AI-Supported Interview Training for Young People with Disabilities: The ELVIR Virtual Trainer

Young people with disabilities often face barriers when preparing for job interviews, particularly due to limited opportunities for repeated practice and individualized guidance. Recent advances in generative artificial intelligence and large language models offer new possibilities for creating conversational training environments that complement traditional employability programs. This paper presents ELVIR (Virtual Job Interview Trainer), an artificial intelligence-based platform designed to support interview preparation for young people participating in employment inclusion programs. The system was developed in collaboration with specialists from Teletón Chile and integrates conversational AI, virtual avatars, configurable interview scenarios, and session recording capabilities to provide simulated job interview experiences. Users can select different occupational profiles and interview difficulty levels, allowing the platform to support a variety of training needs and preparation contexts. The contribution of this work is the design and implementation of a virtual interview training platform specifically oriented toward employment inclusion. The paper describes the motivation for the system, its architecture, implementation, and current deployment within a pilot program conducted with participants from Teletón Chile. In addition, the paper discusses the opportunities and challenges associated with the use of conversational AI to support interview training in disability inclusion contexts.

Keywords: *disability inclusion, employment inclusion, artificial intelligence, conversational agents, job interview training.*

Introduction

The labor inclusion of people with disabilities remains a global challenge due to its scale and the persistent inequalities affecting access to employment opportunities. According to the World Health Organization, approximately 16% of the world's population lives with some form of disability [1]. Several studies have shown that this population experiences lower labor market participation rates and greater difficulties accessing employment opportunities compared to individuals without disabilities [2], [3]. These disparities not only limit economic autonomy but also negatively affect well-being, social participation, and quality of life [4], [5].

This situation is also evident in Chile. According to the Third National Study on Disability and Dependency, approximately 17.6% of the adult population lives with some degree of disability. A significant proportion of this group remains excluded from the formal labor market, highlighting the persistence of barriers that hinder access to employment and effective participation in recruitment and selection processes. Although several public policies have been implemented in recent years to promote labor inclusion, people with disabilities

continue to face challenges associated with both structural factors and the requirements imposed by recruitment procedures.

Among the different stages of personnel selection, the job interview constitutes one of the most important steps for obtaining employment. However, for many young people with disabilities, this situation can represent a challenging experience due to factors such as anxiety, lack of confidence, difficulties regulating emotions in evaluative contexts, and limited prior experience participating in interviews. As a result, some candidates may encounter difficulties communicating their competencies, knowledge, and capabilities effectively, creating a gap between their interview performance and their actual potential to perform successfully in a work environment.

In Chile, this challenge has been identified by Teletón, an institution that develops rehabilitation and social inclusion programs for children and young people with disabilities. As part of its employability initiatives, professionals work to strengthen the skills required for labor market participation, including preparation for job interviews. One of the strategies commonly employed involves simulated interviews in which specialists assume the role of interviewers and recreate scenarios similar to those encountered in real recruitment processes. These activities allow participants to practice responses, increase confidence, become familiar with different types of questions, and develop communication skills within a controlled environment.

Nevertheless, the implementation of simulated interviews depends on the availability of specialists and the amount of time they can dedicate to each participant. Consequently, opportunities for practice are often limited and difficult to repeat with sufficient frequency to support continuous training, particularly when programs seek to serve an increasing number of young people.

At the same time, recent advances in generative artificial intelligence have enabled the development of large language models capable of maintaining natural and context-aware conversations with users [19], [20]. These systems can formulate questions, interpret responses, adapt dialogue according to the interaction, and provide performance-related feedback [21]. Such capabilities are particularly relevant for recreating conversational learning experiences, including those associated with job interview preparation.

The possibility of employing artificial intelligence as a virtual interviewer creates new opportunities to complement the work performed by specialists. A virtual interviewer can generate training scenarios that are available at any time, represent different interviewer profiles, adjust the level of difficulty of interview questions, and provide individualized feedback aimed at developing employability skills. In this way, training opportunities can be expanded while supporting a more systematic preparation process before candidates participate in real recruitment procedures.

Although several artificial intelligence–based interview training systems have been reported in the literature, including Conversate and SimInterview, which use large language models to support interview practice through conversational interaction and adaptive feedback [22], [23], relatively few have been designed specifically to support employment inclusion programs for young

people with disabilities. Existing examples include AllyChat, developed for individuals with intellectual disabilities, and Virtual AIVantage, aimed at supporting underrepresented groups through virtual reality–based interview preparation [24], [25]. Furthermore, there is limited evidence regarding the integration of conversational artificial intelligence into structured employability training processes conducted by rehabilitation and inclusion organizations, particularly in real-world inclusion programs [26], [27].

To address this need, ELVIR (Virtual Job Interview Trainer) was developed as an artificial intelligence–based platform designed to support job interview preparation for young people with disabilities participating in employment inclusion programs at Teletón. ELVIR allows users to select different occupational scenarios and participate in simulated interviews conducted by virtual interviewers with different interaction styles and difficulty levels. The platform is currently being deployed in a pilot initiative involving participants from Teletón Chile employment inclusion programs.

