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Inclusion, Life Design, Career Coaching and Disability

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Introduction

Disability *“has always been part of the history of mankind, but has not always had the same story”* (Schianchi, 2012), given that social practices, prejudices and rehabilitation interventions have kept changing over the centuries. In spite of that, only recently disability has begun to be studied scientifically and become an issue of debate in questions associated with the law (e.g., right to work, right to equal opportunities, right to wellbeing), with common development and sustainability. Disability can be considered the manifestation of limitations in individual functioning within the social context that denotes a significant disadvantage to the individual (Shogren, Luckasson, & Schalock, 2014). Often, having a disability translates into more career barriers and challenges in the job market, such as higher unemployment rate, income discrepancies between workers with and without disabilities, etc. (Schartz, Schartz, & Blanck, 2002).

A crucial role in increasing levels of inclusion of individuals with disabilities in terms of participation in the social, civil and professional life, also considering the value that all this has in everybody’s quality of life, can be played by career coaches, who are called upon to support people with disabilities who are planning a satisfactory future life and career. The questions connected with

inclusion and participation should in fact be related to the issues of career guidance and career planning, and this is especially true when working with individuals with disabilities that are more prone to exclusion and social and work marginalization. At this regards, career coaching, as a type of career interventions, can be useful to help individuals with disabilities' personal and professional development, supporting them to cope with work-related challenges, improve their skills and abilities, and make career choices (Chung & Gfroerer, 2003; Reid, 2015).

Considering that social and work inclusion is relevant in the life design process, in particular for individuals with disabilities, in this chapter we will first provide an overview of the most recent and accredited theoretical frameworks on inclusion. Second, based on the Life Design paradigm, that is a new theoretical approach for career studies and interventions, based on the epistemology of social constructivism (Savickas et al., 2009), we will address the issue of intervention, focusing attention on the role of career coaching to support individuals with disabilities in their future life design process. A review of the literature on career coaching for individuals with disabilities will follow and, finally, a case of career coaching intervention will be presented.

An inclusive view of reality

The term inclusion does not refer to a specific category of individuals –as happened in the past and still happens today when talking about integration– but it refers to all individuals, whether with or without vulnerability/disability (Di Maggio & Shogren, 2017). Inclusion means transforming communities into comfortable places for all people (Asante, 2002). Fighting for inclusion requires ensuring that all citizens and all institutions are ‘active’ in order to facilitate the participation of all people in social and civil life (Asante, 2002).

Inclusion, therefore, becomes an issue that concerns all individuals and communities in the broadest sense. When inclusion is mentioned the emphasis is not on a person's impairment or on groups of individuals; rather, attention and importance are focused on the characteristics and the contextual variables which, in the interaction with the uniqueness of each individual, may determine

different levels of social, civil and professional participation (Owens, 2015; Shogren, Wehmeyer, Schalock, & Thompson, 2016). Pre-occupying about inclusion therefore means ensuring that contexts are capable of guaranteeing to each person, with their uniqueness, complete participation in social, civil, and professional life. In others words, working toward inclusion requires careful consideration of the contexts in which all persons are living, as the contexts (e.g., organizations, systems, and societal policies and practices) may positively enhance individuals' functioning and quality of life and the co-construction of their strengths and weaknesses (Asante, 2002; Shogren et al., 2016).

As stated by Soresi (2016), these defining elements are emphasized in recent approaches to inclusion, for example in the 'Social Model of Disability', in the 'Capability Approach', the 'Human Rights Approach to Disability' and the 'Positive Youth Development'. Although the 'Positive Youth Development' approach is less frequently mentioned as an approach in disability issues, we believe that it can make a significant contribution.

The 'Social Model of Disability' (Owens, 2015) ascribes difficulties encountered in social and everyday life to the gap between individual characteristics and environmental requirements. The environment has a decisive role in enabling inclusion or exclusion, and therefore, such gap can be decreased by modifying environmental requests and providing support to facilitate participation. The World Health Organization (WHO, 2007) and the American Association of Intellectual and Developmental Disabilities (AAIDD; Schalock et al., 2010) have emphasized that people's life experiences should be considered by taking into account environmental and contextual determinants of functioning. More specifically –as also maintained by the WHO– the actions of individuals and their life stories are not determined only by their bodily functions and structures, but are affected by contextual factors, which can be physical, social and cultural. According to the WHO (2007), these factors mediate between the person with his or her functional capabilities and the context in which the person lives, determining his or her levels of participation and inclusion. Overall, the diffusion of this model has promoted the realisation of individuals with disabilities, challenging

discrimination and marginalization, enabling people with disabilities to obtain their rights in the community, and linking civil rights and political activism (Owens, 2015).

