

# DARS Library News



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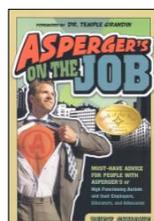
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## Library Resources for Workplace Success

*The Rehabilitation Library has many books and audiovisual materials on workplace etiquette, soft skills, and basic job skills. To borrow any item for up to two weeks, please contact the library at [avlibrary@dshs.state.tx.us](mailto:avlibrary@dshs.state.tx.us) or call (512) 776-7260 or toll-free 1-888-63-7111 x7260. The online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com) lists additional materials.*

## Books



**Asperger's on the job: must-have advice for people with Asperger's or high functioning autism, and their employers, educators, and advocates.** Rudy Simone, 2010. (203.5 S839 2010 RHB).

This book is written by an adult with Asperger syndrome who uses her personal experience and the experiences of over fifty adults with Asperger syndrome from all over the world to write this book. She gives advice on how to succeed on the job including tips about basic workplace etiquette.

**Emily Post's etiquette.** Peggy Post, 2004. (268 P857 2004 RHB).

This book explains how to act in many social situations. It includes guides to everyday etiquette, communication, protocol, celebrations and ceremonies, employment, and travel and leisure.

**Job savvy: how to be a success at work.** LaVerne Ludden, 2008. (459 L944j 2008 RHB).

This book helps readers develop critical job survival skills; increase productivity; improve job satisfaction and success. Topics covered include making a good first impression and the importance of punctuality.

**Looking good: a curriculum on physical appearance and personal presentation for adolescents and young adults with visual impairments.** Anne Lesley Corn, 2009. (219.12 C812 2009 RHB).

This book is for adults who work with students with visual impairments in order to teach the students how to be properly groomed and how to make a great impression on other people. It uses many examples of young people to illustrate the concepts being taught.

**Professionalism: skills for workplace success.** Lydia E. Anderson, 2011. (453 A547 2011 RHB).

This book is written to provide employees with basic skills for success on the job. It prepares students for their first professional workplace experience. It includes many life skills, such as attitude, goal setting, personal financial management, time management, ethics, etiquette, customer service, communication, teamwork, accountability, conflict, and other relationship skills. It also includes career planning tools such as job search skills, resumes, interview techniques, and how to make life changes.

## Audiovisuals

**Can we count on you.** 26 min. 2010. (DD0377).

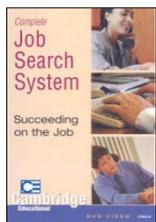
This DVD provides a basic overview of what it takes to be seen as accountable. Ten scenes illustrate why being accountable means making sure you understand your colleagues, speaking and writing clearly, doing what you say you're going to do, not making excuses, learning from mistakes, being ethical, taking initiative to solve problems, serving customers professionally, being a team player, and knowing how to solve your own conflicts.

**Clothes at work: decoding office dress codes.** 17 min. 2013. (DD0691).

This program teaches viewers about the four levels of acceptable business dress, tips on accessories and grooming, and how to build an affordable wardrobe.

**Communication skills on the job.** 22 min. 2006. (DD0164).

One of the most important skills teens must learn in order to be successful at work is communication. Using illustrative vignettes demonstrating good communication, this program covers such topics as introductions and titles, phone etiquette, asking questions, active listening, using "I" messages and communicating a positive attitude. Although teens are featured in this program, workers who are not teenagers will also find it helpful.



**Complete job search system: succeeding on the job.** 10 min. 2007. (DD0456).

This program shows viewers not only how to survive on the job, but how to get ahead, too. Attitude, timeliness, dress, ethics, grooming, teamwork, conflict resolution, and getting along with co-workers are among the topics discussed in this video. Interviews with employers are interspersed with commonsense narration to provide solid advice for any newly hired employee.

**Doing the job: basic job skills.** 30 min. 2011 (DD0669).

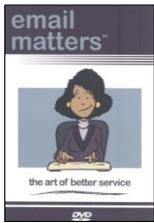
An employee's best qualities may have little to do with technical or clerical issues. Often, it is a professional attitude that makes a worker valuable, an array of personal strengths that enable her or him to accomplish goals, get along with colleagues, and rise through the ranks. This video brings those all-too-elusive aspects of job success into focus, exploring professional behavior, ethics, communication, leadership, teamwork, problem solving, organization, and information management. Discussions focus on collaboration, taking initiative, and office etiquette; the hazards of procrastination, dishonesty, and unethical actions; the ability to take and give constructive criticism; the four C's of good writing (be clear, concise, compelling, and correct); effective uses for technology in completing projects and presenting work; and much more. This program is also available online from the Films on Demand streaming service.

**Dress and groom for the workplace.** 30 min. 2010. (DD0295).

This program helps people develop a style that best presents their personality. It shows how to take care of a wardrobe and use accessories to enhance an outfit. It also points out clothing that can become an on-the-job safety hazard.

**Employee awareness series: communication.** 51 min. 2013. (DV0901).

The DVD is segmented into programs that can be viewed individually or as a whole. *What is in a written or spoken word*: learn ways to be an effective communicator. *Shades of gossip*: observe the negative impact of gossip in the workplace, and how to handle it. *Excellence in customer service*: understand that your persona reflects the heart of the organization.



**Email matters: the art of better service.** 77 min. 2015. (DV0907).

This DVD explains the dozens of important nuances that can make the difference between customers and coworkers getting mediocre service or top of the line treatment. The DVD contains 18 different modules with skill practice exercises that cover topics such as creating a subject line, proofreading, message length, jargon, handling irate customers, humor, and inappropriate topics.