The objective of this paper is to present the design, architecture, and implementation of ELVIR as an artificial intelligence application intended to support employment inclusion processes. Rather than evaluating employment outcomes, this work focuses on describing the motivation, conceptual design, system architecture, and implementation of the platform, as well as its current deployment in a real-world pilot context. The paper also discusses the opportunities and challenges associated with the use of conversational artificial intelligence for job interview training among young people with disabilities.

The remainder of this paper is organized as follows. Section 2 presents a review of the relevant literature on artificial intelligence–based interview training systems. Section 3 describes the architecture, design decisions, and implementation of ELVIR. Section 4 presents the current results of the platform deployment and the functionalities implemented in the system. Section 5 discusses the implications, opportunities, and limitations of the proposed approach. Finally, Section 6 presents the conclusions and future lines of work.

Literature Review

Recent advances in large language models have driven the development of platforms capable of simulating job interviews through conversational interaction. Current evidence shows that these systems employ artificial intelligence to formulate questions, analyze responses, and generate training experiences adapted to different learning contexts [22–24].

One of the most common capabilities reported in the literature is the dynamic generation of interview scenarios. Conversate, developed by Daryanto et al. [22], implements interactive simulations in which the system assumes the role of an interviewer and conducts a conversation focused on interview practice. SimInterview, proposed by Nguyen et al. [23], uses large language models to generate interviews adapted to different professional and educational contexts. These studies demonstrate that conversational artificial intelligence enables the

creation of more flexible training experiences than traditional systems based on predefined question sets.

Another recurring feature is the incorporation of feedback mechanisms. Conversate includes a post-interview stage intended to promote user reflection through conversational interaction [22]. Other systems generate automated evaluations based on the content of user responses and provide recommendations for improvement [24,25]. Reported findings suggest that this type of feedback can contribute to the development of communication skills and improve preparation for future interviews.

The literature also shows a transition toward multimodal assessment approaches. In addition to textual analysis, some proposals incorporate information derived from speech, confidence indicators during verbal interaction, and non-verbal signals to complement performance evaluation [25]. These approaches seek to provide a more comprehensive assessment of the elements typically considered during real job interviews.

Several studies have also highlighted the value of repeated practice under multiple scenarios. Systems based on large language models can generate interviews with different levels of complexity, interviewer profiles, and occupational contexts, expanding training opportunities without requiring the continuous participation of human specialists [23,26]. This capability is consistently identified as one of the main advantages of conversational artificial intelligence for interview preparation.

Alongside applications designed for the general population, recent work has begun to focus on specific user groups. AllyChat, developed by Garcia-Pi et al. [27], employs a virtual reality conversational agent to support individuals with intellectual disabilities. Virtual AIVantage, presented by Ajri et al. [28], focuses on interview preparation for professionals from groups underrepresented in computing disciplines. Similarly, Yarlagadda et al. [29] describe an artificial intelligence–based interface designed to improve the accessibility of interview training for military veterans. These initiatives illustrate a growing interest in adapting conversational artificial intelligence to contexts where additional barriers to employment exist.

Overall, the reviewed literature suggests that conversational simulation, repeated practice, and personalized feedback represent the principal contributions of artificial intelligence to job interview preparation. However, several limitations remain. These include the potential presence of algorithmic bias, the need to adapt systems to different sociocultural contexts, and the limited evidence regarding their impact on actual employment outcomes [30]. Furthermore, applications specifically designed for people with disabilities remain relatively scarce when compared with those developed for students, graduates, or professionals in training.

An additional limitation identified in the literature is that most existing systems are designed as standalone interview practice tools and are rarely integrated into structured employment inclusion programs supported by rehabilitation or social inclusion organizations. Consequently, there remains an opportunity to explore how conversational artificial intelligence can be

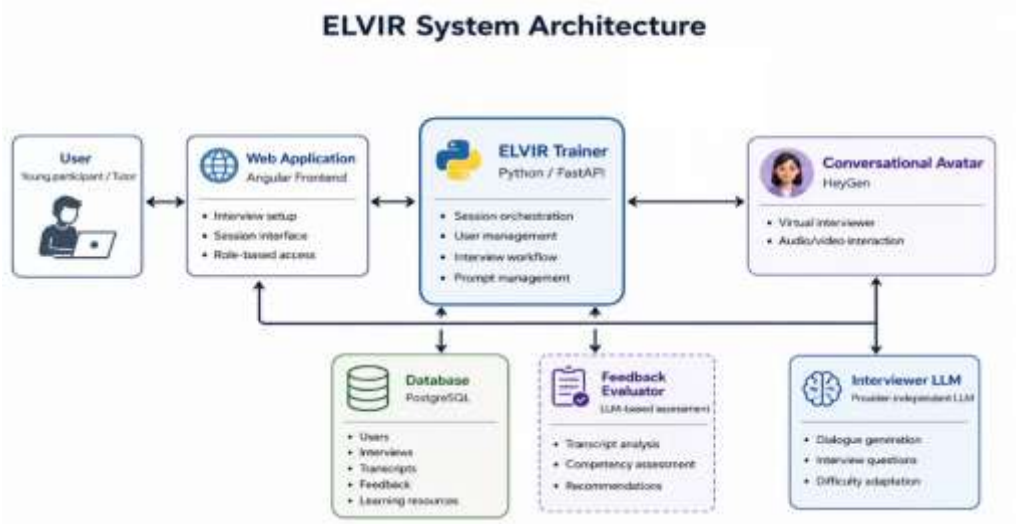
incorporated into employability training environments that complement the work of specialists while providing greater opportunities for practice and preparation.

