

## **Appendix A.**

### *A.1. Search terms used for the scoping review*

Youth Terms: (transition-age\* OR youth[tiab] OR young adult\*[tiab] OR teen\*[tiab] OR adolescen\*[ti] OR student\*[tiab] OR high school\* OR school age\* OR "young people")

Disability Terms: (TI disable\* OR TI disabilit\* OR "emotionally disturbed" OR AB "learning disab\*" OR TI "mental retard\*" OR AB "mental retard\*" OR "developmental delay\*" OR "developmentally delay\*" OR "attention deficit disorder\*" OR "attention deficit hyperactivity disorder\*" OR TI ADHD OR TI ADD OR TI deaf OR "deaf-blind" OR TI "hearing impair\*" OR AB "hearing impair\*" OR TI "visually impaired" OR AB "visually impaired" OR "visual impairment\*" OR "physical disabilit\*" OR "physically disab\*" OR "speech language disabilit\*" OR "multiple disabilit\*" OR "orthopedic impairment\*" OR TI "special education" OR AB "special education" OR TI blind)

Employment Terms: (TI employment OR "pre-employ\*" OR employability OR TI vocation\* OR "vocational guidance" OR "Job coach\*" OR "job development" OR "competitive employment" OR "Audio coaching" OR "integrated employment" OR "sheltered employment" OR "supported employment" OR "vocational rehabilitation" OR "video self-modeling" OR TI career\* OR TI job OR TI jobs OR TI work OR TI workplace\* OR "guidance services" OR "designing jobs" OR "workplace adaptation\*")

Intervention Terms: (intervention\* OR services OR training OR program\* OR model)

### *A.2. Data charting form*

This data charting form was adapted from the JBI Reviewers' Manual, and included the following information:

#### **I. Administrative Details**

1. Abstractor
2. Link
3. Final Review
4. Source: (a) database (journal) (b) gray literature
5. Vancouver citation

#### **II. Source characteristics**

1. Author(s)
2. Year of publication
3. Title of article
4. Source of publication: (a) journal, (b) dissertation/thesis, (c) report, (d) unpublished paper, (f) other.
5. Funded by NIDILRR: (a) Yes (b) No (c) Unknown.

### III. Abstract

### IV. Aims/Purpose of Study

### V. Key Criteria

1. Meets transition-aged youth criteria (yes/no/unclear)
2. Meets Pre-ETS requirement criteria (yes/no/unclear)
3. Meets disability criteria (yes/no/unclear)
4. Meets research criteria (yes/no/unclear)
5. Meets autism-focus only criteria (yes/no/unclear) (should not be focused on autism only)
6. Meets training criteria (yes/no/unclear)

### VI. Study Characteristics

1. Study population
  - a. Meaningful description of the study population that may not be in the tags below.
  - b. Tags for population
    - i. Gender: (a) Female, (b) Male, (c) Both
    - ii. Age: (a) Students with Disabilities (14-24), (b) Adult
    - iii. Race
    - iv. Ethnicity
    - v. Geography
    - vi. Other specifics: provide description
2. Disability Diagnosis
3. Sample size (if not stated, state "NS").
4. Type of Design
5. Description of Intervention
6. Pre-ETS categories
  - a. Job exploration counseling: (a) Yes, (b) No, (c) Unclear
  - b. Work-based learning experiences: (a) Yes, (b) No, (c) Unclear
  - c. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs: (a) Yes, (b) No, (c) Unclear
  - d. Workplace readiness training/social skills and independent living: (a) Yes, (b) No, (c) Unclear
  - e. Instruction in self-advocacy: (a) Yes, (b) No, (c) Unclear
7. Duration of intervention: (if applicable, if not, write "N/A")
8. If study uses participant assignment, describe participant assignment method
9. If study uses participant assignment, describe recruitment method
10. If study uses participant assignment, describe method of blinding for assignment
11. If study uses participant assignment, describe method of blinding for intervention
12. Participant characteristics