**Getting to keep the job you find.** 25 min. 2011. (DD0480).

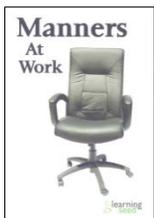
This DVD gives practical, time-tested advice for keeping a job. Viewers are advised to take initiative, arrive on time, and take on additional work duties. Being an ethical employee by following the written and unwritten rules of the workplace can improve the chances of retaining a job.

**Head to toe grooming for the best possible you.** 21 min. 2004. (DD0233).

This DVD contains tips on how to improve your image and make the best impression in the workplace. Experts provide advice on dressing appropriately in business and warehouse environments. Advice is given on ties, jewelry, and the proper shoes. It also contains recommendations concerning shampoos, colognes, tattoos and body piercing, uniforms, and business suits.

**Life after high school.** 21 min. 2000. (DD0076).

As students take their places in the workforce, they will need to quickly acquire important work-related behaviors such as punctuality, respect for managers and coworkers, and willingness to follow company guidelines. They must develop good communication, time management, and teamwork skills to help them work efficiently. This program shows how five new employees share their achievements as well as their fears and concerns. Keys to success are reinforced as each employee deals with job-related difficulties.



**Manners at work.** 20 min. 2006. (DD0600).

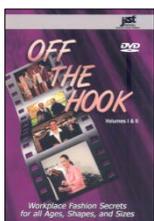
Workers will learn how to make and acknowledge introductions. They will also learn proper etiquette up and down the organizational hierarchy. Courteous behavior when working in cubicles is reviewed. This program demonstrates how to shake hands and gives tips for getting along with office co-workers. It reviews proper etiquette in the use of cell phones, camera phones, voicemail, and e-mail and gives advice on how to politely share office space and equipment.

**Mind your manners.** 24 min. 2004. (DD0157).

This program demonstrates the proper etiquette to use for job tasks like handling phone calls and assisting customers.

**New employee orientation.** 23 min. 2000. (DV0711).

The first few weeks at a new job can be challenging and every organization has its own set of rules and procedures. The eight vignettes in this program will help new team members avoid problems early on. Topics covered include dress code, personal phone calls, tardiness, office politics, internal jargon, and becoming too familiar too fast.

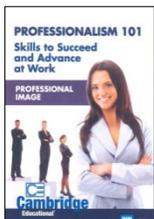


**Off the hook: workplace fashion secrets.** 107 min. 2004. (DD0386).

This program reveals how to develop and sustain a professional wardrobe regardless of a woman's age, shape, size, and budget. It only has grooming tips for women not men.

**Professionalism 101: business etiquette.** 29 min. 2012. (DD0547).

How should you balance social media and your job? What's the best way to ask for a raise? Who should pick up the tab for a business lunch? In this program, both business experts and a focus group of young professionals advise viewers on the proper way to conduct themselves in different types of work-related situations. Among the many topics covered are nonverbal communication and personal space, handling dissatisfied callers, when and how to interrupt a busy colleague, composing professional e-mails, asking for a raise, and managing time effectively. This program is also available online from the Films on Demand streaming service.



**Professionalism 101: professional image.** 25 min. 2012. (DD0545).

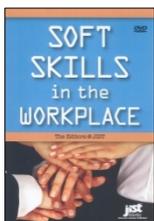
This program provides guidance about career-appropriate demeanor. With an emphasis on having a good attitude, the DVD discusses handling mistakes, determining dress codes, staying abreast of industry trends, and maintaining a tidy workspace. A list of specific leadership qualities is provided. A group of young professionals recounts anecdotes of workplace successes and mistakes. This program is also available online from the Films on Demand streaming service.

**Professionalism 101: working together.** 28 min. 2012. (DD0546).

This program addresses issues that frequently come up when working in groups. Viewers learn how to handle conflict, gossip, and office politics. They are given tips for determining what type of information to share with their supervisors. It also covers in-office and virtual meetings, asking for leave, ethics, bullying, and harassment. A group of young professionals share examples of bad behavior in meetings. This program is also available online from the Films on Demand streaming service.

**Seven competency skills.** 21 min. 2009. (DD0484).

This on the job documentary follows teens as they tackle jobs as waiters, grocery clerks, ice cream shop scoopers, cashiers, and garden nursery workers. Good communication skills, leadership, adaptability, problem-solving, negotiation, computer literacy and the ability to juggle multiple demands are skills that will take teens from their first jobs through a lifetime of working. Each teen models these skills on the job. Each boss talks about how mastery of these skills can help an employee move quickly up the ladder of success. Viewers also learn why these skills are fundamental to success in any job and how they can be further developed, strengthened, and transferred from beginning jobs to more complex jobs. Although teens are featured in this program, workers who are not teenagers will also find it helpful.



**Soft skills in the workplace.** 20 min. 2008. (DD0335).

This DVD is divided into several sections, or scenarios, of specific skills in action. These scenarios demonstrate how certain soft skills influence one's performance on the job. At the end of each scenario, viewers are given key points about what they've just seen. Problem solving, listening, good grooming, adaptability, friendliness, and enthusiasm are all soft skills.

**That's just rude! Exploring the rudeness matrix.** 14 min. 2006. (DD0491).

This DVD gives advice on how to avoid being rude at work. It explains how rudeness can be intentional or accidental.