It is within this context that ELVIR was developed. The platform seeks to support job interview preparation for young people participating in employment inclusion programs at Teletón by combining conversational artificial intelligence, configurable training scenarios, and specialist-supported training processes within a single environment.

System Architecture and Implementation

ELVIR was designed as a conversational artificial intelligence platform intended to support job interview preparation for young people participating in employment inclusion programs. The system architecture comprises components responsible for user interaction, interview management, dialogue generation through large language models, data storage, and performance assessment. Figure 1 presents the overall architecture of the platform and the relationships among its main components.

Figure 1. *ELVIR architecture composed of modules for interview management, avatar-based interaction, large language model–driven dialogue generation, and performance assessment*



User Roles

ELVIR was designed around three user roles: trainees, tutors, and administrators. Trainees correspond to participants enrolled in employment inclusion programs and use the platform to conduct simulated interviews, review previous sessions, and access supporting materials. Tutors are responsible for monitoring participant progress and reviewing information generated during

training sessions. Administrators manage user accounts and platform configurations.

These roles were defined in collaboration with employment inclusion professionals from Teletón to represent the different stakeholders involved in interview preparation processes. This structure enables the separation of training, monitoring, and administrative activities within a single platform.

Web Application

The user interface was implemented using Angular 20 following a Single Page Application architecture. The web application provides access to the functionalities available to trainees, tutors, and administrators, including interview configuration, session review, and access to training resources. Communication with backend services is performed through REST interfaces, allowing the presentation layer to remain independent from the business logic implemented within ELVIR.

ELVIR Trainer

The core component of the platform is ELVIR Trainer, implemented using Python and FastAPI. This module concentrates the business logic of the system and coordinates interview execution, communication with the conversational avatar, database access, and interaction with the large language models used during training sessions. In addition, it is responsible for constructing the parameters that define each interview and managing the information generated during the interaction.

Before an interview begins, ELVIR Trainer requires the configuration of a set of parameters that determine the behavior of the virtual interviewer. In the current version, users select both the occupational profile and the interview difficulty level. These parameters are subsequently incorporated into the instructions sent to the language model responsible for generating the interview dialogue.

The platform currently supports four occupational profiles selected in collaboration with employment inclusion professionals from Teletón. These profiles correspond to operator, customer service representative, administrative assistant, and technical-professional positions. Each profile includes a specific description that is incorporated into the prompt construction process, enabling the virtual interviewer to generate questions aligned with the characteristics of the selected role.

To accommodate different training objectives, four levels of interview difficulty were defined. The first level focuses on emotional regulation and confidence building through supportive and low-pressure interactions. The second level represents a conventional interview similar to those commonly encountered during recruitment processes. The third level is designed for participants who may require additional structure during communication, encouraging concise and focused responses through more specific questioning.

The fourth level represents a demanding interview scenario in which the virtual interviewer adopts a less supportive style and introduces challenging or potentially uncomfortable questions that may arise during real recruitment situations.

Interview generation is based on dynamically constructed prompts. These prompts combine information related to the selected occupational profile, the desired difficulty level, and the overall objectives of the training session. The resulting instructions define the role of the interviewer, the occupational context, the expected interaction style, and a set of behavioral constraints intended to preserve conversational consistency throughout the interview.

Once the interview has been configured, ELVIR Trainer generates the corresponding prompt and establishes communication with the external services responsible for dialogue generation and avatar representation. During the session, the module maintains the conversational context, records all interactions, and stores the generated information for subsequent review and analysis. This architecture decouples the training logic from the underlying artificial intelligence services, facilitating the future incorporation of new language models and evaluation mechanisms.

Data Management

ELVIR uses PostgreSQL to store information generated throughout the training process. The database maintains records related to platform users, interview sessions, conversation transcripts, and feedback generated during training activities. These data support the monitoring process conducted by tutors while also providing the foundation for future analytical and evaluation functionalities.

Conversational Avatar

The audiovisual representation of the virtual interviewer is implemented using HeyGen LiveAvatar technology. This component integrates conversational capabilities, speech synthesis, and facial animation to support real-time interaction with users. Within the ELVIR architecture, the avatar receives the interview configuration generated by ELVIR Trainer and manages the audiovisual interaction throughout the session.