The 'Capability Approach' (Sen, 2006) was developed by the Nobel Prize Amartya Sen, whose economic and philosophical contributions have stimulated inclusion-based analysis. According to Sen, it is possible to achieve a fair and ethical distribution of resources by considering, valuing and maximizing capabilities and functioning in the course of development. 'Capabilities' refers to people's potentials, and therefore are considered positive opportunities to flourish. Another construct considered by Sen, and found in almost all models of analysis of people's quality of life, is agency or the ability and propensity of individuals to determine their life in their contexts. According to Norwich (2014), the Capability Approach defines disability as a deprivation or limitation in capability or functioning. It is considered the result of the interaction of social and individual factors, overcoming the traditional opposition of medical and social models of disability.

The concept of agency described in the 'Capability Approach' is in line with the 'Human Rights Approach to Disability'. According to the latter, all people, be they with or without disabilities/vulnerabilities, are considered as legal entities. Everybody, and more so all vulnerable individuals, should be enabled to increase their control and power and put in a position to influence their own life contexts as well as the institutions that support and organize citizens' wellbeing (Donnelly, 2013). For this approach, disability is considered a human rights issue, because persons with disabilities are viewed as people with rights who are capable of requesting those rights, making autonomous decisions for their lives, and being active members of society (Donnelly, 2013).

The 'Positive Youth Development' approach (PYD; Gestsdottir, Lewin-Bizan, von Eye, Lerner, & Lerner, 2009), which is in agreement with the 'capabilities' concept developed by Sen, underlines the relevance of focusing on individual strengths useful to promote positive development trajectories. Moreover, in line with the Social Model of Disability, when there is greater integration between individual strengths and contextual resources there will also be higher levels of positive development. Although PYD is not generally considered as an approach in disability issues, Holt et

al. (2017) clearly emphasize that PYD is associated with promoting opportunities for meaningful inclusion and belonging of individuals.

Despite the significant differences between these models and approaches, they are clearly differentiated with medical and distinctive views of disability, which define the difficulties encountered in social and daily life by individuals with disability as consequence of the biological components of the individual. Additionally, to favor the process of inclusion, all these models underscore the importance of helping people with disabilities strengthen their self-determined actions in their present and future life contexts. As maintained by Wehmeyer et al. (2018), this could help all people (with and without disabilities) plan a satisfactory independent present and future personal and professional life, and could be especially helpful to people with disabilities who are more likely to suffer social and work exclusion.

As we have seen, inclusion requires participation in the social and professional life of the community, also in consideration of the value that this can have in the quality of life of individuals. As maintained by Wehmeyer et al. (2018), it could be useful to support people with disabilities – often at risk of exclusion because of their impairments– when they undertake a path of career intervention aimed to increase their levels of social and professional participation in their life. Career interventions intended for people with disabilities should be based on the same theoretical models, and with adequate personalization, should use career development activities and instruments developed and tested for individuals without disabilities. In particular, such vocational guidance actions should focus on personal and context resources useful to face everyday challenges and barriers to the life design and inclusion of individuals with disabilities (Ferrari, Sgaramella, & Soresi, 2015). This will avoid reinforcing the generalized inclination to primarily consider inadequacies and deficits rather than strengths and contextual variables (Aspinwall & Staudinger, 2003; Ferrari et al., 2015; Keyes & Haidt, 2003).