**Workplace etiquette.** 24 min. 2009. (DD0442).

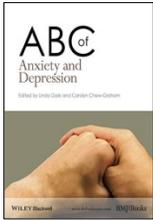
Common workplace scenarios are dramatized to show the wrong way and the right way for employees to conduct themselves. Topics include: dressing properly; treating customers and fellow employees with respect; using appropriate language; respecting personal boundaries; being punctual; using proper telephone manners; using voicemail and email properly; avoiding gossip; responding appropriately to constructive criticism; and being a good listener.

**You're hired: skills you need to get the job you want.** 20 min. 2007. (DD0138).

This program covers skills all workers need, whether they're in an office, retail store, or on a construction site. The importance of people skills like teamwork and working well with others, thinking skills for making decisions, along with traits like honesty and enthusiasm are discussed.

## New Books

The Rehabilitation Library recently received several new books. To borrow any item for up to two weeks, please contact the library at [avlibrary@dshs.state.tx.us](mailto:avlibrary@dshs.state.tx.us) or call (512) 776-7260 or toll-free 1-888-963-7111 x7260. The online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com) lists additional materials.



**ABC of depression and anxiety.** 2014. (WM 171.5 A116 2014 RHB).

This book is a guide to the assessment, treatment, and management of patients with anxiety and depression as they commonly present in primary care.

**An Asperger's guide to entrepreneurship: setting up your own business for professionals with autism spectrum disorder.** Rosalind Bergemann, 2015. (WM 203.5 B495 2015 RHB).

The unique strengths that leaders with Asperger's can bring to a new business venture are highlighted and solutions are offered for elements of entrepreneurship that can create stumbling blocks such as developing working relationships within your company, marketing yourself and your business, managing finances, networking, and maintaining a healthy work-life balance. This book includes advice, case studies from established business owners with Asperger's Syndrome, and practical tools for professional development.

**Autism spectrum disorders in adolescents and adults: evidence-based and promising interventions.** 2014. (WM 203.5 A939 2014 RHB).

The book reviews the growing research base and describes ways to support adolescents and adults in succeeding in higher education and work, living independently, enjoying leisure activities, navigating meaningful personal relationships, and more. Specific behavioral and instructional interventions, such as functional communication training, positive behavior support, and applied behavior analysis, are discussed.

**Can I tell you about depression?: a guide for friends, family and professionals.** Christopher Dowrick, 2015. (WM 171.5 D693 2015 RHB).

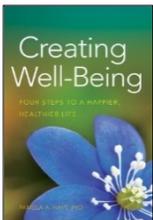
An illustrated book that explains what depression is, what it is like to feel depressed, and how it can affect family life.

**Career development theory and its application.** 2015. (HF 5381 N385c 2015 RHB).

This book covers career development theories, models, and techniques and how to apply them to the populations served.

**A concise guide to personality disorders.** Joel Paris, 2015. (WM 190 P232 2015 RHB).

This book reviews what is known and unknown about personality disorders, and what this implies for clinical practice. While there is a focus on borderline, antisocial, and narcissistic personality disorders, the author reviews other categories as well.



**Creating well-being: four steps to a happier, healthier life.** Pamela A. Hays, 2014. (BF 575 H27 H397 2014 RHB).

This book provides guidance for people who want to replace stress and painful emotions with a sense of well-being and contentment. The author outlines a four-step process that has proven successful in her professional clinical psychology practice as well as in her own life. She encourages readers to recognize their stressors, avoid negative thought-traps, re-examine their thinking, and to take action wherever

possible, using environmental change, better communication skills, social support, and self-care.

**Designing and implementing career services.** 2015. (HF 5381 N385d 2015 RHB).

This book provides guidance for planning and delivering career services to different populations.

**Developing a helping relationship.** 2015. (HF 5381 N385dev 2015 RHB).

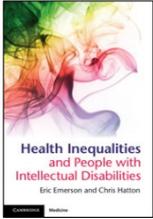
This book covers the use of helping skills by the practitioner from the initial intake interview with the client through termination of the relationship.

**Disability incarcerated: imprisonment and disability in the United States and Canada.** 2014. (HV 8705 D573 2014 RHB).

This book examines the incarceration and segregation of people with disabilities the United States and Canada.

**From jail to a job: a step-by-step guide.** 2012. (HV 9288 M396 2012 RHB).

This book teaches skills and gives advice to ex-offenders seeking employment.



**Health inequalities and people with intellectual disabilities.** Eric Emerson, 2014. (WA 300 E53 2014 RHB).

This book uses concepts from contemporary public health to provide an overview of: the nature and extent of the health inequalities experienced by people with intellectual disabilities; why these inequalities occur and persist; and what can and needs to be done to address these inequalities.

**Job coaching: the toughest job you'll ever love.** Donald Bayne, 2011. (HF 5381 B361 2011 RHB).

The book gives examples of what it takes to coach and methods for success in job coaching. The author advocates for people with disabilities and shows how to place job coaches in the shoes of the people they serve.

**Job seeking and employability skills.** 2015. (HF 5381 N385j 2015 RHB).

This book is a resource to assist or guide clients in searching for employment.

**Magic of impromptu speaking: create a speech that will be remembered for years in under 30 seconds.**

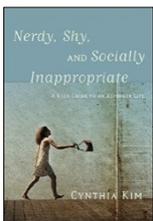
Andrii Sedniev, 2013. (PN 4129.15 S447 2013 RHB).

This book provides a step-by-step system for creating highly effective speeches in under 30 seconds. It is based on research of techniques used by winners of impromptu speaking contests, politicians, actors, and successful presenters.

**Manage your day-to-day: build your routine, find your focus, & sharpen your creative mind.** 2013.

(HD 69 T54 M363 2013 RHB).