Large Language Model–Based Evaluation Module

ELVIR incorporates an evaluation module that is currently under development. The purpose of this component is to analyze interview transcripts and provide automated feedback regarding participant performance. The module employs a large language model together with evaluation prompts designed to assess competencies relevant to job interview situations.

The evaluation process focuses on identifying strengths, areas for improvement, and recommendations derived from participant responses during the interview. The generated assessments are stored within the platform and are intended to support both participant self-reflection and tutor-led follow-up activities.

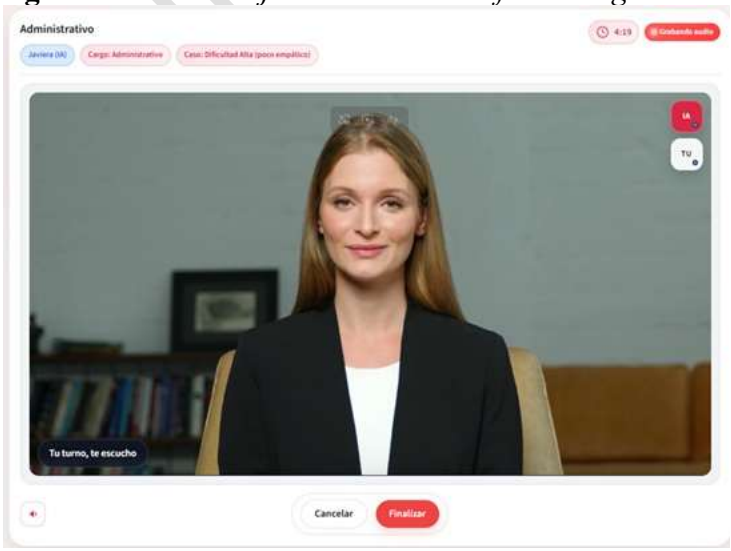
Results

Implementation of the Virtual Interview Environment

One of the main outcomes of this work was the implementation of a virtual interviewer capable of conducting simulated job interviews through real-time conversational interaction. The interface integrates an audiovisual avatar, voice-based communication, and dynamic question generation based on the interview configuration selected for each training session.

Figure 2 presents the interface used during the execution of a simulated interview. During platform testing, the system was able to maintain conversational context, generate questions associated with the selected occupational profile, and formulate follow-up questions based on participant responses. These capabilities allow the interview to evolve dynamically rather than following a predefined sequence of questions.

Figure 2. *Simulated job interview interface using the ELVIR virtual interviewer*



Source: Authors.

To illustrate the conversational behavior of the platform, the following excerpt corresponds to a simulated interview conducted for an administrative position.

Interviewer: Tell me about an experience that you consider relevant for this administrative position.
Participant: I completed an internship.
Interviewer: Could you tell me more about that internship? What tasks did you perform and what did you learn from the experience?
Participant: I registered information and helped respond to user inquiries.
Interviewer: What type of information did you register? Did you use any specific system or software tools?
Participant: I used Excel spreadsheets to enter user information.
Interviewer: I understand. Based on that experience, what skills do you think you could contribute to this position?

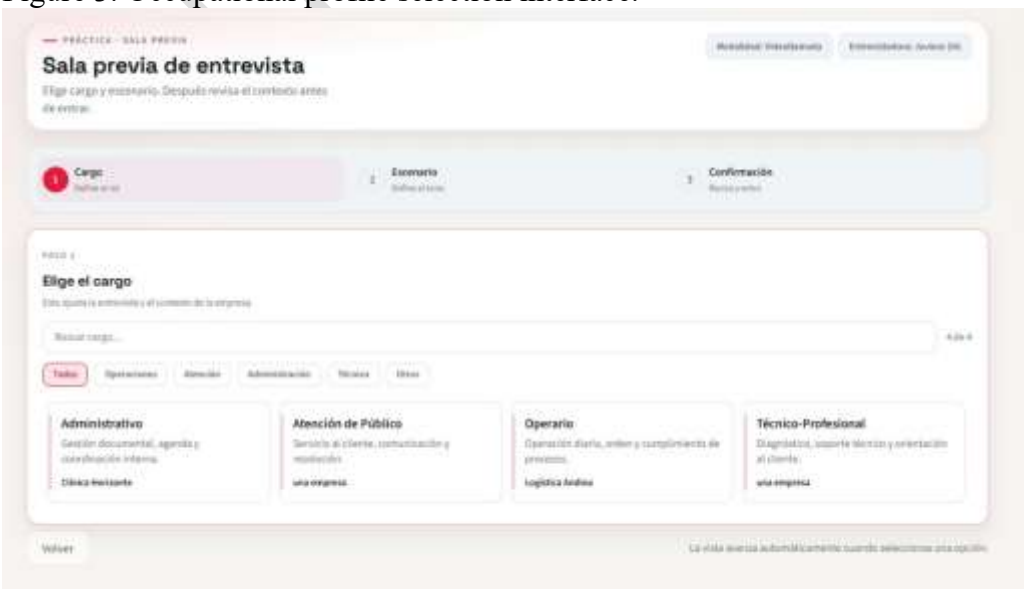
This example illustrates how the system adapts the conversation according to participant responses, requesting additional information when necessary to achieve the objectives of the interview.