This vision has recently been supported and emphasized by the Life Design approach, that as below specified, and in line with the concept of inclusion (Wehmeyer et al., 2018), considers the

individual and his or her ecosystem as forming a complex dynamical entity resulting from mutually adaptive self-organization (Hirschi & Dauwalder, 2015; Savickas et al., 2009). According to Life Design, it is crucial for all individuals that personal and contextual resources be activated and reorganized with the aim of facilitating choices, life construction, and adaptive changes (Ferrari et al., 2015). It follows that the goal of professional interventions is helping the person build an adaptive and dynamic process between him or her and the context so as to increase the likelihood of experiencing satisfactory life conditions and professional realization. Moreover, this approach aims to foster self-making through work and relationships toward achieving the core goals of life design: *activities* to shape interests, capacities, and aspirations; *adaptability* to cope with changes in self and situations; *narratability* to tell one's story coherently; and *intentionality* to assign meaning to activities and experiences. Life Design requires reflection on the self and the environment, as well as receptivity to feedback and the imagining of new opportunities for narrative self-construction (Savickas et al., 2009). For this reason, career interventions based on LD focus on strategies for survival and on the dynamics of coping, rather than adding information or content (Pouyaud, 2015). In this regard, a crucial role is played by career coaching activities.

Life Design and Career Coaching

According to Spence and Grant (2007) coaching can be defined as a collaborative, solution-focused, action-oriented conversation in which the coach facilitates the enhancement of life experiences, self-directed learning and performance, goal attainment in the coachees' personal and professional life. It regards collaborating with coachees in a thought provoking and creative process that motivates them to capitalize on their personal and professional strengths (International Coaching Federation-ICF, 2012).

Whereas life coaching has a broader focus, career coaching involves actions to promote performance and self-development and is generally oriented to planning and reaching career goals (Reid, 2015). Through career coaching the coach can be a guide for the individual in examining

work-related concerns and pursuing personal and career development. The overall aim of career coaching is to support the personal development of individuals in their work and career environment so as to enable them to clearly identify their skills, make better career choices, and be more productive and valued workers (Chung & Gfroerer, 2003). Career coaches mentor their coachees while they are facing career challenges and inspire them to pursue realistic career goals (Byars-Winston, Gutierrez, Topp, & Carnes, 2011). They assist the individual in planning his or her career development by encouraging exploration of alternative work trajectories, and in coping with any work-related issues such as developing managerial skills, balancing home and work life, improving self-presentations and communication skills, etc. (Reid, 2015).

In conceptualizing career coaching, attention should be diverted away from other career interventions, especially career counseling. There is considerable overlap between two approaches, so that Duarte (2018) concluded that the epistemological matrix of career counseling and coaching is characterized more by similarities than differences. Both career interventions in fact address career adjustment, career planning, and the relationship between personal and professional issues (Chung & Gfroerer, 2003). Additionally, both career interventions share the establishment of a work alliance, confidentiality and the setting of the number of sessions (although career coaching tends to last longer). Despite these similarities, however, career coaching is more task and problem-solving oriented than career counseling (Duarte, 2018; Chung & Gfroerer, 2003). It is also less structured to environmental constraints, and career coaches may interact with the coachees in the coachees' workplace, home, or over the telephone or Internet and may take part to the coachees' work activities in order to observe, provide feedback and reinforces, and implement career plans. Moreover, it is focused on action toward behavioral change, through goal oriented strategies and techniques deriving from cognitive behavioral therapy (CBT) (Brock et al., 2016). Providing supports directly in the coachee's life contexts and using strategies and techniques of the CBT (e.g., task analysis, prompting and fading techniques, verbal instruction, performance feedbacks, modeling, and role-play) can be very useful for individuals with disabilities, especially in their

processes of career planning and work inclusion (Nicholas, Attridge, Zwaigenbaum, & Clarke, 2015).

As suggested by Van Esbroeck and Augustijnen (2015), career coaching can be situated in the broader framework of career interventions of Life Design paradigm. According to Van Esbroeck and Augustijnen (2015), the process of career coaching is articulated in four phases: (a) defining objectives of the coaches in agreement with the coach and significant others (for example the employer), (b) self-reflection, (c) self-awareness, and (d) changes related to job- and career-related aspects and also individual and personal changes. During the process, the coachee is considered as the author who construct his or her life and career stories in dialogue with his or her social and work contexts, by incorporating his or her present and past experiences, activities, and interpretations (Van Esbroeck & Augustijnen, 2015).

