

THOUGHTS OF PARENTS ON STUDENT/PARENT INVOLVEMENT IN
INDIVIDUALIZED TRANSITION SUPPORT PLANS (STUDY 4)

In Study 3, teachers at special high schools for students with intellectual disabilities were asked about their thoughts with regards to student and parent participation in individualized transition support plans. In Study 4, it is the thoughts of the parents of students with intellectual disabilities that are being surveyed and examined as follows.

Purpose

The purpose of Study 4 is to clarify the thoughts of parents of students with intellectual disabilities with regard to student and parent participation in individualized transition support plans.

Method

Participants and Sampling

Parents of students who enrolled in 10 out of the 24 special high schools in Tokyo for students with intellectual disabilities were surveyed. These 10 schools were selected because they had already started to develop individualized transition support plans or were intending to develop the plans

within the academic year 2002 that the survey was conducted. The author handed over between 20 to 50 copies of the questionnaire either directly or by surface mail to special high school teachers who were members of the Tokyo Public Special Schools for Intellectual Disabilities Association for Promoting Employment. The author asked the teachers to give out the questionnaire and to ask randomly selected parents to fill them out and return them anonymously in the sealed envelopes.

Development of Questionnaire and Procedures

There were revisions made to the questionnaire given to the parents' from that which was given to the teachers in Study 3. These revisions were based on discussions in August 2002 with special high school teachers who are members of the second division of the Tokyo Public Special Schools for Intellectual Disabilities Association for Promoting Employment. All the teachers in the collaborative action research group for the individualized transition support plans were coordinated by Seicho Special High School in Tokyo.

As a result of these discussions, the questionnaire was revised to finally include 25 selected items as well as 3 demographic items: (a) 5 items asked about their thoughts towards individualized transition support plans; (b) 10 items asked about their thoughts on career guidance counseling; (c) 10 items on their thoughts about student/parent involvement in

transition planning; and (d) 3 demographic items. All the open-ended questions that had asked for the reasons to their answers in the teachers' questionnaire were deleted for simplicity. The questions asking about their thoughts regarding the appropriate roles of classroom teachers or career guidance teachers were also deleted since we all thought those would not be easy for the parents to answer. The wording of some questions was altered for the sake of being more polite and to make them easier for the parents to answer. For example, the question: "what should be discussed in career guidance meetings?" in the teachers' survey, was altered to: "what would you like to discuss in career guidance meetings?" in the parents' survey. As for the demographic, only questions about the students were selected, while the items asking for the respondents' (parents) information were not included because of consideration for privacy. Three demographic items were asked about the students' ages, gender, and disabilities - if the parents felt comfortable in answering them.

Two parents who were actively involved in the students' special education were asked to evaluate the contents and all evaluators agreed with its validity. The questionnaire was also submitted to the Tokyo Department of Education in order to check whether the questionnaire items were clear and in accordance with its guidelines for the parents of students with intellectual disabilities at special high schools in Tokyo, and

no items were asked to be corrected or revised.

Data Collection

For the parents survey, the author delivered: 10 packages including the cover letter to the principal, a cover letter to the teacher in charge of career guidance, 50 copies of questionnaire with the cover letter to parents explaining the individualized transition support plans and an example page of the plans, and 50 return envelopes to 6 teachers who attended the meeting of the second division of the Tokyo Public Special Schools for Intellectual Disabilities Association for Research Promoting Employment in September 2002. The questionnaires were asked to be returned by the end of September although the due date was extended to mid-October since there were only 83 effective answers returned by the original deadline. The reason for the initial low response rate was that some schools in the second division hadn't started to develop the individualized transition support plans, so parents couldn't answer the questions even after they were explained to the parents at the conference held prior to the distribution of the questionnaire.

Next the author asked 4 special high school teachers from the schools that had already started to develop their plans and who belonged to the first division of the Tokyo Public Special Education Schools for intellectual Disabilities Association for Research Promoting Employment to collect the answered

questionnaires from their students' parents. The author mailed each teacher 20 copies of the parent-questionnaire with the cover letter, the example of the individualized transition support plans, and the letter to the school principal and the teacher in charge of career guidance. As a result, a total of 108 effective answers were received by the beginning of November, and all of them were selected for analysis.

Data Analysis

In most question items in questionnaire, we asked respondents to check if they thought it was "needed." In addition, we asked them to check a maximum of 3 sub-items in a question with a meaning "very needed". Unmarked sub-items were processed as "not needed."

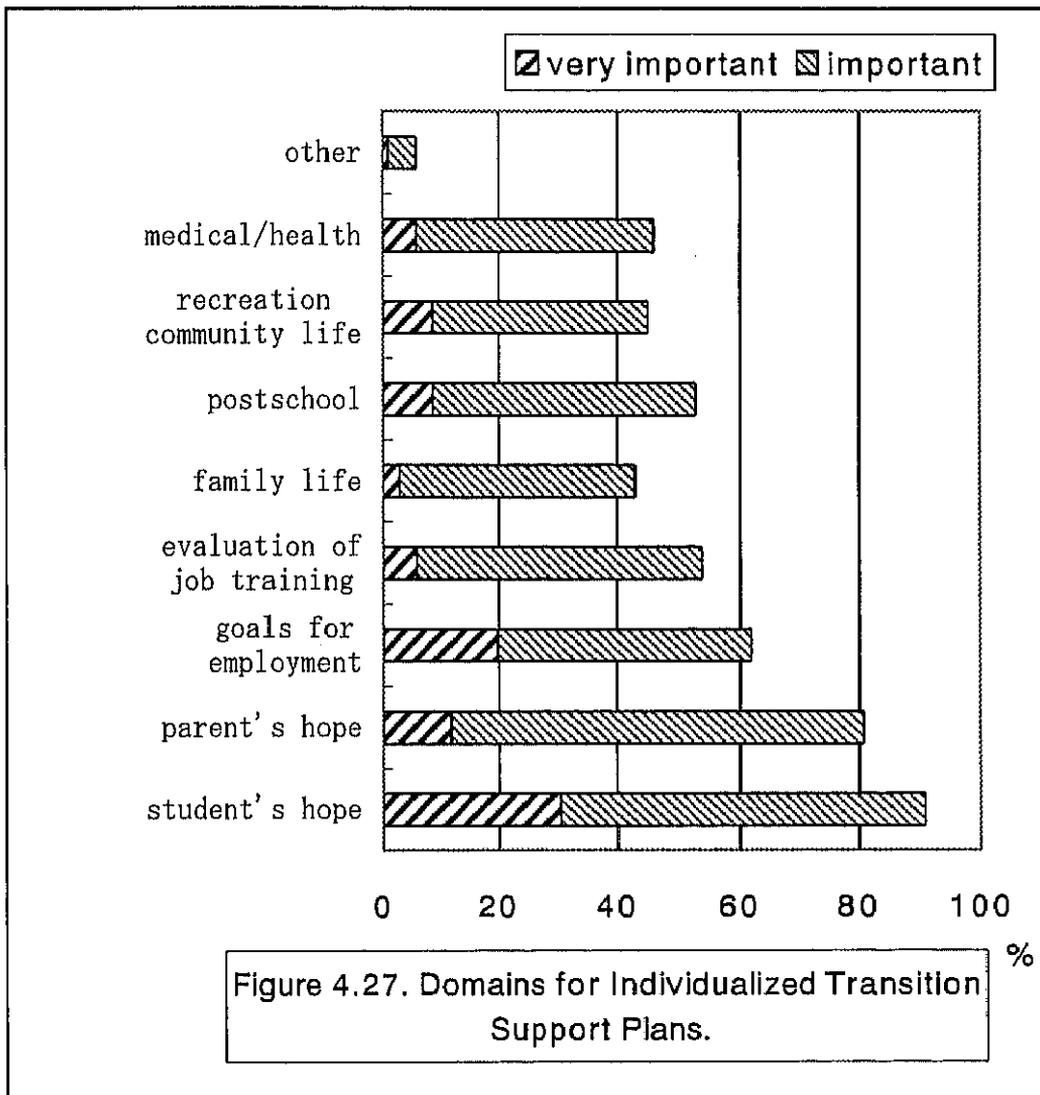
The parents' results of descriptive statistics were examined as follows; (1) thoughts on individualized transition support plans (5 items), (2) thoughts on career counseling (10 items), (3) thoughts on parent involvement in the individualized transition support plans (4 items), and (4) thoughts on student involvement in the individualized transition support plans (6 items). Furthermore, the contingency tables were developed for the chi-square test in order to see parents' level of agreement with parent/student involvement and other characteristics of parents' including the demographic information. The results were further examined by

residual analysis for the significance. The independent variables were the characteristics above and the dependent variables were all the sub-items in the questionnaire.