Configuration of Training Scenarios

The platform supports the configuration of different training scenarios through the selection of both an occupational profile and an interview difficulty level. The current implementation includes operator, customer service, administrative, and technical-professional profiles, together with four levels of interview difficulty defined in collaboration with employment inclusion specialists.

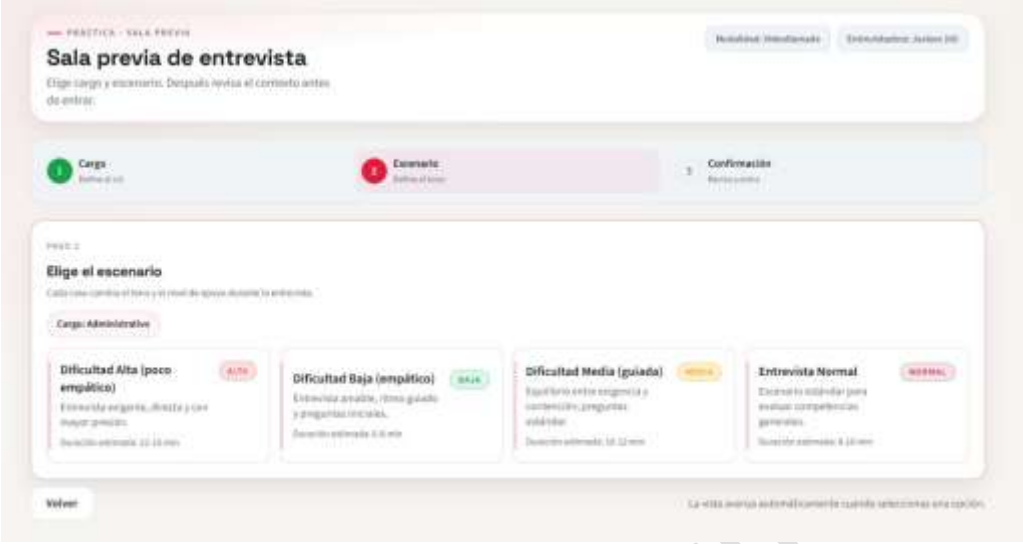
The selected configuration determines the expected behavior of the virtual interviewer and the occupational context within which the interview is conducted.

Figure 3. Occupational profile selection interface.



Source: Authors

Figure 4. *Interview difficulty level selection interface*



Source: Authors.

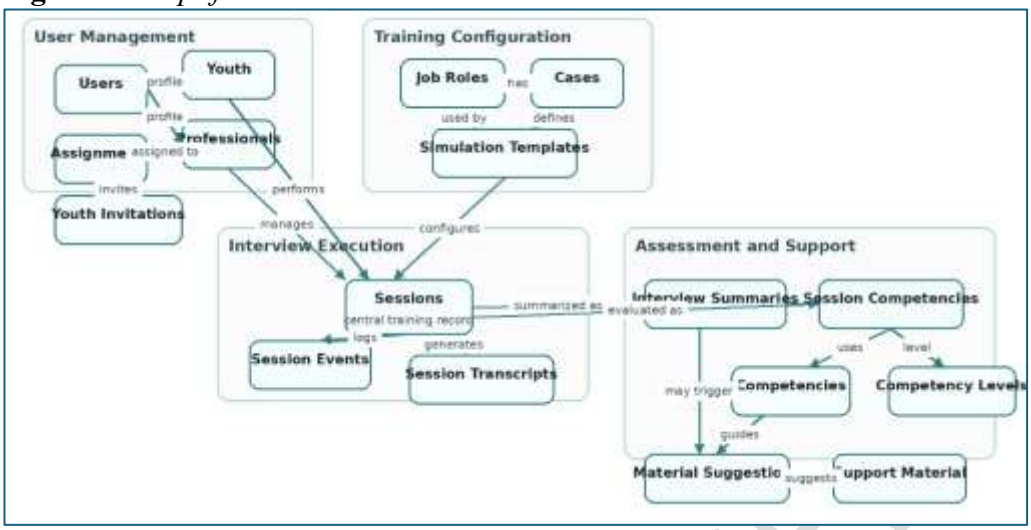
This approach enables the same conversational architecture to support different training objectives and levels of preparation while maintaining a consistent user experience.

Data Model and Information Management

A relevant outcome of the implementation process was the development of a data model capable of supporting the complete interview training lifecycle. Beyond storing user information, the platform was designed to manage interview sessions, conversation transcripts, competency assessments, training materials, and tutor follow-up activities within a unified information structure. The model was also conceived to support future scalability requirements, enabling the incorporation of additional training scenarios, assessment mechanisms, and recommendation services without requiring substantial modifications to the underlying architecture.