Based on Life Design approach, career coaching supports the coachee in the career development process covering a self-construction through all life roles. At the same time, it has a preventive role in helping the coachee to successfully identify future developments and how to cope with barriers (Van Esbroeck & Augustijnen, 2015). Moreover, it aims at developing the coachees' adaptability (ability to adapt to career development tasks, transitions, and challenges), intentionality (ability to assign meaning to activities and experiences), narratability (ability to tell one's own life story in a clear and coherent way), and activity (ability to engage in varied activities to identify preferred career interests, skills, and future possible selves; Hartung, 2015), that are the core goals of life design (Savickas et al., 2009). Lastly, career coaching, based on Life Design, supports the coachee in the process of developing resources and skills (e.g., courage, hope, resilience) needed to deal with current changes and life-long development issues, to plan his or her the future, reach his or her personal and professional goals, and to cope with his or her career challenges (Nota & Soresi, 2018).

Career Coaching for Individuals with Disabilities

Although there is theoretical support for career coaching there has been little research on this topic. Most of the articles have especially focused on the effects of coaching on adults, in terms of coaching in work contexts (Theeboom, Beersma, & van Vianen, 2014). Unfortunately, few studies have been conducted on career coaching to support the coachee with disability in the process of designing his or her career development and in career transitions. In this regards, we would like to highlight the work published by Jordan, Gessnitzer, and Kauffeld (2016) that, with appropriate personalization strategies, can also be used with individuals with disabilities. The authors developed a 10-week group career coaching intervention for high school students, including activities promoting self-reflection, discussions with other participants and career-related exercises. In the course of the intervention, participants first planned career-related goals through several activities, and then identified strategies and steps to reach their goals. Lastly, career-related activities such as attending university lectures, conducting web-based analyses, gathering career-related information were realized. Results regarding the effectiveness of the career coaching intervention suggested that participants increased their levels of career planning, career decision-making self-efficacy and career decision compared to a control group.

Career coaching may also useful to help the individual to develop skills and resources useful to cope with the current job market, handle planned or accidental transitions, plan personal and professional goals. In a globalized society and its constantly changing work context, the Life Design approach emphasizes resources such as ability to identify opportunities, social and communicative skills, self-determination, courage, hope, career adaptability (Nota, Ginevra, & Santilli, 2015). This seems particularly important especially for individuals with disabilities that often experience interventions not helpful to improve these resources (Lindsay et al., 2014).

Based on this, we report Gilson and Carter's (2016) study about a career coaching intervention carried out with three university students with Autism Spectrum Disorders (ASD) or intellectual disability to promote their development of relevant job tasks during their internship, independence, and social skills for workplace success. The career coaching package included a

covert audio coaching allowing coaches to provide feedbacks and reinforces to coachees privately and instantly through a bug-in-ear device, ensuring that the feedback was discrete without the physical presence of the coach that could be a disturbing element. Career coaches encouraged participants to seek assistance from co-workers when executing a task, and provided explicit social prompts when someone was very close for a social interaction (e.g., “Say hi to that customer.” or “Who could you ask to find out what to do next?”). Moreover, task-related coaching was used when a coachee executed a difficult task or learned a new one. At the end of the intervention, interactions among coachees with disabilities and co-workers increased and task engagement continued when career coaches reduced proximity and provided prompts discreetly through bug-in-ear devices. Moreover, regarding social validity of the career coaching intervention, coachees evaluated the intervention beneficial and discreet.

An additional example was provided by Green, Grant, and Rynsaardt (2007) to promote hope in a coaching program consisting of ten individual face-to-face sessions. Specifically, coachees were trained to identify their personal resources useful to reach their personal and professional goals, and to set self-generated solutions and strategies to realize their goals. Additionally, based on Ginevra and Santilli’s (2018) suggestions, individuals with disabilities could be coached to develop courage to cope with difficulties and barriers and to make career decisions despite future-related fears, by enhancing their self-efficacy handling the risk, underlining the purpose of courageous behavior, and reducing their perception of risk.