Results

Thoughts on the Individualized Transition Support Plans

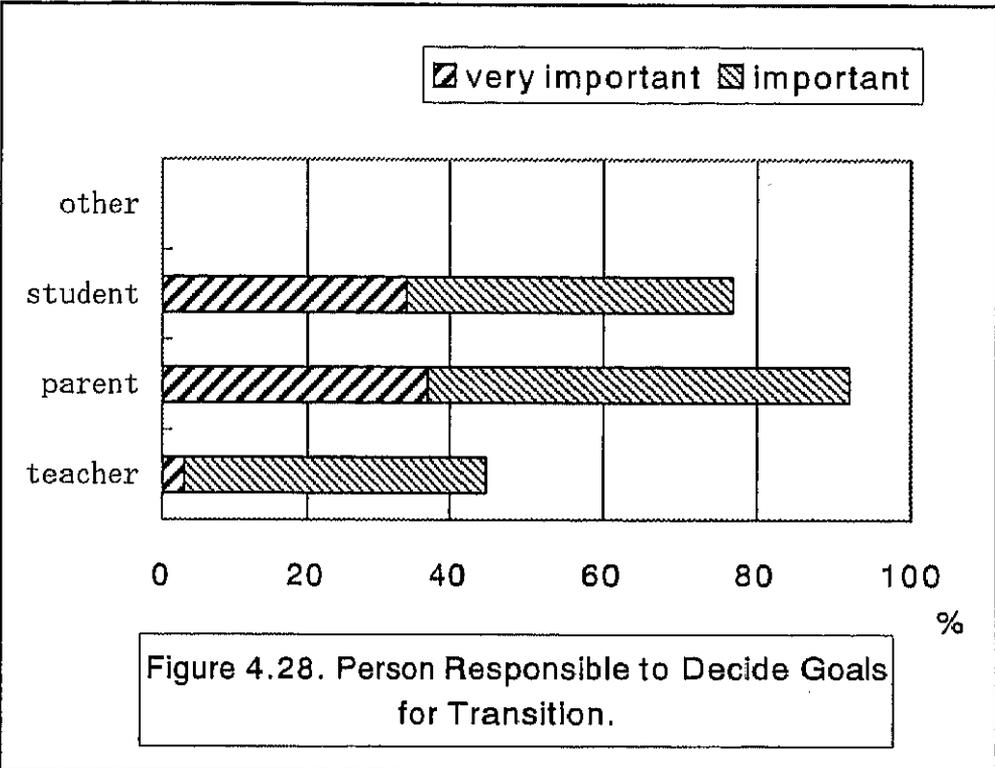
To the question asking parents to select all the items they thought they needed in the domains of the individualized transition support plans, the most popular items that parents said they needed were "students' hopes" (very needed 31% or 33 out of 108 parents' effective answers, needed 60% or 65 out of 108 parents; not needed at 9% or 10 out of 108 parents) and "parents' hopes" (very needed 12% or 13 out of 108 parents, needed 70% or 75 out of 108 parents, not needed at 19% or 20 out of 108 parents) (figure 4.27). Other answers to this question were: goals and objectives for employment (very needed at 20% or 22 out of 108 parents, needed at 42% or 45 out of 108 parents, not needed at 38% or 41 out of 108 parents); evaluation from job training (very needed at 6% or 6 out of 108 parents, needed at 48% or 52 out of 108 parents, not needed at 46% or 50 out of 108 parents); family life (very needed at 3% or 3 out of 108 parents, needed at 40% or 43 out of 108 parents, not needed at 57% or 62 out of 108 parents); post-secondary settings (very needed at 9% or 10 of 108 parents, needed at 44% or 48 out of 108 parents, not needed at 46% or 50 out of 108 parents);



recreation/leisure (very needed at 9% or 10 out of 108 parents, needed at 36% or 39 out of 108 parents, not needed at 55% or 59 out of 108 parents); medical care/health (very needed at 6% or 6 out of 108 parents, needed at 40% or 43 out of 108 parents); and other (very needed at 1% or 1 out of 108 parents, needed at 5% or 5 out of 108 parents, not needed at 94% or 102 out of 108 parents, see figure 4.27).

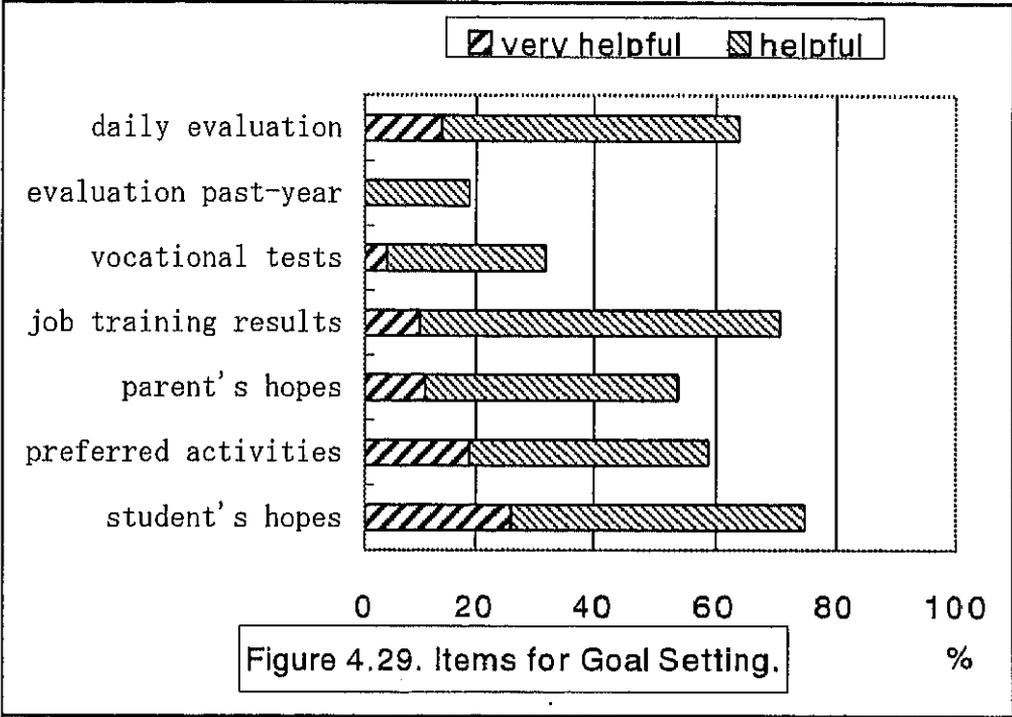
And the person whom parents thought should be the main one responsible for the students' goal-setting were: parents (very needed at 37% or 40 out of 108 parents, needed at 55% or 59 out of 108 parents, not needed at 8% or 9 out of 108 parents); students (very needed at 34% or 37 out of 108 parents, needed at 43% or 46 out of 108 parents, not needed at 23% or 25 out of 108 parents); teachers (very needed at 3% or 3 out of 108 parents, needed at 42% or 45 out of 108 parents, not needed at 56% or 60 out of 108 parents); and others (very needed at 1% or 1 out of 108 parents, needed at 3% or 3 out of 108 parents, not needed at 96% or 104 out of 108 parents, see figure 4.28).

Things considered important by the parents in setting up future goals of their children were: students' hopes for the future (very needed at 26% or 28 out of 108 parents, needed 49% or 53 out of 108 parents, not needed at 25% or 27 out of 108 parents); students' likes and dislikes (very needed at 19% or 21 out of 108 parents, needed at 40% or 43 of 108 parents, not needed at 41% or 44 of 108 parents); evaluation from every day