This book provides readers with tools to more effectively manage their workday.



**Nerdy, shy, and socially inappropriate: a user guide to an Asperger life.** Cynthia Kim, 2015. (WM 203.5 K49 2015 RHB).

Cynthia Kim shares her experiences of living with Asperger's Syndrome (ASD). She explains how ASD impacts everything from self-care to holding down a job and offers strategies to help manage it.

**Positive behavior supports for adults with disabilities in employment, community, and residential settings: practical strategies that work.** Keith Storey, 2015. (HV 1568 S699 2015 RHB).

The aim of this book is to provide an overview of positive behavior supports for adults with disabilities in a written format for support providers who can immediately put the information to use. The book is intended to give support providers the knowledge and skills for providing positive behavior supports in employment, community, and residential settings and thereby improve the quality of life for the individuals that they support.

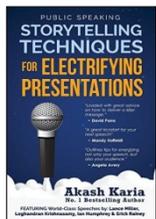
**Providing career services to multicultural populations.** 2015. (HF 5381 N385p 2015 RHB).

This book explores key trends and data in America's multicultural workforce and significant legislation that protects specific populations from discrimination.

**Public speaking: how to finally overcome your fear of public speaking and inspire any audience.**

Sam Siv, 2014. (PN 4129.15 S58 2014 RHB).

This book presents different strategies and techniques that one can employ to become a more confident communicator.



**Public speaking: storytelling techniques for electrifying presentations.** Akash Karia, 2015. (PN 4129.15 K375 2015 RHB).

This book attempts to teach the reader how to deliver more effective presentations by using storytelling techniques.

**Purpose and meaning in the workplace.** 2013. (HF 5381 P877 2013 RHB).

As businesses have come to understand the crucial link between happiness and productivity, researchers have focused increasingly on factors such as the nature of the work itself, how well it is suited to the worker, and the ways in which employees can derive meaning and purpose from their work. In this book, experts in counseling and vocational psychology, industrial and organizational psychology, and the fields of executive coaching and management investigate how meaningful work can be fostered and sustained throughout a wide range of work environments.

**The role of assessment in career planning.** 2015. (HF 5381 N385r 2015 RHB).

This book covers the various types of career assessments and how to use them as a career provider.

**The role of career information and technological resources in career planning.** (HF 5381 N385role 2015 RHB).

This book covers a general overview of the complex area of career information and technological resources and the challenge presented in using these resources.



**Tackling disability discrimination and disability hate crime: a multidisciplinary guide.** 2015. (HV 6250.4 H35 T335 2015 RHB).

This book provides an overview of disability hate crime - explaining what it is, how it happens, its legal status, the impact on victims, and how individuals and agencies should respond. The guide outlines projects developed to address the problem, and provides guidance for professionals spanning education, health and social care, and criminal justice. It also offers recommendations for effective multi-agency working.

**Time management: end procrastination and become productive.** Justin Albert, 2014. (HD 69 T54 A434 2014 RHB).

This book contains different techniques that can improve time management skills.

**Train your mind for peak performance: a science-based approach for achieving your goals.**

Lyle Eugene Bourne, 2014. (BF 431 B687 2014 RHB).

This book shares practical tips to help you learn quickly, remember what you learn, and apply it to real-world performance.

**Training and leading groups.** 2015. (HF 5381 N385t 2015 RHB).

This book prepares readers to develop training programs and presentations and to facilitate career-related group activities.

**Transcultural competence: navigating cultural differences in the global community.** Jerry Glover, 2015. (HM 621 G568 2015 RHB).

Functioning successfully within different cultures can be a struggle for many professionals and, as the world changes, it has become clear that dealing with other cultures, both domestic and international, requires competence in both identifying and transcending cultural boundaries. In this highly approachable volume, the authors provide a robust framework for addressing cultural conflicts within organizations not just for practitioners

in the field of consulting and organizational psychology, but for a broad spectrum of professionals, executives, and community leaders.

## New E-books

*The following books and many more titles are available electronically and you may access them on a computer or mobile device.*

To access, go to the Medical and Research Library's website at [www.dshs.state.tx.us/library/](http://www.dshs.state.tx.us/library/) and click on "TexShare Databases". If prompted for a login and password, enter the following:

Login: RGA2852 (case sensitive)

Password: TX78756 (case sensitive)

Scroll down to the complete list of TexShare databases and select "eBooks on EBSCOhost."

To view FAQs, Help Sheets, User Guides, and Tutorials, go to <http://support.epnet.com/ebooks/>. If you have any questions, please contact the library at [library@dshs.state.tx.us](mailto:library@dshs.state.tx.us) or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

- **The 27 challenges managers face: step-by-step solutions to (nearly) all of your management problems.** Bruce Tulgan (2014)
- **The autism job club: the neurodiverse workforce in the new normal of employment.** Michael Bernick and Richard Holden (2015)
- **Counseling theories and techniques for rehabilitation and mental health professionals.** Fong Chan (2015)
- **Health promotion for people with intellectual and developmental disabilities.** Laurence Taggart and Wendy Cousins (2013)
- **The mindful way through stress: the proven 8-week path to health, happiness, and well-being.** Shamash Alidina (2015)

## New Audiovisuals

*We have added several new audiovisuals to the Rehabilitation Library. To borrow any DVD for up to two weeks, please contact the library at [avlibrary@dshs.state.tx.us](mailto:avlibrary@dshs.state.tx.us) or call (512) 776-7260 or toll free 1-888-963-7111 x7260. The online library catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com) lists additional materials.*

**Alone in a crowded room.** 56 min. 2013. (DD0699).

This film explores the line between ability and disability and goes beyond the preconceptions people might have about autism. It tells the stories of love, family, work, and friendship of four adults with the disorder. This program is also available online from the Films on Demand streaming service.