Lastly, career coaching is particularly useful in the work context to optimize individuals’ work-related functioning (e.g., promoting performance and skills, well-being, coping, work attitudes, and goal-directed self-regulation) and guarantee professional success (Theeboom et al., 2014). Career coaching has been often used to promote supported employment, that is the process of enabling individuals with disabilities to access and maintain paid work in a regular work environment (Nicholas et al., 2015). Career coaches may fulfill several roles in this process: helping individuals with disabilities to socially integrate into the workplace culture, liaising between the

individuals with disabilities and their co-workers or supervisors, helping employees with disabilities learn to execute their jobs according to the expectations of their supervisors, dealing with difficult situations that may arise, and so on (Nicholas et al., 2015). As suggested by Bennet, Brady, Scott, Dukes, and Frain (2010), in this process career coaches should be minimally intrusive, effective, reinforcing, and systematic. Moreover, they should use strategies such as task analysis (a set of methods which allow to split into simpler and more accessible goals a task that is initially too complex), prompting (gestural or verbal instructions that facilitate the individual in initiating the desired response), fading (gradual and progressive reduction of the assistance provided during the activity), performance feedbacks (information given back to people about their actions), modeling (technique based on observational learning. The individual observes another person-model-performing the behavior), and role-play (in this method, each participant takes a role and acts and reacts to situations and other participants in the exercise, so that the participants can learn new or alternative behaviors; Brock et al., 2016).

An example of career coaching intervention aimed at monitoring and providing assistance to four workers with cognitive disabilities during a factory assembly task was recently proposed by Mihailidis et al. (2016), using a cognitive assistive technology, nonlinear contextually aware prompting system (N-CAPS). The N-CAPS was modeled to reduce for example the time it takes a coachee to execute an assembly task, to diminish the number of errors in this task, and so on. It involved the coaches using an interactive 10 in. wide touch-screen, audio-output computing device. The device provided automated task prompts through pictures and video, and it used an animated coach providing positive reinforcement when a task was well performed. Moreover, the animated coach helped the coachees to overcome problem scenarios. At the end of the intervention, participants increased their skills to execute the task with 85.7% of the steps completed without assistance from the career coach.

In addition to directly supporting individuals with disabilities in the work environment, career coaches must act to promote their work inclusion, progressively reducing their external

support and cultivating and training natural supports (i.e. co-workers, employers) in the workplace (Villotti et al., 2017). Focusing on direct support of co-workers rather than career coaches allow to minimize intrusion by coaches, maximize the capabilities of persons with disabilities to actively participate in the workplace and facilitate social interaction in the workplace.

Several research studies have shown that the natural support of co-workers can predict the career success and maintenance of a person with disabilities (Corbière et al., 2014; Jenaro, Mank, Bottomley, Doose, & Tuckerman, 2002). To this aim, it is important to prepare and coach co-workers to act in an inclusive way within the work environment, by favoring their ability to highlight diversities in the workplace and their ability to encourage and support participation of workers with disabilities. An increased knowledge about the skills, strengths, and values of workers with disabilities for contributing to the work activities should be promoted in employers and co-workers, and at the same time, a substantial focus on their deficits should be avoid (Nota et al., 2015). Moreover, employers and co-workers should be trained regarding the type of assistance necessary and how to provide it in order to increase the participation and work success of people with disabilities.

An example of career coaching for the workplace was proposed by Farris and Stancliffe (2001), who coached a group of co-workers in the restaurant sector for supporting employees with disabilities. The two-day career coaching training included brainstorming, lectures, videos, role-plays with feedback, group activities, written exercises with feedback, and provision of a written manual. In the first day, rights, myths and realities, and disability awareness exercises were proposed and the role of co-workers towards employees with disabilities was clarified. The second day was focused on how to offer training to an employee with disability. At the end of the intervention, participants recognized higher value of individuals with disabilities in the workplace than pre-test. Moreover, when an individual with disability was employed in the restaurant, his or her employment outcomes was positive, supporting the effectiveness of this career coaching intervention.

Overall, the studies presented suggest that career coaching can be advantageous for supporting individuals with disabilities in their professional plans, enhancing their skills and resources to deal with the current job market, and supporting their access to the job market. Moreover, it is also important for the work contexts in order to promote the professional success and work inclusion of individuals with disabilities. In line with the Life Design approach, that emphasizes individual interventions and actions to the context to promote the individual's career development and planning, a case study on the role career coaching to support an adult with disability in designing his career development is below illustrated.

Case study

Mario is a twenty-three year-old university student with *spastic tetraparesis*, which affects the neck and trunk musculature and causes muscle rigidity, spasms, loss of balance and movement coordination, ataxia, issues with language and with swallowing. Because of his spasticity, Mario has to use a wheelchair. He is attending the second year of a humanities course at university and has e-mailed the *Centro di Ateneo per la Disabilità e Inclusione* [University Center for Disability and Inclusion] to ask if he can meet a coach to obtain support to facilitate his participation in the university context. From the very beginning Mario shows strong motivation to change, hope to be able to set new goals, and, despite his difficulties, resilience to fulfill his wishes.