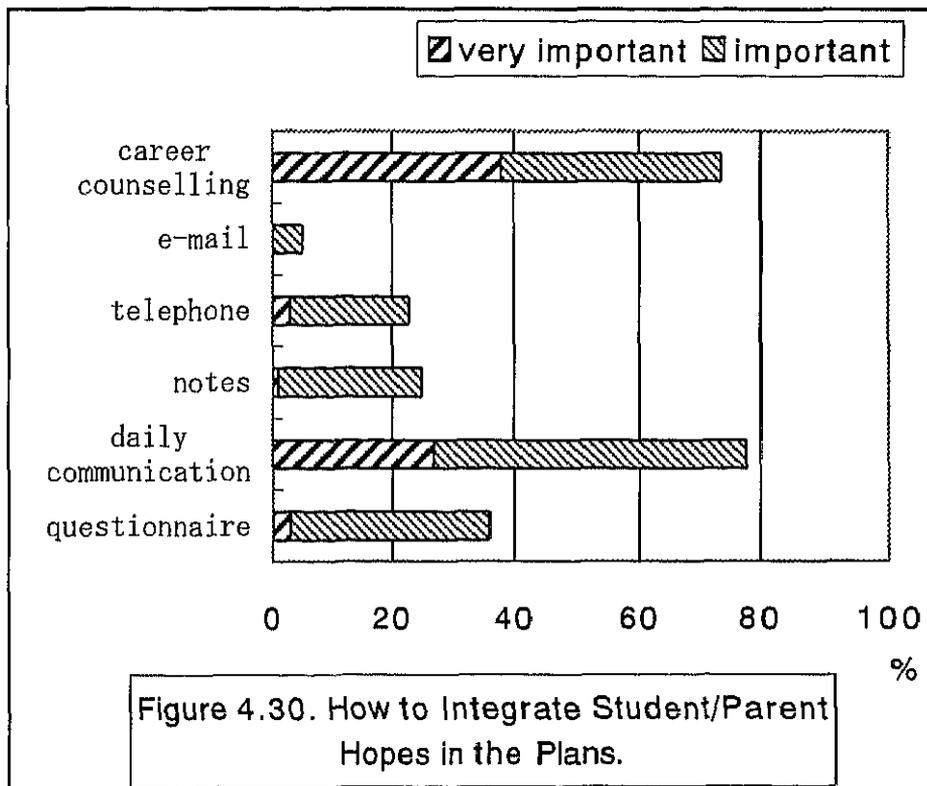
life in school (very needed at 14% or 15 out of 108 parents, needed at 50% or 54 out of 108 parents, not needed at 36% or 39 out of 108 parents); parents' hopes (very needed at 11% or 12 out of 108 parents, needed at 43% or 46 out of 108 parents, not needed at 46% or 50 out of 108 parents); evaluation from job training (very needed at 10% or 11 out of 108 parents, needed at 61% or 66 out of 108 parents, not needed at 29% or 31 out of 108 parents); tests' results (very needed at 4% or 4 out of 108 parents, needed at 29% or 31 out of 108 parents, not needed at 68% or 73 out of 108 parents); evaluation from the previous year (needed at 19% or 21 out of 108 parents; not needed at 81% or 87 out of 108 parents); and others (needed at 1% or 1 out of 108 parents, not needed at 99% or 107 out of 108 parents, see figure 4.29).

According to parents' thoughts, the method of integrating the hopes of students/parents into the plans should be: developing plans together at career counseling meetings (very needed at 38% or 41 out of 108 parents, needed at 35% or 38 out of 108 parents, not needed at 27% or 29 out of 108 parents); daily communication (very needed at 27% or 29 out of 108 parents, needed at 51% or 55 out of 108 parents, not needed at 22% or 24 out of 108 parents); questionnaires for the development of the plans (very needed at 3% or 3 out of 108 parents, needed at 33% or 36 out of 108 parents, not needed at 64% or 69 out of 108 parents); telephone conversations (very needed at 3% or



3 out of 108 parents, needed at 21% or 22 out of 108 parents, not needed at 77% or 83 out of 108 parents); notes and letters (very needed at 1% or 1 out of 108 parents, needed at 24% or 26 out of 108 parents, not needed at 75% or 81 out of 108 parents); e-mails (needed at 5% or 5 out of 108 parents, not needed at 95% or 103 out of 108 parents); and others (needed at 1% or 1 out of 108 parents, not needed at 99% or 107 out of 108 parents, figure 4.30).

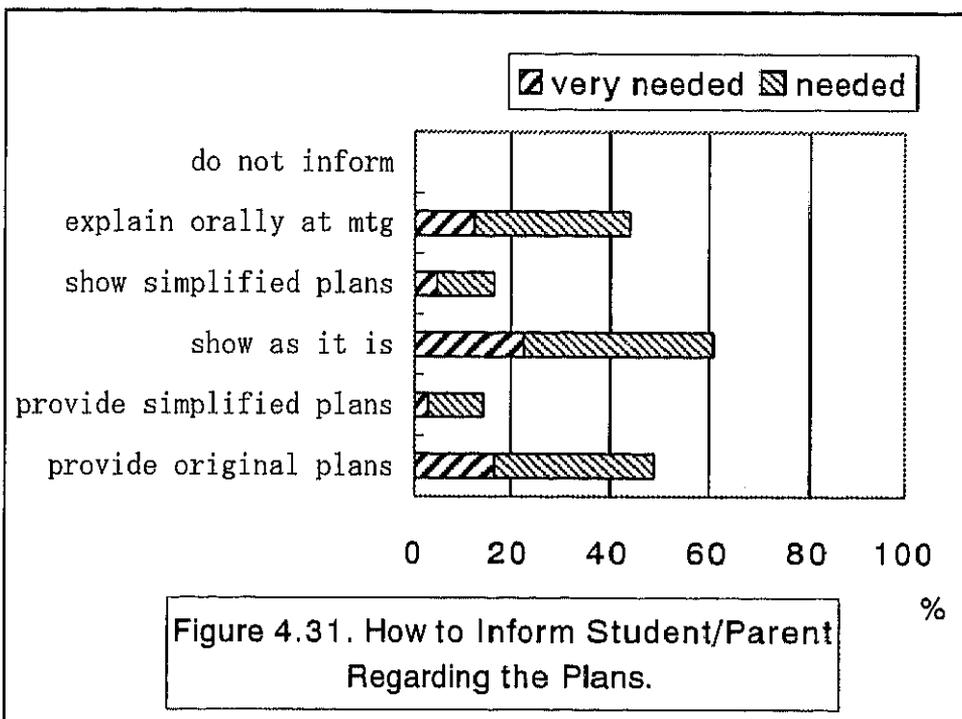
The method that students and parents would use to confirm the contents of the plans should be: presenting the plans as they are at the career counseling meeting (very needed 23% or 25 out of 108 parents, needed at 38% or 41 out of 108 parents, not needed at 39% or 42 out of 108 parents); providing the developed plans as they were to the parents (very needed at 17% or 18 out of 108 parents, needed at 32% or 35 out of 108 parents, not needed at 51% or 55 out of 108 parents); explaining the plans orally at the meetings (very needed at 13% or 14 out of 108 parents, needed at 31% or 34 out of 108 parents, not needed at 56% or 60 out of 108 parents); presenting simplified plans at the meetings (very needed at 5% or 5 out of 108 parents, needed at 12% or 13 out of 108 parents, not needed at 83% or 90 out of 108 parents); providing simplified plans to the parents (very needed at 3% or 3 out of 108 parents, needed at 12% or 13 out of 108 parents, not needed at 85% or 92 out of 108 parents); and others (needed at 3% or 3 out of 108 parents, not needed

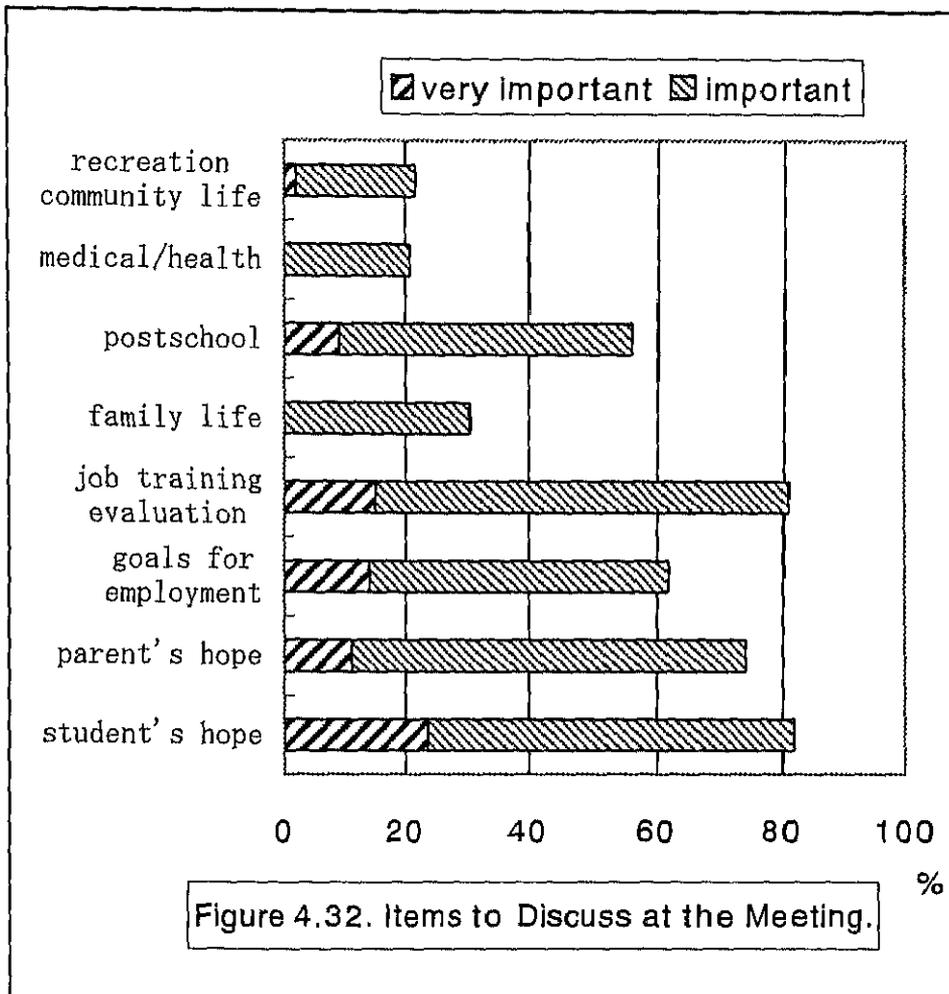


at 97% or 105 out of 108 parents, see figure 4.31).