**Careers in the nonprofit sector.** 27 min. 2011. (DD0702).

This program was filmed in Australia. It explores the diversity of opportunities available in the nonprofit sector, a part of the job market that includes advocacy groups, community organizations, and nongovernmental associations. Viewers meet three people who linked their passions to their careers: Damon landed an on-air position at a radio station, Gillian works with an ecology group, and Erica has a managerial role providing mental health services. The program explains that a range of job types can be found in the nonprofit world, including

public relations, tech support, and accounting. Although paid employment is the goal, the benefits of volunteering are emphasized. This program is also available online from the Films on Demand streaming service.

**Getting the job: cover letters, interviews, and job offers.** 27 min. 2011. (DD0701).

This program assists viewers in crafting a cover letter around a specific employer's expectations. Viewers learn about the structure of an effective cover letter and encounter real-world examples of cover-letter strategies. Tips on preparing for an interview (from dressing properly to overcoming nervousness) are followed by a dramatization of how a typical interview might be conducted, as well as several challenging questions an applicant can expect and ask. The program's final portion covers guidelines for smart salary negotiations and other helpful criteria for accepting or declining an offer of employment. This program is also available online from the Films on Demand streaming service.

**Indelible mark.** 25 min. 2010. (DD0703).

This documentary focuses on three men who are living with a brain injury. Tom, a wildlife biologist, wakes up from his injury with near-total loss of his eyesight and the possibility of never fully walking again. Shay, a visual artist, explores his identity through his artwork. Another survivor, Andy, suffers from short term memory loss that leaves him unable to reflect on his change as a person. The film shows them participating in art and drama therapy as they negotiate different stages of recovery with a wide range of obstacles from the purely physical to mental. This program is also available online from the Films on Demand streaming service.



**Making noise in silence.** 20 min. 2014. (DD0704).

This film explores the richness and complexities of Deaf culture from the perspective of two Korean high school students who attend the California School for the Deaf, Fremont. Born and raised in South Korea, Jeongin Mun and Min Wook Cho have strong ties to their Korean heritage and learned Korean as their first language. However, what separates Jeongin and Min Wook from most children of immigrant families is that they are also deaf. When their families moved to the United States, their deafness automatically put them into an entirely separate cultural group with its own

language, customs, and history.

**Overcoming vision impairments.** 12 min. 2012. (DD0698).

There are over 42 million people worldwide who have total or partial loss of vision and are defined as being blind. This program explains how the human eye works, examines some of the major causes of blindness and shows how medical science and technology are helping people with impaired vision. Surgical procedures and advanced image processing technologies are also presented in this program.

**Ten steps to positive self esteem.** 31 min. 2007. (DD0700).

Viewers will learn a ten-step process to build positive self-esteem. Begin with discovering who you really are and what you want out of life. You will determine any changes you want to make and how to make them, such as improving personality or body image, or learning communication techniques or job skills. You will become motivated to set and achieve goals while building a personal achievements portfolio and learn to build trusting relationships that reinforce who you are.

## Featured Websites

**AbleData:** This database provides unbiased, comprehensive information on assistive technology products, solutions, and resources. See <http://www.abledata.com/>.

**Alltop:** This site collects the headlines of the latest stories from the best sites and blogs that cover a topic and then groups these collections into individual web pages. See the page on disability at <http://disability.alltop.com/>.

**The National Limb Loss Resource Center:** This center is the nation's leading source of information about limb loss and limb differences. It provides comprehensive information and resources free of charge to people with limb loss and their families, friends, and healthcare professionals. See <http://www.amputee-coalition.org/limb-loss-resource-center/>.

**The Paralysis Resource Center of the Christopher and Dana Reeve Foundation:** The resource center promotes the health and well-being of people living with a spinal cord injury, mobility impairment, and paralysis by providing comprehensive information, resources, and referral services. See <http://www1.youseemore.com/ReevePRC/default.asp>.

## Featured Journal Articles

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**Cognitive impairment and community integration outcomes in individuals living with multiple sclerosis** [published online ahead of print July 16, 2015]. Hughes AJ, Hartoonian N, Parmenter B, et al. *Arch Phys Med Rehabil.* 2015. pii: S0003-9993(15)00561-4. doi: 10.1016/j.apmr.2015.07.003.

Objective: To determine the association between unique domains of cognitive impairment and community integration in individuals with multiple sclerosis (MS), and to determine the contributions of cognitive impairment to community integration beyond the influence of demographic and clinical variables. Design: Cross-sectional analysis of objective neuropsychological assessment and self-report data. Data were collected during baseline assessment of a randomized multi-site controlled trial of ginkgo biloba for cognitive impairment in MS. Hierarchical regression analyses examined the association between subjective and objective measures of cognitive impairment and three domains of community integration, adjusting for relevant covariates. Setting: Two VA medical center MS clinics. Participants: 121 adults (ages 24 to 65) with a confirmed MS diagnosis. Interventions: Not applicable. Main outcome measures: Primary outcomes were scores on the Home Integration (CIQ-H), Social Integration (CIQ-S), and Productivity (CIQ-P) domains of the Community Integration Questionnaire (CIQ). Results: Cognitive impairment was associated with lower scores on the CIQ-H and CIQ-S, but not the CIQ-P. Greater levels of subjective cognitive impairment were associated with lower scores on the CIQ-H and CIQ-S. Greater levels of objective cognitive impairment, specifically slower processing speed and poorer inhibitory control, were related to lower CIQ-S scores. Subjective and objective measures of cognitive impairment were significantly and independently associated with CIQ-S. Conclusions: Objective cognitive impairment may interfere with participation in social activities. Subjective cognitive impairment is also important to assess, because individuals who perceive themselves to be cognitively impaired may be less likely to participate in both home and social activities. Clinical interventions to enhance community integration in individuals with MS may benefit from addressing objective and subjective cognitive impairment by integrating cognitive rehabilitation approaches with self-efficacy-enhancing strategies.