Mario says he spends five or six hours a day in front of his computer, watching videos and chatting with his friends on Facebook; he also says that he is unable to focus on his studies, has not taken any exams in over a year, and is questioning his very attending university. He also reports that lately the relationship with his parents has deteriorated. There are frequent arguments and misunderstandings because he would like to be more independent in his life, but he feels hindered by them.

When talking about his school and career story, Mario says that the vocational high school he attended was his parents' choice, while he would have preferred to go to a prep school (classic lycée). Following graduation from his vocational high school, he decided for a major in Humanities

at university, even if this choice was opposed by his parents because of the distance between their home and the University of Padova (about 50 Km; it takes Mario about an hour by train and bus to get to university).

In his first year, Mario was able to sit only for two exams because of an operation to his arms, which confined him to bed for about eight months. His parents seem to take every opportunity to question his decision to attend university despite his disability, especially because of the effects his disability can have on his education. When speaking of his hobbies and pastimes, Mario showed his interest for writing and reading, which at the time he could not do outside of his home. When asked about his friends, Mario mentioned the names of the volunteers that help him in his daily activities, but he did not mention any peers or fellow students.

Mario wants to achieve integration and inclusion in the social contexts, so much so that, despite what his parents say, he decides to continue his studies and tries to reach greater autonomy by frequenting non-segregating environments where, in addition to relationships with persons with disabilities, he can also establish relationships with persons without disabilities.

Activities of career coaching. In accordance with the Life Design approach, a six-month career coaching activity was structured to facilitate focusing on and redefining future goals. The activity took into account Mario's agency, understood as his actual possibility and ability to act and to pursue the goals he values, and his social abilities to participate in his life environments in an inclusive way. Specifically, according to life design, career coaching activities aim to stimulate personal and contextual resources with the purpose of facilitating life construction and adaptive changes to the context.

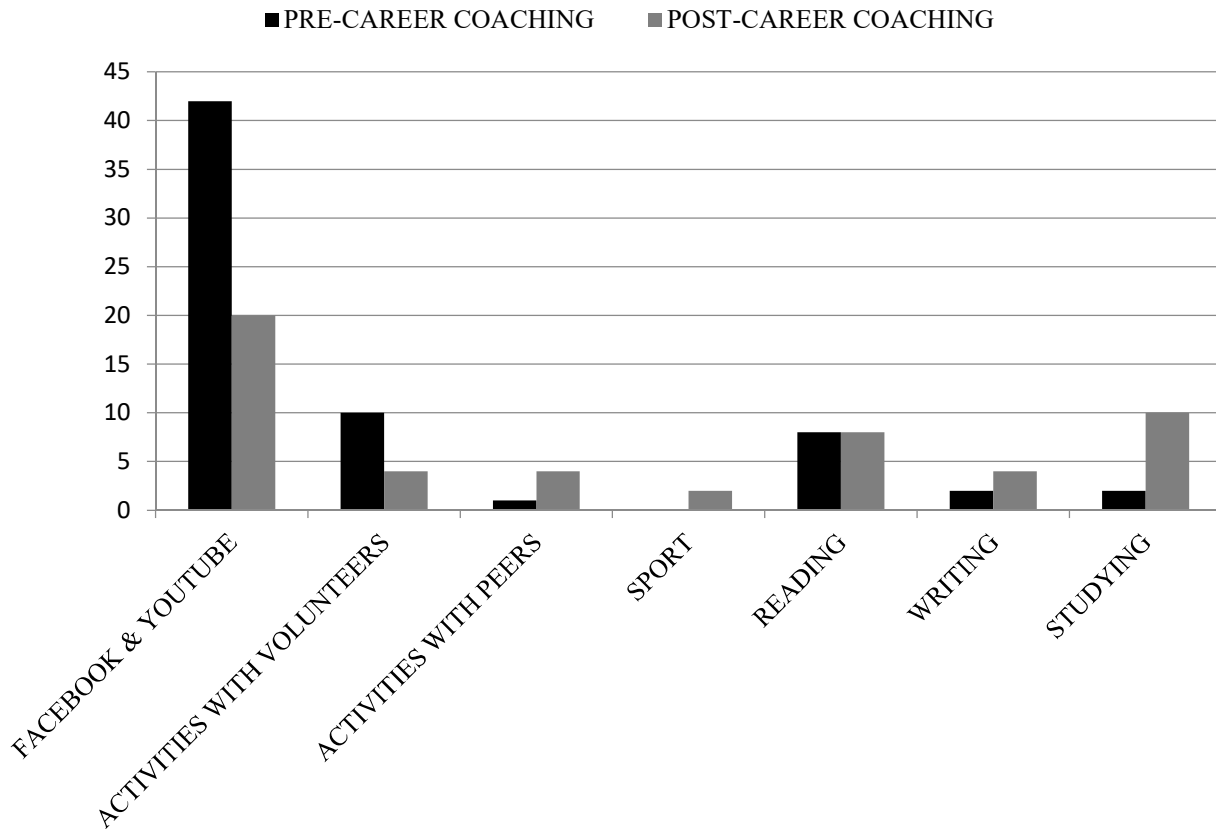
Activities of career coaching toward the person. The activity structured for Mario involved problem-solving oriented toward observing, providing feedback and reinforcements, and implementing career plans. It was also focused on action toward behavioral change, through goal-oriented strategies and techniques deriving from cognitive behavioral therapy (CBT), such as task analysis, prompting and fading techniques, performance feedbacks, modeling, and role-play of a