Thoughts on Career Counseling Meeting

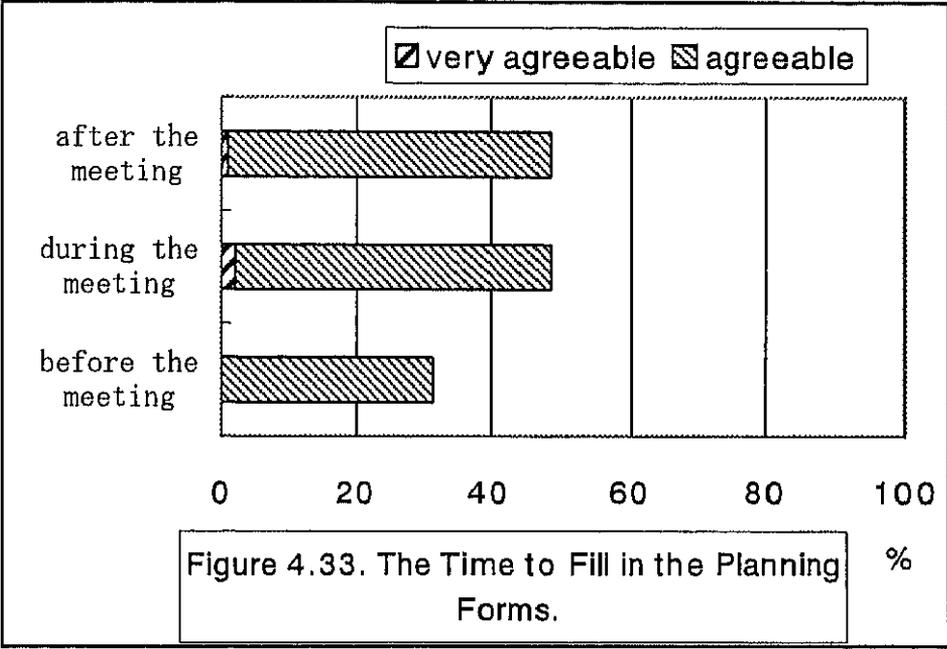
Most parents agreed that "students' hopes" should be among the items to be discussed at the career counseling meetings (very needed at 24% or 26 out of 108 parents, needed at 58% or 63 out of 108 parents, not needed at 18% or 19 out of 108 parents). Other answers to that question were: parents' hopes (very needed at 11% or 12 out of 108 parents, needed at 63% or 68 out of 108 parents, not needed at 26% or 28 out of 108 parents); goals and objectives for employment (very needed at 14% or 15 out of 108 parents, needed at 48% or 52 out of 108 parents, not needed at 38% or 41 out of 108 parents); evaluation from job training (very needed at 15% or 16 out of 108 parents, needed at 66% or 71 out of 108 parents, not needed at 19% or 21 out of 108 parents); family life (needed at 31% or 33 out of 108 parents, not needed at 69% or 75 out of 108 parents); post-secondary settings (9% or 10 out of 108 parents, needed at 47% or 51 out of 108 parents, not needed at 44% or 47 out of 108 parents); recreation/leisure (very needed at 2% or 2 of 108 parents, needed at 20% or 22 out of 108 parents, not needed at 78% or 84 out of 108 parents); medical care/health (needed at 21% or 23 out of 108 parents, not needed at 79% or 85 out of 108 parents); and others (needed at 3% or 3 out of 108 parents, not needed at 97% or 105 out of 108 parents, see figure 4.32).

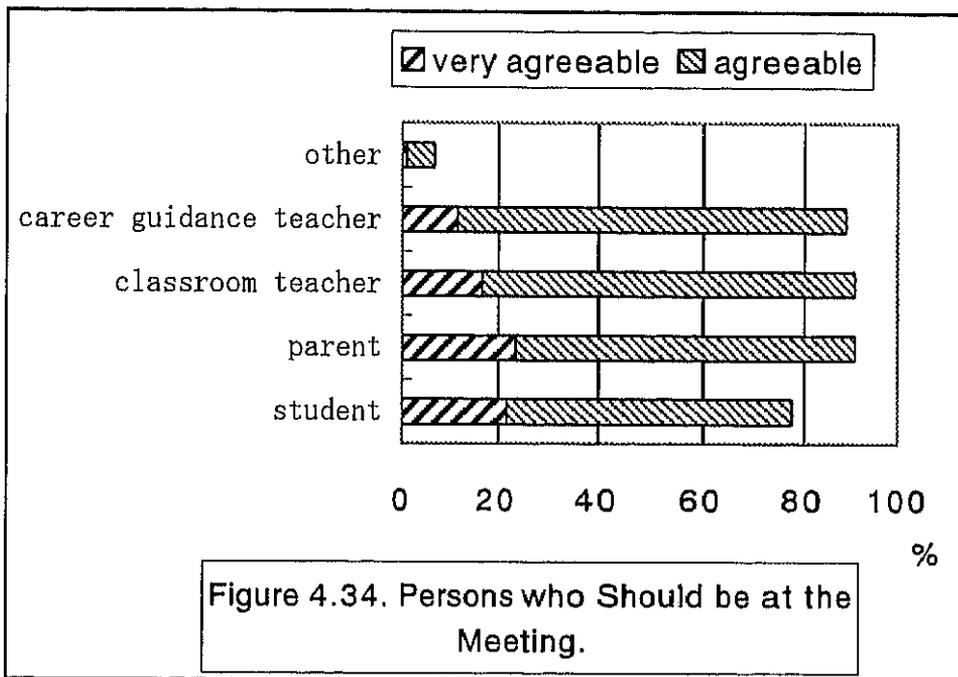




Parents thought the time when the individualized transition support plans should be filled in were: during the career counseling sessions (very needed at 2% or 2 out of 108 parents, needed at 47% or 51 out of 108 parents); after the career counseling meetings (very needed at 1% or 1 out of 108 parents, needed at 48% or 52 out of 108 parents, and not needed at 51% or 55 out of 108 parents); before the career counseling meetings (needed at 32% or 35 out of 108 parents, not needed at 68% or 73 out of 108 parents); and others (needed at 5% or 5 out of 108 parents, not needed at 95% or 103 out of 108 parents, see figure 4.33).

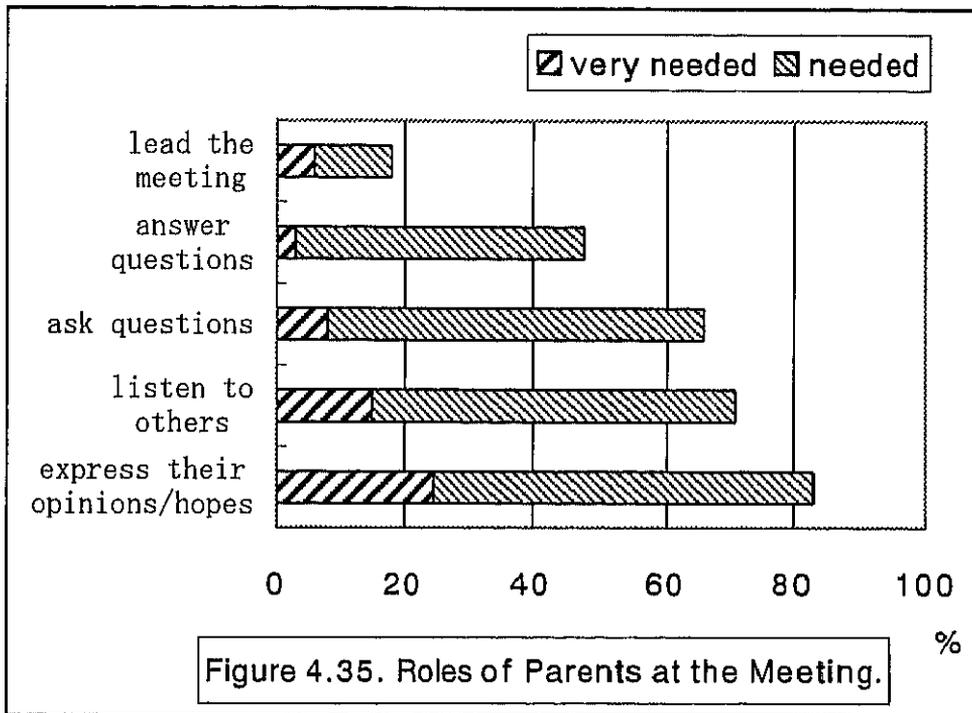
The persons who should participate in the career counseling the most according to the parents were: parents (very needed at 24% or 26 out of 108 parents, needed at 67% or 72 out of 108 parents, not needed at 9% or 10 out of 108 parents); students (very needed at 22% or 24 out of 108 parents, needed at 56% or 61 out of 108 parents, not needed at 21% or 23 out of 108 parents); classroom teachers (very needed at 17% or 18 out of 108 parents, needed at 74% or 80 out of 108 parents, not needed at 9% or 10 out of 108 parents); career guidance teachers (very needed at 12% or 13 out of 107 parents, needed at 77% or 82 out of 107 parents, not needed at 11% or 12 out of 107 parents); and others (very needed at 1% or 1 out of 108 parents, needed at 6% or 6 out of 108 parents, not needed at 94% or 101 out of 108 parents, see figure 4.34).





