assisting and Preparing Students with Specific Learning Disabilities for Career Transitioning

For students with SLD, the adult world is a strange and terrifying place. There can be little doubt that the transition from school to adulthood and independent life is challenging and complex for individuals with specific learning difficulties. Because of this, individuals require assistance from their surroundings in order to get steady employment for the future. Parents, school officials, instructors, and counselors have historically played a key role in helping students find their career path. School counselors, in particular, play a crucial role in shaping children's lives by offering direction, knowledge, and encouragement. An organized counseling program can help young adolescents with specific learning disabilities as they establish objectives for the future. Counseling programs have become essential to a student's everyday educational environment (Williams, 2013). They want

the problems to be resolved and require specific initiatives to further their careers. Their success in their environment will depend on their capacity to adjust to and change themselves in response to various conditions. Giving these learners the necessary time and support will enhance their learning and professional growth. To lessen the devastating effects of the significant disadvantages they face and to stop the trend of increased unemployment among people with specific learning disabilities in society, educators of students with special needs, such as those with specific learning disabilities, must equip them with the knowledge, skills, and strategies necessary to become competent professionals capable of producing the best results for their employers.

Ineffective transitions out of high school are caused by a lack of self-awareness coupled with a general lack of knowledge of some basic rights. According to McKim (2012), these students are known to exaggerate their talents or outright deny having any disabilities, both of which have a negative impact on transition outcomes. The student with SLD must be able to communicate to others what their disability is and how it impacts the work at hand, with a greater emphasis on outwardly evident low-incidence impairments. These students with SLD won't be able to transition to adult life smoothly unless they are aware of their talents and flaws and are determined to ensure their rights are upheld. This indicates that special education students are frequently overly reliant on others at the secondary level. As a result, additional time has to be set aside for private counseling according to a student's particular impairment.

Additional one-on-one instruction is required to assist children with specific learning disabilities in recognizing their strengths and shortcomings. Due to the demanding academic schedule, this will probably need to happen during lunchtime or after school. For students with specific learning disabilities to transfer, self-awareness is crucial. In order to give them greater influence over their everyday life, they should be allowed to create their own personalized education plans and transition objectives. By doing this, they will be able to maintain their goals reasonably and doable while defining their path and allowing feedback from other team members.

Additionally, the student can get real-world skills training as part of the Individualized Education Plan, or IEP, process, which can assist in reducing anxiety. At their IEP sessions, students might, for instance, practice describing their disability to other team members, just as they would have to do with prospective employers later. In addition, individuals may list the required adjustments

in writing rather than just knowing what they are in their heads. They can acquire control over their life and confidence in the transition process by creating multi-step goals and engaging with team members (McKim, 2012). Education institutions are crucial in helping students, especially those with SLD, succeed at the following levels by preparing and supporting them (Apriana et al., 2019). Each student is entitled to the same information on their future job.

The educational system has to pay greater attention to how students, especially those with specific learning disabilities, build their careers beyond high school (SLD). One of the policies that should be addressed in the education sector is the creation of activities to increase students' engagement in career program planning (Morningstar et al., 2017). Education reforms should consider career-ready activities to help students develop academic and non-academic abilities, including critical thinking, self-monitoring, motivation, and engagement (Handrianto et al., 2021). Students will require these talents in their lives after high school. By providing a place for them, the programs must guarantee that students with learning difficulties are prepared to advance to their next level of employment.

Students with SLD who graduate from high school desire to work and lead lifestyles that are comparable to those of their classmates without disabilities. But the working world has its own problems that need to be solved in high school or earlier. Workplaces are less formal than school settings, and employers might not be as familiar with the practicalities of a certain impairment or the legal obligations for addressing it. Direct instruction has several advantages that should not be disregarded when helping individuals with specific learning difficulties develop their practical skills. Direct instruction curricula that are taught in the classroom can aid in preparing these students for the job. After students with SLD have mastered fundamental abilities, the chance to practice occupational skills in a real-world environment is crucial. Real-world possibilities are made possible through community-based educational techniques, such as job shadowing, internships, and paid work experiences, which link schools and communities (Brezenski, 2017). Once more, gaining real-world job experience while in high school is a key indicator of success in finding employment after college graduation. Merely receiving training or taking courses in the field is insufficient. Students with SLD can take their abilities into the workplace and pursue successful adult lives with the right supports and expectations. The demand for real-world job experience

throughout the high school years can be met by tailoring curricula to each student's preferences for post-secondary education. Students with SLD must make use of these facilities and acquire the skills they may offer by enrolling in vocational and part-time labor programs offered by the neighborhood university.