*A.3. Included studies by year, country, and method*

Authors	Location	Sample	Domains	Method
Awsumb et al. (2016)	U.S.	Youth and young adults with disabilities	Cultural competence, interagency collaboration	Secondary data analysis
Bal et al. (2016)	Unknown	Young adults with chronic physical disabilities	Self-determination	Interviews
Brewer et al. (2011)	U.S.	Students with disabilities	Career goal development; self-determination	Mixed method
Carter et al. (2011)	U.S.	Youth and young adults with intellectual disabilities, autism, multiple disabilities	Self-determination; communication skills; transportation	Secondary data analysis
Giesen & Cavanaugh (2012)	U.S.	Youth and young adults with visual impairments	Interagency collaboration; previous work experience	Secondary data analysis
Crudden (2012)	U.S.	State rehabilitation personnel	Family outreach; previous work experience; mentoring and work-based support; workplace accommodations and rights; self-determination; communication skills; social skills support; transportation	Focus groups
Dong et al. (2015)	U.S.	Students with learning, emotional, behavioral, sensory and others disabilities	Interagency collaboration	Hierarchical linear model
Fabian (2007)	U.S.	Urban youth and young adults with learning disabilities; mental retardation; emotional or	Interagency collaboration; career goal development	Hierarchical linear model

		behavioral disorder; visual impairment; orthopedic impairment; chronic health impairment; hearing impairment; speech/language impairment;		
Foley et al. (2012)	Unknown	Youth with intellectual disability	Self-determination,	Literature Review
Greene (2014)	U.S.	Students with disabilities	Family outreach; cultural competence; self-determination	Literature Review
Hemmeter (2014)	U.S.	Youth with disabilities	Supplemental security income payments	Secondary data analysis
Izzo 1999	U.S.	Students with disabilities	Interagency collaboration	RTC
Jamieson et al. (1998)	Canada	Students with disabilities	Career goal development	Program evaluation
Lindsay et al. (2012)	Unknown	Youth with disabilities	Mentoring and work- based support; disclosure and disability awareness	Interviews
Lindsay et al. (2013)	Unknown	Youth with disabilities	Disclosure and disability awareness	Interviews
Lindsay & DePape (2015)	Unknown	Youth with physical disabilities	Disclosure and disability awareness; communication skills	Interviews
Luecking & Luecking (2015)	U.S.	Students with disabilities	Career goal development; family outreach; interagency collaboration	Descriptive report on preliminary data

Luecking & Wittenbrug, (2009)	U.S.	Students with disabilities	Previous work experience; supplemental security income payments; self-determination	Case studies
Luft, (2012)	U.S.	Students with hearing impairments	Social skills support	Secondary data analysis
Madaus (2006)	U.S.	College students with learning disabilities	Previous work experience; mentoring and work-based support	Surveys
McDonnall (2011)	U.S.	Students with visual impairments	Previous work experience; supplemental security income payments; self-determination; communication skills; social skills support; transportation	Factor analysis
McDonnall & Crudden (2009)	U.S.	Students with visual impairments	Self-determination;	Literature review
Newman et al (2016)	U.S.	Students with disabilities	Disclosure and disability awareness	Secondary data analysis
Noel et al. (2016)	Unknown	Youth with developmental and psychiatric disabilities	Social skills support; transportation	Surveys
Plotner et al., (2013)	U.S.	VR professionals	Interagency collaboration	Surveys
Plotner et al. (2012)	U.S.	VR professionals	Interagency collaboration	Surveys

Povenmire-Kirk et al. (2014)	U.S.	Intervention team members	Interagency collaboration	Focus groups
Rothman et. al (2008)	U.S.	College students with visual impairment; emotional or behavioral disorder; hearing impairment; physical disability	Career goal development; interagency collaboration; disclosure and disability awareness; workplace accommodations and rights	Surveys
Simonsen & Neubert (2013)	U.S.	Students with intellectual or developmental disabilities	Family outreach; previous work experience	Surveys
Tilson & Simonsen (2013)	U.S.	Employment specialists	Family outreach; cultural competence; interagency collaboration;	Interviews
Stone et al. (2015)	U.S.	Students with disabilities	Family outreach; cultural competence; mentoring and work-bases social supports; communication skills	Interviews
Verhoef et al. (2014)	Canada	Young adults with physical disabilities	Mentoring and work-based support; communication skills; social skills support; transportation	Pre-post
Wehman et al. (2015)	U.S.	Young adults with disabilities	Previous work experience	Secondary data analysis