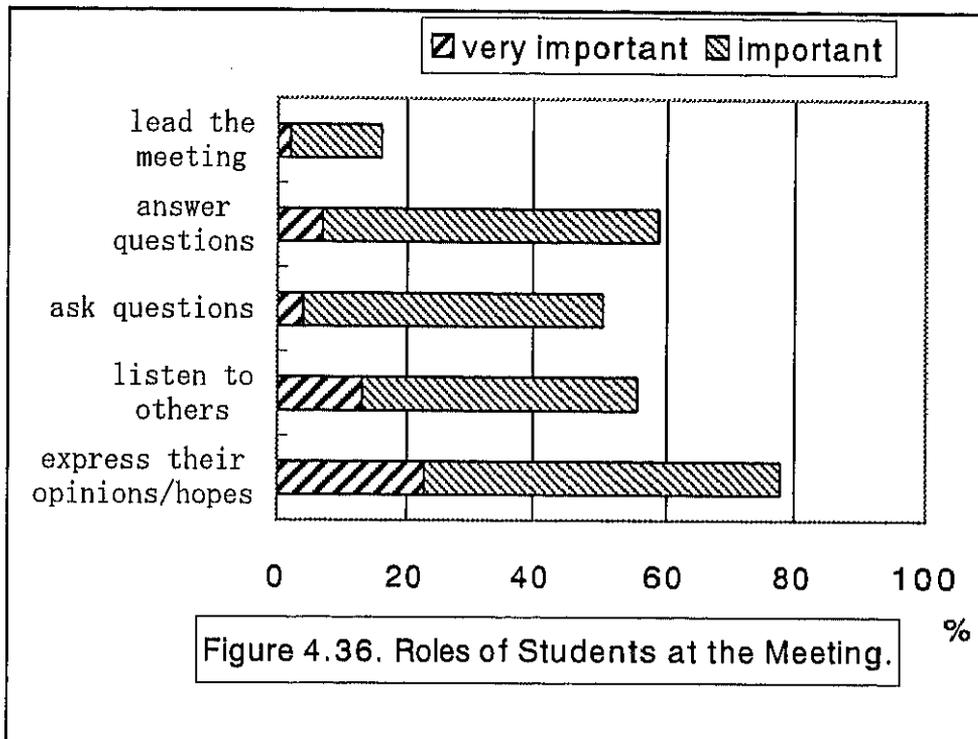
Parents thought the parents' roles in the career counseling meetings were to: express their opinions and hopes (very needed at 25% or 26 out of 106 parents, needed at 58% or 61 out of 106 parents, not needed at 18% or 19 out of 106 parents); listen to others' opinions and hopes (very needed at 15% or 16 out of 106 parents, needed at 56% or 59 out of 106 parents, not needed at 29% or 31 out of 106 parents); ask questions (very needed at 8% or 9 out of 106 parents, needed at 58% or 61 out of 106 parents, not needed at 34% or 36 out of 106 parents); answer questions (very needed at 3% or 3 out of 106 parents, needed at 45% or 48 out of 106 parents, not needed at 52% or 55 out of 106 parents); lead the meetings (very needed at 6% or 6 out of 106 parents, needed at 12% or 13 out of 106 parents, not needed at 82% or 87 out of 106 parents); and others (very needed at 2% or 2 out of 106 parents, needed at 2% or 2 out of 106 parents, not needed at 96% or 102 out of 108 parents, see figure 4.35).

Parents thought the roles of students were to: express their hopes and opinions (very needed at 23% or 24 out of 106 parents, needed at 55% or 58 out of 106 parents, not needed at 23% or 24 out of 106 parents); listen to other peoples opinions and hopes (very needed at 13% or 14 out of 106 parents, needed at 43% or 46 out of 106 parents, not needed at 43% or 46 out of 106 parents); ask questions (very needed at 4% or 4 out of 106 parents, needed at 47% or 50 out of 106 parents, not needed



at 49% or 52 out of 106 parents); answer questions (very needed at 7% or 7 out of 106 parents, needed at 52% or 55 out of 106 parents, not needed at 42% or 44 out of 106 parents); lead the meetings (very needed at 2% or 2 out of 106 parents, needed at 14% or 15 out of 106 parents, not needed at 84% or 89 out of 106 parents); and others (very needed at 1% or 1 out of 106 parents, needed at 5% or 5 out of 106 parents, not needed at 94% or 100 out of 106 parents, see figure 4.36).

Parents thought the following professionals should attend the planning meetings: supervisors where students hoped to work (very needed at 18% or 19 out of 106 parents, needed at 47% or 50 out of 106 parents, not needed at 35% or 37 out of 106 parents); supervisors at the place where students participated in job training (very needed at 12% or 13 out of 106 parents, needed at 42% or 45 out of 106 parents, not needed at 45% or 48 out of 106 parents); social workers (very needed at 9% or 10 out of 106 parents, needed at 50% or 53 out of 106 parents, not needed at 41% or 43 out of 106 parents); vocational rehabilitation counselors (very needed at 12% or 13 out of 106 parents, needed at 28% or 30 out of 106 parents; not needed at 67% or 71 out of 106 parents); medical professionals (very needed at 3% or 3 out of 106 parents, needed at 12% or 13 out of 106 parents, not needed at 85% or 90 out of 106 parents); and others (very needed at 1% or 1 out of 106 parents, needed at 5% or 5 out of 106 parents, not needed at 94% or 100 out of