Figure 5 presents a simplified view of the main entities and relationships implemented in ELVIR. The model is centered around interview sessions, which act as the primary element connecting participants, professionals, interview configurations, generated transcripts, competency evaluations, and supporting learning resources.

Figure 5. *Simplified ELVIR data model*



Source: Authors.

The information model was designed to support both training and monitoring activities. Interview sessions store the conversational exchanges generated during each interaction, while transcript and summary entities maintain records that can be reviewed by participants and tutors. In addition, competency-related entities provide the foundation for future assessment capabilities, allowing interview performance to be associated with predefined competency categories and proficiency levels. This information can facilitate longitudinal monitoring of participant progress and support data-driven decision-making during employability training processes.

The model also incorporates support material and recommendation entities that enable future integration between interview outcomes and personalized learning resources. This structure was included to facilitate the progressive evolution of the platform as additional assessment and recommendation functionalities become available. Furthermore, the separation of training, assessment, and recommendation components contributes to maintaining modularity and flexibility within the overall system design.

Interview Recording and Monitoring

The platform records the information generated during each training session, including interview configurations and conversation transcripts. These records can subsequently be reviewed by both participants and tutors, allowing previous interviews to be revisited and supporting continuity throughout the training process.

The information collected during each session also provides the foundation for future analytical capabilities, including automated evaluation and personalized feedback mechanisms currently under development. By maintaining a complete record of participant interactions, the platform creates a longitudinal training history that may support future monitoring and assessment activities.

Pilot Deployment

The current version of ELVIR has been deployed within a pilot initiative conducted in collaboration with employment inclusion programs at Teletón Chile. The objective of this deployment is to validate the operation of the platform in a real-world environment and to collect information that may guide future functional improvements and user-centered evaluation activities.

The pilot constitutes an important stage in the development of the platform because it enables the observation of how participants interact with conversational artificial intelligence within an employability training context. In addition, it provides opportunities to identify usability issues, refine interview configurations, and improve the overall training experience offered by the system.

At the time of writing, the pilot remains in progress and the large language model–based evaluation module continues to be developed and integrated into the platform. Consequently, this paper focuses on the design and implementation of the system rather than on the assessment of its effectiveness or impact on employment outcomes.

Discussion

Complementing Traditional Employability Training

ELVIR was not designed to replace the work performed by employment inclusion professionals but rather to complement existing training activities by increasing opportunities for practice. The continuous availability of the platform enables participants to engage in simulated interviews with a frequency that is difficult to achieve through face-to-face sessions alone. This capability may facilitate repeated exposure to interview situations and increase familiarity with different occupational contexts and interview styles.

The proposed approach aligns with the growing use of conversational artificial intelligence as a support tool in educational and training environments. Within employment inclusion programs, such technologies may contribute to extending learning opportunities beyond the time constraints typically associated with specialist-led interventions.

Adaptation to Different Training Needs

One of the distinguishing characteristics of ELVIR is the incorporation of interview difficulty levels defined in collaboration with professionals from Teletón. This design allows the behavior of the virtual interviewer to be adapted to different training objectives, ranging from confidence-building and emotional regulation scenarios to more demanding interview situations.

The ability to parameterize interviewer behavior represents an advantage of large language model–based systems when compared with more rigid

approaches based on predefined interview scripts. By modifying the interaction style while maintaining the overall interview objectives, the platform can support a broader range of participant needs and training contexts.

Challenges and Limitations

Despite the capabilities demonstrated during development and initial deployment, several challenges remain. The quality and consistency of the interaction depend on both the underlying language models and the prompts used to guide their behavior. As a result, maintaining stable and predictable interview experiences continues to require careful prompt design and system monitoring.

Another important challenge relates to automated performance assessment. Evaluating interview responses involves subjective dimensions associated with communication skills, self-presentation, contextual appropriateness, and non-verbal behavior. Although large language models offer promising opportunities for automated feedback generation, the validity and reliability of such assessments require further investigation.

A further limitation of the present work is that the pilot deployment remains ongoing. Consequently, it is not yet possible to determine the impact of the platform on interview performance, employability skills, or employment outcomes. The current contribution should therefore be understood as the design and implementation of a conversational artificial intelligence platform rather than as an effectiveness study.

Future Work

Future developments will focus on the completion and validation of the automated evaluation module, the assessment of user experience among participants and tutors, and the study of the platform's role as a support tool within employment inclusion programs. Additional work will also explore the incorporation of new occupational scenarios and the development of personalization mechanisms adapted to individual training needs.

Conclusions

This paper presented ELVIR, a conversational artificial intelligence platform designed to support job interview training for young people participating in employment inclusion programs. The proposed solution integrates a virtual interviewer capable of generating dynamic interactions across multiple occupational scenarios and interview difficulty levels.