socially adequate behavior as it should be carried out in the actual context. The coach interacted with Mario in his own educational environment and home, with weekly feedback and updates by telephone and text messages.

In addition, in accordance with what suggested by Van Esbroeck and Augustijnen (2015), the career coaching intervention supported Mario in designing his career development within a broader holistic framework covering his self-construction through all his life role. Specifically the career coaching supported Mario to acquire awareness of the self and develop career identity. At the same time, the career coaching intervention played a preventive role that allowed Mario to effectively identify future developments and how to deal with them.

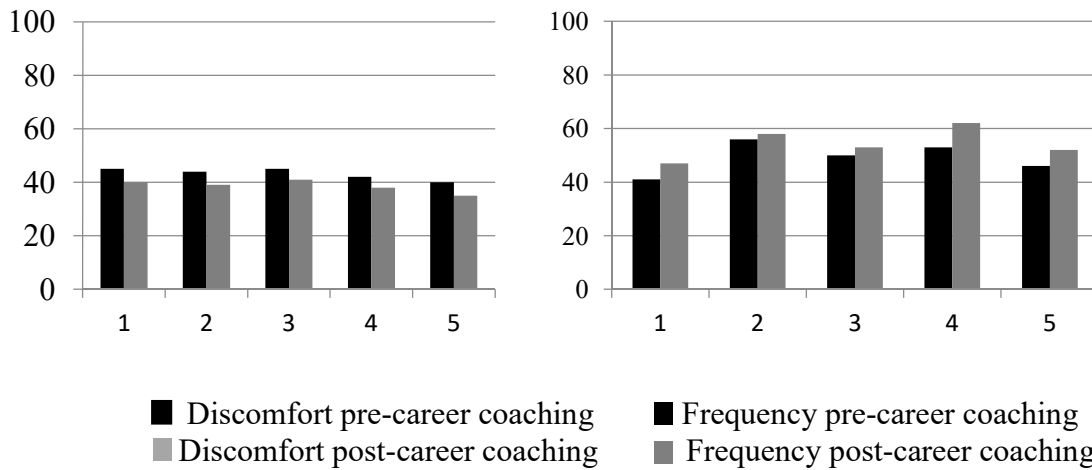
The career coaching activity enabled Mario to become aware that he was dealing with interpersonal situations in a dysfunctional way by resorting mainly to a passive-aggressive style as resulted from the Italian version of the Rathus Assertiveness Schedule (Galeazzi, 1990). Through the analysis of the mechanism that underlies the onset and consolidation of unassertive behavior, the activity underlined the ways through which the coachee's convictions produced the consequences he feared because of his low social and assertive abilities. In addition, the coach worked on increasing relational problem-solving abilities to cope with some problematic situations reported by Mario connected with access to and inclusion in university contexts (study room, sports activities, residence, university cafeteria).