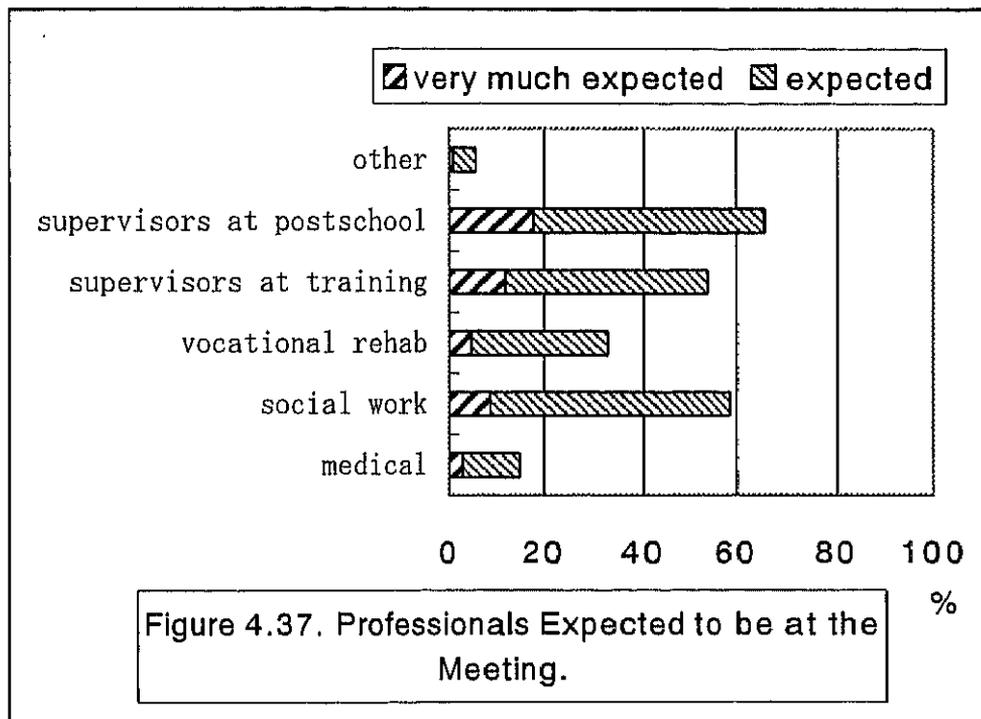


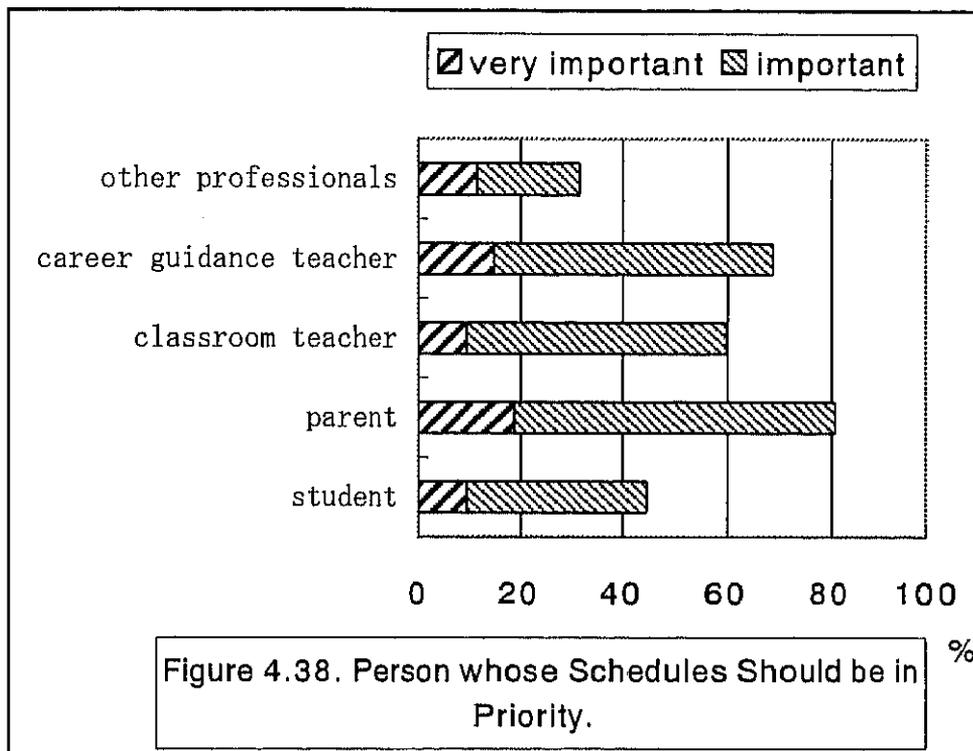
106 parents, see figure 4.37).

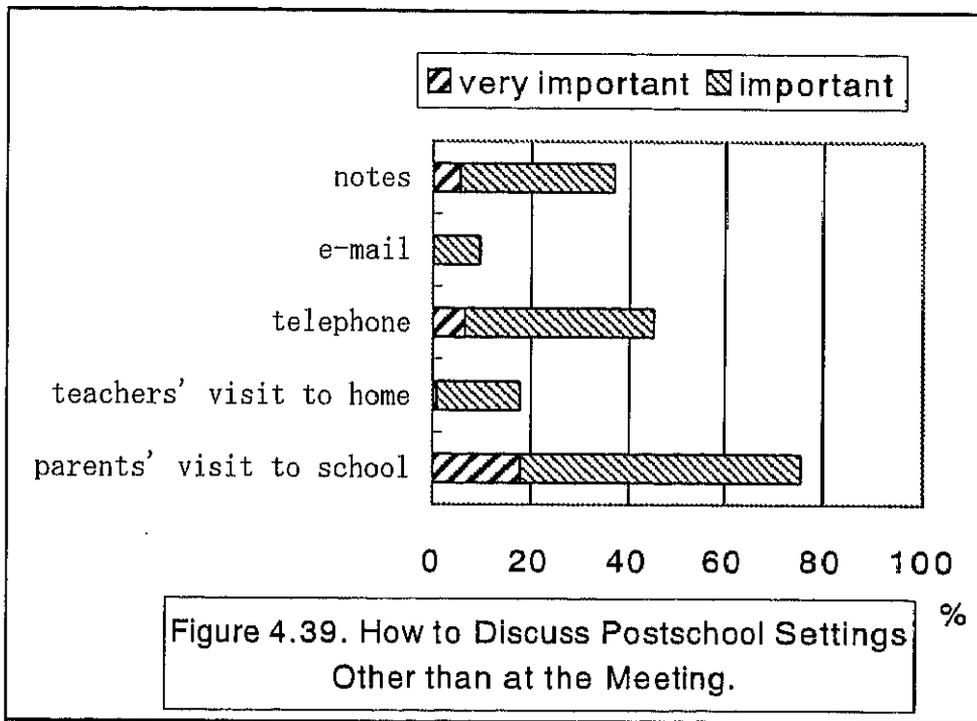
The person the parents felt should be given priority to when deciding the time and place for the sessions was "parents" themselves (very important 19%, important 62%, figure 4.38).

We asked whether teachers and parents should discuss individualized plans, goals, and careers of the student at opportunities other than the counseling meetings. Most of the parents (91% or 96 out of 105 parents) answered 'yes' to the question.

Methods the parents thought useful in discussing the individualized plans or goals between teachers and parents were: parents' visits to the school at the time other than the career counseling meetings (very needed at 8% or 19 out of 106 parents, needed at 58% or 62 out of 106 parents, not needed at 24% or 25 out of 106 parents); teachers' home visits (very needed at 1% or 1 out of 106 parents, needed at 17% or 18 out of 106 parents, not needed at 82% or 87 out of 106 parents); telephone conversations (very needed at 7% or 7 out of 106 parents, needed at 38% or 40 out of 106 parents, not needed at 56% or 59 out of 106 parents); e-mails (needed at 10% or 11 out of 106 parents, not needed at 90% or 95 out of 106 parents); letters or notes (very needed at 6% or 6 out of 106 parents, needed at 31% or 33 out of 106 parents, not needed at 63% or 67 of 106 parents); and others (needed at 6% or 6 of 106 parents, not needed at 94% or 100 out of 106 parents, see figure 4.39).







The arithmetic mean of the ideal percentages of how long participants in the sessions would actually talk was 27% by the classroom teacher (SD=10.07, minimum=0, maximum=50, medium=30, mode=30), 27% by the teacher in charge of career guidance (SD=12.7, minimum=0, maximum=50, medium=30, mode=30), 28% by parents (SD=8.2, minimum=10, maximum=50, medium=30, mode=30), and 18% by students (SD=11.0, minimum=0, maximum=70, medium=20, mode=20) (figure 4.40).

Thoughts on Parent Involvement

Most of the parents agreed with parent involvement in individualized transition support planning (strongly agreed at 30% 32 out of 105 parents, agreed at 50% or 52 out of 105 parents, did not know whether agreed or disagreed at 18% or 19 out of 105 parents, disagreed at 1% or 1 out of 105 parents, strongly disagreed at 1% or 1 out of 105 parents, figure 4.41).

The answers to the question "what exactly is the image of parents who are actively involved in individualized transition support planning process? (multiple answers accepted)" were that they: asked for explanations about the plans (very needed at 8% or 8 out of 106 parents, needed at 73% or 77 out of 106 parents, not needed at 20% or 21 out of 106 parents); expressed their opinions or hopes (very needed at 4% or 4 out of 106 parents, needed at 50% or 53 out of 106 parents, not needed at 46% or 49 out of 106 parents); asked about

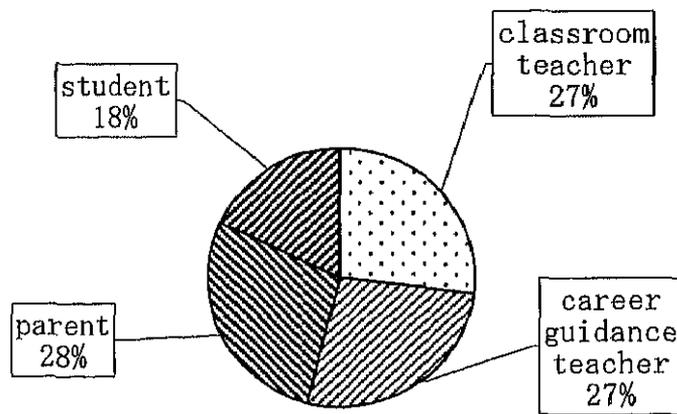


Figure 4.40. Who Should Speak at the Meeting?