**A Delphi study to operationalize evidence-based predictors in secondary transition.** Rowe DA, Alverson CY, Unruh DK, Fowler CH, Kellems R, Test DW. *Career Dev Transit Except Individ.* 2015; 38(2):113-126.

Although there are many activities (e.g., transition services), derived from correlational research, that occur while students are in school that increase the likelihood of positive post-school outcomes, many teachers continue to provide services shown to have little to no effect on outcomes of students with disabilities. The purpose of this study was to operationally define the predictors of post-school success for educators to understand what is necessary to develop, implement, and evaluate secondary transition programs based on predictor research. Results conclude experts in the field reached consensus on an operational definition and set of essential program characteristics for each predictor of post-school success to aid practitioners in implementing these practices.

**Documenting hidden disabilities in higher education: analysis of recent guidance from the Association on Higher Education and Disability (AHEAD).** Lovett BJ, Nelson JM, Lindstrom W. *J Disabil Policy Stud.* 2015;26(1):44-53.

Once students with disabilities leave high school, they must take proactive steps to document their disabilities to educational institutions or employers when requesting accommodations. The Association on Higher Education and Disability (AHEAD) has been the principal organization offering suggestions on documentation requirements, and AHEAD's recently revised guidance involves radical changes to the suggested requirements. AHEAD now recommends that students' self-reports and disability services professionals' impressions take precedence over external, objective records. This article reviews the relevant research to evaluate the evidence base for the revised guidance, finding it lacking in important ways as it applies to hidden disabilities (learning, cognitive, and psychiatric disabilities). The evidence supporting various sources of disability documentation is reviewed, and implications for policy and practice are discussed.

**Elite repudiation of the R-word and public opinion about intellectual disability.** Lyle ML, Simplican SC. *Intellect Dev Disabil.* 2015;53(3):211-27.

Part of the motivation for encouraging elite stakeholders-like governments, professionals, and advocacy groups-to replace the language of "mental retardation" with "intellectual disability" (ID) is the belief that elite endorsement could undermine negative attitudes and influence the public to follow suit. We examine the veracity of this expectation empirically with an experiment that exposed individuals to information about endorsements of the terminology change made by the federal government, Special Olympics, or professional psychologists. We subsequently measured attitudes about persons with ID and the language used to describe ID. Results indicate that exposure to information about elite endorsement of the terminological shift either exacerbated negative attitudes or had no effect, suggesting that other factors may have primacy over "expert" opinion.

**An evaluation of risk factors related to employment outcomes for youth with disabilities.** Sima AP, Wehman PH, Chan F, West MD, Leucking RG. *Career Dev Transit Except Individ.* 2015;38(2):89-100.

This study explores non-modifiable risk factors associated with poor post-school competitive employment outcomes for students with disabilities. A classification tree analysis was used with a sample of 2,900 students who were in the second National Longitudinal Transition Study-2 (NLTS2) up to 6 years following school exit to identify groups of youth with poor employment outcomes based on characteristics that are unable to be modified through an intervention. Post-school employment was related to the disability characteristics of the student (disability type, ability to understand what is being said, general health status), family characteristics (yearly income, community setting), and youth characteristics (race). The classification tree analysis identified four groups of students who were at greatest risk for poor outcomes. Future research will be directed toward modifiable variables that mitigate risks for those groups that may potentially lead to school- and home-based interventions.

**An exploratory investigation into family perspectives after the Family Employment Awareness Training.**

Francis GL, Gross JMS, Turnbull AP, and Turnbull HR. *Career Dev Transit Except Individ.* 2015;38(2):68-77. Competitive employment (i.e., employment in community settings among people without disabilities for minimum wage or higher) improves quality of life for people with disabilities who have individualized support needs (ISN). However, attaining competitive employment can be challenging for people with ISN. This study used a mixed methods design to evaluate the perspectives of 68 families who attended the Family Employment Awareness Training (FEAT). Findings indicated that families who attended FEAT (a) accessed competitive employment resources following FEAT and (b) reported competitive employment outcomes for their family members with ISN following FEAT. We discuss implications of these findings and recommendations for future research.

**Geo-social and health disparities among persons with disabilities living in Monterrey, Nuevo Leon and Dallas, Texas.** Nikolova SP, Small E, Campillo C. *Disabil Health J.* 2015;8(3):434-42.