At the end of six months of the career coaching intervention, Mario was able to reformulate his goals about investing in studying; he decided to start studying again and has now come to consider all this as a means to increase his chances of finding a job close to his interests, which he has confirmed in the literary field. He has been able to study productively again and has passed five exams; he has increased the number of activities carried out outside of the home; he has become a member of a writing group and of a youth choir; he has started a sports activity. The number of interactions with his peers has increased and, at the same time, the hours spent in front of the computer have decreased.



Graph 1. Activities carried out by Mario at pre and post-career coaching are reported on the horizontal axis. The hours spent during a week to carry out the activities are reported on the vertical axis.

These results are clear also from the scores Mario obtained six months later on the Scale for Interpersonal Behavior-SIB (Arrindell, Nota, Sanavio, Sica, & Soresi, 2004). In general, his reported levels of discomfort decreased while the levels of frequency of his assertive management of several social situations increased. The greatest increment was recorded on the scale related to the expression of one's own limitations and difficulties. Indeed, a great amount of work had been carried out on Mario's ability to ask for and accept the help of others, and to make known, if necessary, the limitations and difficulties of his physical impairment.



Graph 2. Mario's profile at the SIB, on the discomfort and frequency scale before and after the treatment. The scores have been reported on a 100-point scale (T scores) in which the values between 40 and 60 can be considered 'average'.

Activities of career coaching toward the context. During the meetings, the need often arose to assist Mario in actions toward the context, especially managing barriers and supporting participation. The coaching actions consisted mainly in accompanying Mario when he had to deal with barriers to his moving around (traffic control department, university offices) to support his abilities to have his rights respected. As concerns participation, the work was centered on favoring Mario's presence in university contexts like the cafeteria, study rooms, etc. through actions of reinforcement, modeling and exposure to real situations, as well as stimulating some fellow students to collaborate. Attention was also focused on his parents so as to stimulate their engagement toward Mario's self-determination. His parents are now aware of the pathway their son has taken up and are supporting him by taking him to his activities when for external reasons he is unable to move autonomously.

This case should be considered as an example of career coaching realized in a political management framework of the University of Padova (Università Inclusiva [Inclusive University] <http://www.unipd.it/inclusione>), which is investing in the construction of an inclusive academic context by providing diversified interventions at different levels. For instance, actions focused on

career counselling and coaching, centers and services for diversity and inclusion, a general course on diversity and inclusion, activities to promote positive attitude toward inclusion in professors, administrative staff and students, and tutoring students with disabilities can be listed.

Conclusion

This chapter has focused on people with disabilities and on the need to implement career coaching pathways such as interventions that can help promote high-quality professional planning and work inclusion. Following the examination of models that we could referred to in this connection, we explored in depth career coaching activities, also in light of Life Design, which emphasizes the importance of contextual variables (Hirschi & Dauwalder, 2015; Savickas et al., 2009). As above mentioned, according to Life Design approach, career coaching interventions must point toward developing adaptability, narratability, intentionality, and activity also in people with disabilities, mutually adaptive self-organization between individual client and his/her ecosystem, and should be devoted to looking for ways to increase all individuals' likelihood of experiencing satisfactory life conditions and professional realization. Career coaching, based on Life Design, should support the coachee to develop resources and skills useful to handle the current job market and promote his or her life construction and adaptive changes to the context.

In order to favor inclusive experiences, career coaching, in line with the Life Design paradigm, should also devise interventions with significant others within the context to forestall barriers and obstacles. As suggested by Corbière, et al. (2014) and Jenaro et al. (2002), career coaching should involve for example co-workers and employers to prepare them to encourage and support work inclusion of individuals with disabilities.

It is evident that career coaches play a key role to promote work and social inclusion of individuals with disabilities. In this respect, it is particularly important that they have adequate training and present very high levels of professionalism in both career issues and disability and

inclusion issues in order to use multiple approaches in setting up individual or group activities and interventions.

In conclusion, we would like to underline that investigations involving persons with disabilities are still few and far between. We believe that further effort must be made to multiply experimentations to test the efficacy of career coaching interventions aiming to support persons with disabilities in their process of future life designing and to build contexts that are attentive to the rights of individuals, to their quality of life, participation and self-determination.

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