Additionally, self-awareness and self-determination are crucial abilities to ensure the most productive work environment. Pre-vocational skills like honesty, accountability, self-discipline, and time management can be taught in the classroom to students with SLD. Several programs provide pupils with pre-vocational skills that are directly taught. These are crucial since students frequently lose their employment due to failing to behave properly in the workplace and social situations. Maintaining a job requires developing important communication, problem-solving, and collaboration skills (Brezenski, 2017). On the other hand, parents who serve as the primary caregivers for children with specific learning disabilities are burdened with the significant duty of helping the child set reasonable transitional objectives. Parents are a continuous factor when a student moves from school to work, employer, assistance agency, and professional settings. Parents of children with specific learning disabilities must actively participate in the transition planning process. The most crucial foundation for learning is for parents to ensure that their students or wards feel loved and nourished. This is due to the fact that children who feel safe and secure are more willing and eager to actively participate in growing learning and career challenges when they experience love and success at home (Bornman, 2020). They will also be equipped with a positive springboard for experiencing success in the classroom. Parents should work with specialists to help their students or wards achieve their job transition goals. Additionally, they must give instructors and mentors pertinent information about the student's areas of strength, interests, and needs.

Knowledge, Attitudes and Perceptions towards Career Transitioning of Students with Specific Learning Disabilities

Passion, parental influences, environment, societal standing, financial gain, and individual talents are just a few of the variables that might affect a person's career decision. As a result, the outcome is influenced by both the traits of the individual with specific learning disabilities and factors related to the transition process. According to Shauli and Baram-Tsabari (2019), an individual's self-efficacy, emotional responses, and values might affect how

well they adjust to change. The likelihood that a student with a specific learning disability will be able to integrate into the workforce depends primarily on the individual's attitude, knowledge, and views as well as those of others around him or her who must learn a great deal of information about their impairment.

According to McKim (2012), people's attitudes and impressions of contacts with employees with disabilities have a significant role in the success of hiring high school graduates with SLD. Customers support firms they believe to be socially responsible, and employers desire satisfied customers. Along with tolerance and acceptance, the general public has demonstrated that they want companies to recruit persons with disabilities, including those with specific learning disabilities. According to research, customers prefer to favor companies that recruit impaired persons. The majority of businesses are still afraid to recruit impaired persons because they have preconceived ideas about what the experience would involve, despite the fact that there is a supportive social environment. The main obstacle for potential workers with SLD is their employers' worries. Additionally, via career transitioning programs that have been developed in the 21st century, students with specific learning disabilities must be given the chance to learn some skills to enhance their quality of life (Gong et al., 2018). To this end, numerous research studies on the knowledge, attitudes, and perceptions of career transition for students with specific learning disabilities have been undertaken.

Given the preceding, it is clear that there is a void in the literature about transitions, which are typically associated with experiences from school to employment (Sharp, 2018). Undoubtedly, only a small percentage of SLD post-secondary students reveal their condition to acquire accommodations since they did not think of themselves as having SLD. Additionally, many believed they had SLD but chose not to report it out of a desire to preserve a "normal" person (Cole & Cawthon, 2015). Cost, both in terms of time and money, might also prevent disclosure according to Lightner et al. (2012), since the student, not the institution, often arranges and pays for the evaluations needed to demonstrate SLD at the post-secondary level (Grossman, 2001). Finally, there is a requirement for good employer-school interactions. This is so that potential employers can be informed about the advantages and

disadvantages of hiring a particular student with specific learning disabilities as well as the best-case scenarios. It will be a long-term successful match if an employer has a realistic idea of a candidate's talents and employs them appropriately. Additionally, in order for transitions to be effective, transition personnel must explore fresh, novel techniques in favor of tried-and-true methods to prepare students with SLD for adult life. Since everyone involved in the transition process should be interested in a student's achievement and how they navigate their job route in life, the argument stated in this paper favors viewing career transition as a social issue.

CONCLUSION

This paper examined ways of preparing and supporting students with specific learning disabilities towards their transition into the world of work. The paper examined studies on knowledge, attitudes, and perceptions studies about the career transitioning of students with specific learning disabilities and concluded that additional studies are required in this area to support the literature that has already been published in this field. The interpretations of specific learning disabilities and career transitions were covered in this paper. It also examined how important career transitions are to students with specific learning disabilities. The paper concluded that students with specific learning disabilities need support and guidance from their parents, teachers, school administrators, counselors, and others to obtain stable careers.

Limitations of this type of paper include a lack of a detailed description of the criteria for searching articles. This is so because the article used a narrative review strategy to investigate the topic. It is suggested that future studies should employ a systematic literature approach to address this limitation.

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