Background: In low and high income countries alike, disability exacerbates social, economic, and health disparities, in spite of their differences. Objective: This study seeks to identify factors that predict the circumstances people with disabilities face, including poverty. Methods: A cross-sectional study design was employed using census tract level data for the cities of Monterrey, Nuevo Leon, and Dallas, Texas, from Mexico 2010 and USA 2000 census data collections. Two methods, spatial auto correlation and geographically weighted regression were used to identify spatial patterns of disability and to explore the relation between disability and context-specific socio-demographic factors. Results: Results indicated that people with disabilities living below the poverty line experience high segregation levels in the semi-central zones of Dallas. In Monterrey, people with disabilities clustered in central areas of the city. A Geographically Weighted Regression (GWR) from both data analyses reported high goodness of fit ( $R \geq 0.8$  for Dallas data and  $R \geq 0.7$  for Monterrey data, respectively) and predictability of disability prevalence when social disadvantage factors such as unemployment, housing insecurity, household living conditions, and lack of education were present. Conclusions: The divergent and sometimes conflicting trends in practices and policies addressing disability in low and high income environments renders a reexamination of the framework of disability. An understanding of local characteristics joins a grounded socio-cultural understanding of the various contexts that shape location-based social networks and political decisions in providing such an analysis.

**Including employees with disabilities in workplace cultures: strategies and barriers.** Hagner D, Dague B, and Phillips K. *Rehabil Couns Bull.* 2015;58(4):195-202.

Assisting individuals with disabilities to become socially included in the workplace is an important rehabilitation goal. This article reports the results of a descriptive study of the workplace cultures where individuals with disabilities are employed, the inclusion of employees within those cultures, the strategies used by employment specialists to promote inclusion, and the barriers encountered in the process. Fifty-three employment specialists who had successfully completed online training on analyzing workplace cultures and planning support strategies selected an individual they provided support to and completed an assessment instrument during the course of their visits to and contacts with the workplace. The distribution of workplace culture strength was bimodal, comprising a larger group with weaker cultures and a smaller group with stronger cultures. Individuals with disabilities were included in a mean of 83% of their workplace cultures. Employment specialists reported about twice as many barriers as strategies, indicating that they viewed most inclusion difficulties as beyond their role and function. The implications of these findings for job placement and support services are discussed.

**The influence of race, causal attribution, and in-group favoritism on recommendations for rehabilitation services.** Sprong ME, Dallas B, Thomas DU, Bordieri J. *Rehabil Couns Bull.* 2015; 58(4):227-239.

Vocational rehabilitation (VR) is a program that provides individualized and supportive services to assist individuals with disabilities in obtaining and maintaining employment compatible with their skills, abilities, and interests. Previous research has suggested that people with disabilities are at risk of experiencing discrimination in multiple stages of the rehabilitation process. The primary purpose of this study was to explore if recommendations for hypothetical rehabilitation services by rehabilitation counseling (RC) student participants were influenced by (a) the hypothetical consumer's race, (b) causal attribution of disability, (c) RC student's race, and (d) the interaction of the counselor's race and consumer's race. A  $2 \times 2 \times 3$  factorial design was utilized and the findings revealed that a hypothetical consumer who was perceived as personally responsible for the cause of his or her disability was more likely to receive fewer recommendations for rehabilitation services than a consumer with an external cause. Other results from this study revealed that recommendations for rehabilitation services were not influenced by the hypothetical consumer's race, RC student's race, the interaction of the RC student's race and consumer's race, or the interaction of the RC student's race and cause of disability. Discussion and implications are provided.

**Integrating customized employment practices within the vocational rehabilitation system.** Jorgensen ST, Dillahunt-Aspillaga C, Kenney C. *J Vocat Rehabil.* 2015;42(3):201-208.

Background: In April 2009, the Florida Center for Inclusive Communities (FCIC) conducted a two-day training on the Discovery process for the Brevard County School System as part of the Supported, Competitive, Integrated

Employment Training Teams (SCIETT) project. The Vocational Rehabilitation (VR) representatives at the training came up with a plan to integrate Discovery into the public VR system. They presented the information to the State VR office and requested support to conduct a pilot project to test the feasibility of this idea. Objective: This article describes a systems change project initiated by the Florida Division of Vocational Rehabilitation (VR) to build the capacity of the public VR system to effectively serve individuals with complex disabilities by adding Discovery, a component of the customized employment process, as an alternative to traditional vocational evaluation. Conclusion: A collaborative effort between Florida VR, Marc Gold & Associates, Southeast TACE, and the University of South Florida resulted in a certification process to train community-based providers to provide Discovery as a billable service for VR customers who have not been successful in obtaining competitive, integrated employment through traditional strategies. The article includes an overview of this innovative project and lessons learned to assist other states and communities in replicating the process.

**Mediators of the relationship between core self-evaluations and life satisfaction in individuals with spinal cord injuries.** Smedema SM, Tansey TN. *Rehabil Couns Bull.* 2015;58(4):217-226.

The objective of this study was to test a mediational model of the relationship between core self-evaluations (CSE) and life satisfaction in persons with spinal cord injuries. A quantitative descriptive design using multiple regression analysis was used. Two hundred forty-seven persons with spinal cord injuries participated in the online study. Hope, perceived health, autonomy, and social support were found to partially mediate the relationship between CSE and life satisfaction. CSE affected life satisfaction by first increasing hopeful thinking, positive health perceptions, a sense of autonomy, and support from others in persons with spinal cord injuries. Future research should explore the development of interventions to increase CSE to increase the positive variables that affect life satisfaction in individuals with spinal cord injuries.

**SMART recovery: continuing care considerations for rehabilitation counselors.** O'Sullivan D, Blum JB, Watts J, and Bates JK. *Rehabil Couns Bull.* 2015;58(4):203-216.