The main contribution of this work lies in the design and implementation of a training environment that combines large language models, conversational avatars, configurable interview scenarios, and session management functionalities within a single platform. Through this approach, ELVIR seeks to

expand opportunities for interview practice while complementing the work performed by employment inclusion professionals.

At the time of writing, the platform is being deployed within a pilot initiative conducted in collaboration with Teletón Chile. Future work will focus on evaluating the user experience, validating the automated assessment module, and studying the potential contribution of conversational artificial intelligence to employability training and disability inclusion programs.

References

[1] World Health Organization, Global Report on Health Equity for Persons with Disabilities. Geneva: WHO, 2022. ISBN: 9789240063600.

[2] Bishop, G. M., Kavanagh, A. M., Disney, G., & Aitken, Z. "Trends in mental health inequalities for people with disability, Australia 2003 to 2020." Australian and New Zealand Journal of Psychiatry, 2023. doi:10.1177/00048674231193881.

[3] Cree, R. A., Okoro, C. A., Zack, M. M., & Carbone, E. "Frequent Mental Distress Among Adults, by Disability Status, Disability Type, and Selected Characteristics—United States, 2018." Morbidity and Mortality Weekly Report, 69(36), 1238–1243, 2020. doi:10.15585/mmwr.mm6936a2.

[4] Milner, A., LaMontagne, A. D., Aitken, Z., & Kavanagh, A. M. "Employment status and mental health among persons with and without a disability." Journal of Epidemiology & Community Health, 2014. doi:10.1136/jech-2014-204147.

[5] Ballo, J. G., & Alecu, A. I. "Predicting stable employment trajectories among young people with disabilities." Journal of Education and Work, 2023. doi:10.1080/13639080.2023.2239715.

[6] Jahoda, M. "Work, Employment, and Unemployment: Values, Theories, and Approaches in Social Research." American Psychologist, 36(2), 184–191, 1981.

[7] Gebel, M., & Voßemer, J. "The impact of employment transitions on health in Germany: A difference-in-differences propensity score matching approach." Social Science & Medicine, 108, 128–136, 2014. doi:10.1016/j.socscimed.2014.02.039.

[8] Huffcutt, A. I., Culbertson, S. S., & Weyhrauch, W. S. "Moving Forward Indirectly: Reanalyzing the Validity of Employment Interviews with Indirect Range Restriction Methodology." International Journal of Selection and Assessment, 22(3), 297–309, 2014. doi:10.1111/ijsa.12078.

[9] Huffcutt, A. I., Conway, J. M., Roth, P. L., & Stone, N. J. "Identification and Meta-Analytic Assessment of Psychological Constructs Measured in Employment Interviews." Journal of Applied Psychology, 86(5), 897–913, 2001. doi:10.1037/0021-9010.86.5.897.

[10] Krajewski, H. T., Goffin, R. D., McCarthy, J. M., Rothstein, M. G., & Johnston, N. "Comparing the Validity of Structured Interviews for Managerial-Level Employees." Journal of Occupational and Organizational Psychology, 79(2), 261–282, 2006. doi:10.1348/096317905X25984.

[11] Bolino, M., Long, D., & Turnley, W. "Impression Management in Organizations: Critical Questions, Answers, and Areas for Future Research." Annual Review of Organizational Psychology and Organizational Behavior, 2016. doi:10.1146/annurev-orgpsych-041015-062337.

[12] Strickland, D. C., Coles, C. D., & Southern, L. B. "JobTIPS: A Transition to Employment Program for Individuals with Autism Spectrum Disorders." Journal

of Autism and Developmental Disorders, 43(10), 2472–2483, 2013. doi:10.1007/s10803-013-1800-4.

[13] Kumazaki, H., Muramatsu, T., Kobayashi, K., Watanabe, T., Terada, K., Higashida, H., et al. "Feasibility of autism-focused public speech training using a simple virtual audience for autism spectrum disorder." Psychiatry and Clinical Neurosciences, 74(2), 124–131, 2020. doi:10.1111/pcn.12949.

[14] Buescher, A. V. S., Cidav, Z., Knapp, M., & Mandell, D. S. "Costs of Autism Spectrum Disorders in the United Kingdom and the United States." JAMA Pediatrics, 168(8), 721–728, 2014. doi:10.1001/jamapediatrics.2014.210.

[15] Mishra, V., Grix, R., & Godwin, J. "Effects of Brief Mindfulness Exercise on Employment Interview Performance: An Exploratory Investigation." Performance Improvement Quarterly, 32, 265–285, 2019. doi:10.1002/piq.21298.

[16] Lindsay, S., Cagliostro, E., Albarico, M., Mortaji, N., & Karon, L. "A Systematic Review of the Benefits of Hiring People with Disabilities." Journal of Occupational Rehabilitation, 28, 634–655, 2018. doi:10.1007/s10926-018-9756-z.

[17] International Labour Office. Employability of Persons with Disabilities. Bangkok: International Labour Office, 2009.