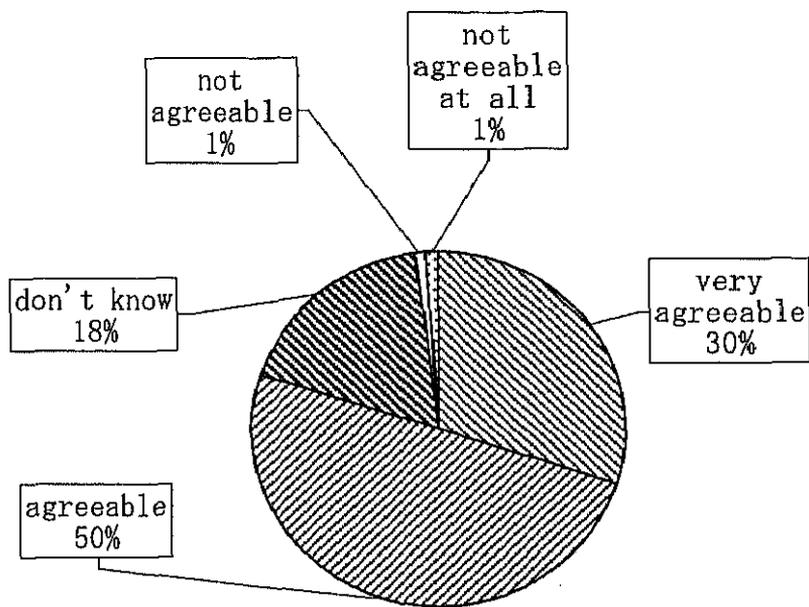
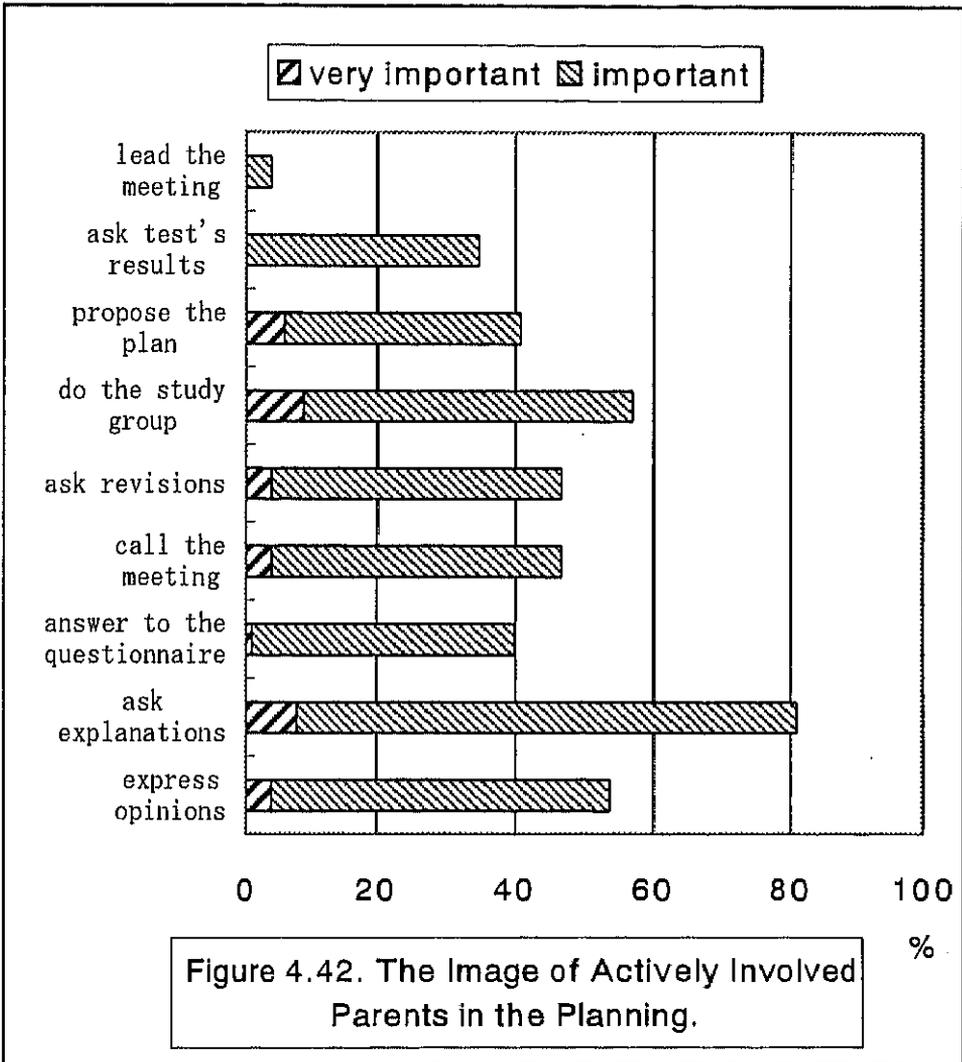


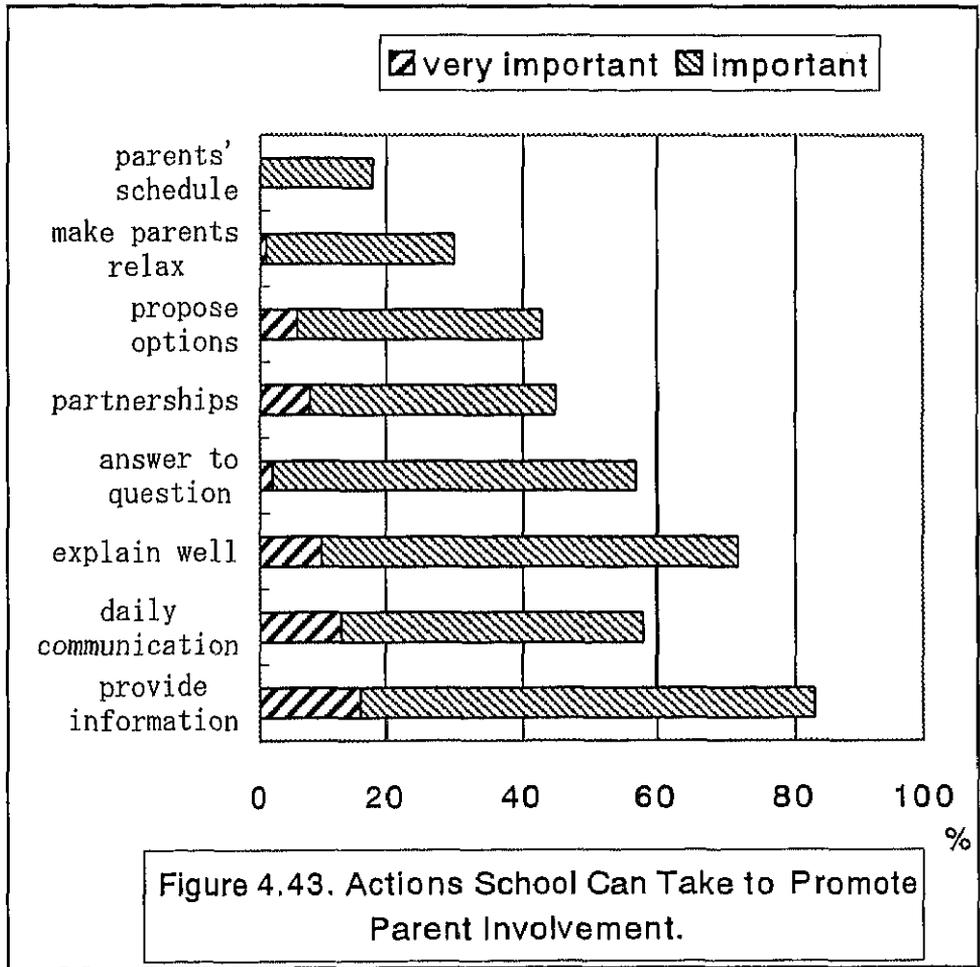
Figure 4.41. Parent Involvement in the Planning.

assessment results for the planning (needed at 35% or not needed at 65% or 69 out of 106 parents); answered questionnaires on the planning (very needed at 1% or 1 out of 105 parents, needed at 39% or 41 out of 105 parents, not needed at 60% or 63 out of 105 parents); proposed the contents of the plans (very needed at 1% or 1 out of 105 parents, needed at 27% or 28 out of 105 parents, not needed at 72% or 76 out of 105 parents); held the parents' study group for the individualized transition support plans (very needed at 6% or 6 out of 105 parents, needed at 35% or 37 out of 105 parents, not needed at 59% or 62 out of 105 parents); asked for revisions about the plans when they didn't like the proposals given out by the teacher (very needed at 9% or 9 out of 105 parents, needed at 48% or 50 out of 105 parents, not needed at 44% or 46 out of 105 parents); asked the teachers to hold the planning meetings (very needed at 4% or 4 out of 105 parents, needed at 43% or 45 out of 105 parents, not needed at 53% or 56 out of 105 parents); led the planning meetings (needed at 4% or 4 out of 105 parents, not needed at 96% or 101 out of 105 parents); and others (needed at 2% or 2 out of 105 parents, not needed at 98% or 103 out of 105 parents, figure 4.42).

The answers to the question "what do you think the school can do to facilitate the parent involvement?" were: providing information about the individualized plans or career guidance (very needed at 16% or 17 out of 106 parents, needed at 67% or



71 out of 106 parents, not needed at 17% or 18 out of 106 parents); avoiding jargon and explaining things easily to parents (very needed at 10% or 11 out of 106 parents, needed at 62% or 66 out of 106 parents, not needed at 27% or 29 out of 106 parents); listening to parents (very needed at 2% or 2 out of 106 parents, needed at 58% or 62 out of 106 parents, not needed at 40% or 42 out of 106 parents); answering parents' questions politely (very needed at 2% or 2 out of 106 parents, needed at 55% or 58 out of 106 parents, not needed at 43% or 46 out of 106 parents); considering how parents can speak in a relaxed mood (very needed at 1% or 1 out of 106 parents, needed at 29% or 31 out of 106 parents, not needed at 70% or 74 out of 106 parents); recognizing parents as equal partners and as professionals who know the students best (very needed at 8% or 8 out of 106 parents, needed at 39% or 41 out of 106 parents, not needed at 54% or 57 out of 106 parents); proposing options for the contents of the plans (very needed at 6% or 6 out of 106 parents, 37% or 39 out of 106 parents, 58% or 61 out of 106 parents); prioritizing the parents' schedules for the planning meetings (needed at 18% or 19 out of 106 parents, not needed at 82% or 87 out of 106 parents); communicating daily (very needed at 13% or 14 out of 106 parents, needed at 45% or 48 out of 106 parents, not needed at 42% or 44 out of 106 parents); and others (needed at 2% or 2 out of 106 parents, not needed at 98% or 104 out of 106 parents, as shown in figure 4.43).