Peer support groups are the most utilized form of treatment for individuals recovering from substance abuse and substance dependence. This study examined an understudied peer support program (Self-Management and Recovery Training [SMART] Recovery), which is distinct from traditional 12-step models. Although treatment planning for substance use disorders is not the primary focus of vocational rehabilitation (VR), persons with disabilities are at increased risk for these disorders. Due to the bio-psycho-social nature of substance use disorders, VR counselors must consider ethical treatment recommendations for clients who demonstrate need for supplemental treatment. This descriptive-survey study investigated two samples of member and facilitator characteristics, motivations, and recovery goals among the SMART Recovery community. Implications for VR counselors making best practice recommendations for clients with substance use disorders are discussed.

**Supporting postsecondary students with sensory or mobility impairments in reaching their career aspirations.** Domene SJ, Berry JF. *Career Dev Transit Except Individ.* 2015;38(2):78-88.

This study investigated the kinds of supports postsecondary students who have mobility or sensory impairments perceived as being most effective in assisting them to attain their career aspirations. Semi-structured interviews were conducted with 15 postsecondary students who self-identified as having a permanent mobility or sensory impairment, aged 19 to 32 years. Thorne's (2008) inductive approach to content analysis was used to extract salient themes from the data. Three core findings emerged, with participants (a) identifying a wide range of individuals as being important sources of support, (b) citing important internal resources perceived to be as important as their social support networks in helping them to reach their goals, and (c) describing fewer environmental and material supports, but still perceived these to be crucial in facilitating educational and career success. Overall, these students were able to identify many kinds of support and experienced success in accessing them. Implications for future research and practice are discussed.

**Time perspective and vocational identity statuses of emerging adults.** Taber B, Blankemeyer M. *Career Dev Q.* 2015;63(2):113-125.

Achievement of a vocational identity is an important developmental task for individuals entering adulthood. The present study examined relationships between vocational identity statuses and time perspective in a sample of 165 emerging adults. Results of a canonical correlation analysis identified 2 interpretable variates. The 1<sup>st</sup> variate

indicated that diffuse vocational identity status is associated with negative views of the past and lower orientation toward the future. The 2<sup>nd</sup> variate indicated that achieved vocational identity is associated with a largely hedonic view of the present, along with being mindful and less inclined to be fatalistic. These results suggest that differing views on time perspective accounts for some of the variation in different vocational identity statuses. Interventions based on time perspective may prove useful in helping individuals attain an achieved vocational identity. Future research should examine how time perspective relates to vocational identity status in individuals at later stages of career development.

**The use of VA Disability Compensation and Social Security Disability Insurance among working-aged veterans.** Wilmoth JM, London AS, Heflin CM. *Disabil Health J.* 2015;8(3):388-96.

Background: Although there is substantial disability among veterans, relatively little is known about working-aged veterans' uptake of Department of Veterans Affairs (VA) Disability Compensation and Social Security Disability Insurance (DI). Objectives: This study identifies levels of veteran participation in VA disability and/or DI benefit programs, examines transitions into and out of VA and DI programs among veterans, and estimates the size and composition of the veteran population receiving VA and/or DI benefits over time. Methods: Data from the 1992, 1993, 1996, 2001, 2004, and 2008 Survey of Income and Program Participation (SIPP) are used to describe VA and DI program participation among veterans under the age of 65. Results: The majority of working-aged veterans do not receive VA or DI benefits and joint participation is low, but use of these programs has increased over time. A higher percentage of veterans receive VA compensation, which ranges from 4.9% in 1992 to 13.2% in 2008, than DI compensation, which ranges from 2.9% in 1992 to 6.7% in 2008. The rate of joint participation ranges from less than 1% in 1992 to 3.6% in 2008. Veterans experience few transitions between VA and DI programs during the 36-48 months they are observed. The number of veterans receiving benefits from VA and/or DI nearly doubled between 1992 and 2008. There have been substantial shifts in the composition of veterans using these programs, as cohorts who served prior to 1964 are replaced by those who served after 1964. Conclusions: The findings suggest potential gaps in veteran' access to disability programs that might be addressed through improved coordination of VA and DI benefits.

**Work volition and job satisfaction: examining the role of work meaning and person-environment fit.** Duffy R, Autin K, Bott E. *Career Dev Q.* 2015;63(2):126-140.

Building on core principles within the Psychology-of-Working Framework (PWF; Blustein, ), the authors examined mediators that may explain the link between work volition and job satisfaction among employed adults (135 women, 145 men). A structural equation model was tested hypothesizing that person-environment fit and work meaning would fully mediate the work volition-job satisfaction link. Results suggested that the reason work volition related to job satisfaction was because of stronger perceived fit with one's work environment and greater perceived meaning at work. In total, the predictor variables accounted for 82% of the variance in job satisfaction. Based on these findings, clinicians are encouraged to help clients understand the unique factors that may be limiting their work volition and to specifically target barriers that are amenable to change.

**Working with ODEP to create systems change: the story of two protégé states.** Morrow SA, Gonzalez A, Hampton T, Lantz A. *J Vocat Rehabil.* 2015;42(3):195-200.

Background: The United States Department of Labor's (DOL) Office of Disability Employment Policy (ODEP) initiated the Employment First State Leadership Mentoring Project (EFSLMP) to assist states to align policies, regulations, and funding priorities to encourage integrated employment as the primary outcome for individuals with significant disabilities. Objective: This paper describes the activities undertaken by two states designated as Protégé States of the Employment First State Leadership Mentoring Project of the United States Department of Labor's (DOL) Office of Disability Employment Policy (ODEP). Conclusion: Protégé states received mentoring from the identified mentor state as well as training and technical assistance by Subject Matter Experts (SMEs). While five aspects of system change were shared by the states, the efforts undertaken to effect change were individual to each state. Lessons learned are also noted.