[18] Liu, X., Yao, L., Lai, W., & Huang, Z. "Prioritising re-employment skills training for people with disabilities." Disability & Society, 41(2), 574–580, 2026. doi:10.1080/09687599.2025.2492656.

[19] Kelly, S., Smyth, E., Murphy, P., & Pawlikowska, T. "A scoping review: virtual patients for communication skills in medical undergraduates." BMC Medical Education, 22, 429, 2022. doi:10.1186/s12909-022-03474-9.

[20] Wang, N., Wang, X., & Su, Y. S. "Critical analysis of the technological affordances, challenges and future directions of generative AI in education: A systematic review." Asia Pacific Journal of Education, 44(1), 139–155, 2024. doi:10.1080/02188791.2024.2305156.

[21] Kyaw, B. M., Posadzki, P., Paddock, S., Car, J., Campbell, J., Tudor Car, L., & Majeed, A. "Effectiveness of Digital Education on Communication Skills Among Medical Students: Systematic Review and Meta-Analysis by the Digital Health Education Collaboration." Journal of Medical Internet Research, 21(8), e12967, 2019. doi:10.2196/12967.

[22] Daryanto, T., Ding, X., Wilhelm, L. T., Stil, S., Knutsen, K. M., & Rho, E. "Conversate: Supporting Reflective Learning in Interview Practice Through Interactive Simulation and Dialogic Feedback." Proceedings of the ACM on Human-Computer Interaction, 9, 1–32, 2025. doi:10.1145/3701188.

[23] Nguyen, T., Nguyen, T., Cao, H., Tran, T. T. T., Truong, T.-M.-N., & Cao, H. "SimInterview: Transforming Business Education through Large Language Model-Based Simulated Multilingual Interview Training System." arXiv, 2025. doi:10.48550/arXiv.2508.11873.

[24] Gupta, S. "Leveraging Existing Trained AI Models for Enhanced Interview Preparation." Journal of Computer Science and Technology Studies, 7(7), 479–485, 2025. doi:10.32996/jcsts.2025.7.7.52.

[25] Suberson, P., Sivamoorthi, M., & Shyam Kumar, R. "Prebot Intelligent Interview Simulation System." International Journal on Science and Technology, 16(2), 2025. doi:10.71097/IJSAT.v16.i2.3365.

[26] Sumi, S., Shaji, B., & Jose, J. "A Computational Approach to AI-Based Interview Simulations: Integrating Job Specific Question Generation, Speech Confidence Analysis, and Non-Verbal Cues." International Journal For Multidisciplinary Research, 7(2), 2025. doi:10.36948/ijfmr.2025.v07i02.39872.

[27] Garcia-Pi, B., Chaudhury, R., Versaw, M., Back, J., Kwon, D., Kicklighter, C., Taele, P., & Seo, J. "AllyChat: Developing a VR Conversational AI Agent Using Few-Shot Learning to Support Individuals with Intellectual Disabilities." In Human-Computer Interaction – INTERACT 2023, Lecture Notes in Computer Science, 14145, 402–407, 2023. doi:10.1007/978-3-031-42293-5_43.

[28] Ajri, S., Nguyen, D., Agarwal, S., Padala, A. K. R., & Yildirim, C. "Virtual AIVantage: Leveraging Large Language Models for Enhanced VR Interview Preparation among Underrepresented Professionals in Computing." Proceedings of the 22nd International Conference on Mobile and Ubiquitous Multimedia, 535–537, 2023. doi:10.1145/3626705.3631799.

[29] Yarlagadda, R. C., Aggarwal, P., Jamadagni, V., Mahajani, G., Malasani, P. K., Nirjhar, E., & Chaspari, T. "An AI-Powered Interactive Interface to Enhance Accessibility of Interview Training for Military Veterans." Companion Proceedings of the 26th International Conference on Multimodal Interaction, 2024. doi:10.1145/3686215.3688371.

[30] Nofal, A., Ali, H., Hadi, M., Ahmad, A., Qayyum, A., Johri, A., Al-Fuqaha, A., & Qadir, J. "AI-enhanced Interview Simulation in the Metaverse: Transforming Professional Skills Training through VR and Generative Conversational AI." Computers and Education: Artificial Intelligence, 8, 100347, 2025. doi:10.1016/j.caeai.2024.100347.

[31] Daryanto, T., Stil, S., Ding, X., Manesh, D., Lee, S., Lee, T., Lunn, S. J., Rodriguez, S., Brown, C., & Rho, E. "Designing Conversational AI to Support Think-Aloud Practice in Technical Interview Preparation for CS Students." 2025 IEEE Symposium on Visual Languages and Human-Centric Computing (VL/HCC), 191–203, 2025. doi:10.1109/VL-HCC65237.2025.00029.

[32] Joshi, D. K., Bachhav, M. G., Raut, A. V., & Keswad, M. S. "AI Powered Voice Based Interview Simulation Systems." Journal of Emerging Technologies and Innovative Research, 13(1), c195–c199, 2026. doi:10.56975/jetir.v13i1.574442.