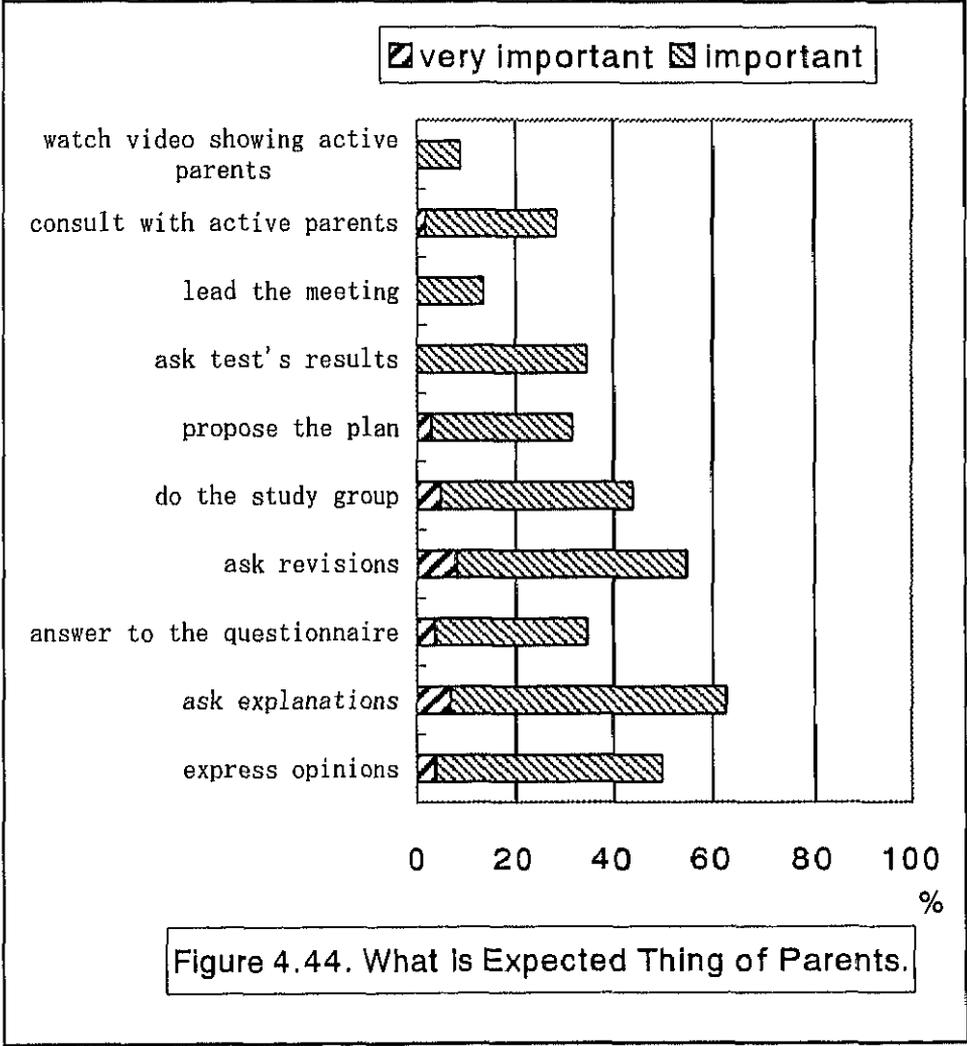
The answers to the question "what would you actually like to do to be actively involved in individualized transition support planning process? (multiple answers accepted)" were: asking for explanations about the plans (very needed at 7% or 7 out of 106 parents, needed at 56% or 59 out of 106 parents, not needed at 38% or 40 out of 106 parents); expressing their opinions about the plans (very needed at 4% or 4 out of 106 parents, needed at 46% or 49 out of 106 parents, not needed at 50% or 53 out of 106 parents); asking for assessment results for the planning (needed at 35% or 37 out of 106 parents, not needed at 65% or 69 out of 106 parents); answering questionnaires on the planning (very needed at 4% or 4 out of 106 parents, needed at 31% or 33 out of 106 parents, not needed at 65% or 69 out of 106 parents); proposing the contents of the plans (very needed at 3% or 3 out of 106 parent, needed at 29% or 31 out of 106 parents, not needed at 68% or 72 out of 106 parents); holding the parents' study group about individualized transition support plans (very needed at 5% or 5 out of 106 parents, needed at 39% or 41 out of 106 parents, not needed at 57% or 60 out of 106 parents); asking for revisions of plans when they were not satisfied (very needed at 8% or 8 of 106 parents, needed at 47% or 50 out of 108 parents, not needed at 45% or 48 out of 106 parents); leading planning meetings (needed at 14% or 15 out of 106 parents, not needed at 86% or 91 out of 106 parents); learning from parents already actively

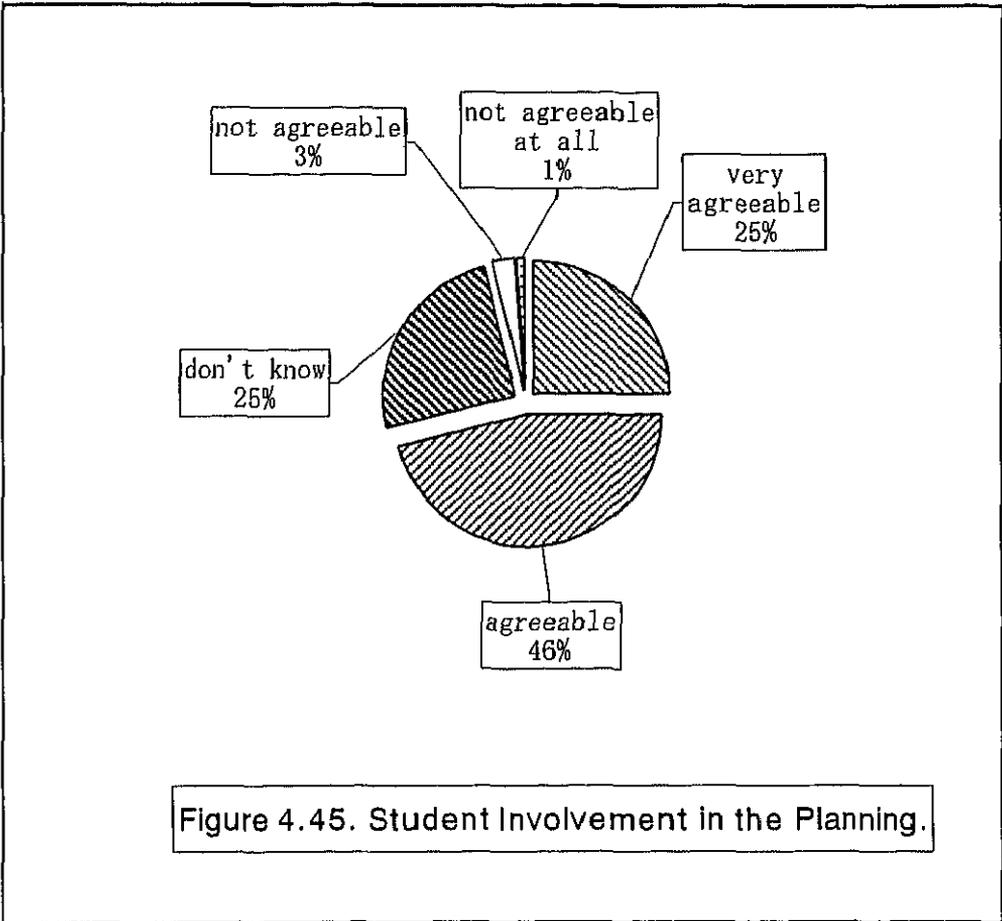
involved and emulating them (very needed at 2% or 2 out of 106 parents, needed at 27% or 29 out of 106 parents, not needed at 71% or 75 out of 106 parents); watching the VTR introducing the parents who are actively involved (needed at 9% or 10 out of 106 parents, not needed at 91% or 96 out of 106 parents); and others (needed at 3% or 3 out of 106 parents, not needed at 97% or 103 out of 106 parents, as shown in figure 4.44).

Thoughts on Student Involvement

Many parents supported the active involvement of students in the individualized transition support planning process (strongly agreed at 25% or 26 out of 104 parents, agreed at 46% or 48 out of 104 parents, didn't know at 25% or 26 out of 104 parents, disagreed at 3% or 3 out of 104 parents, strongly disagreed at 1% or 1 out of 104 parents, figure 4.45).

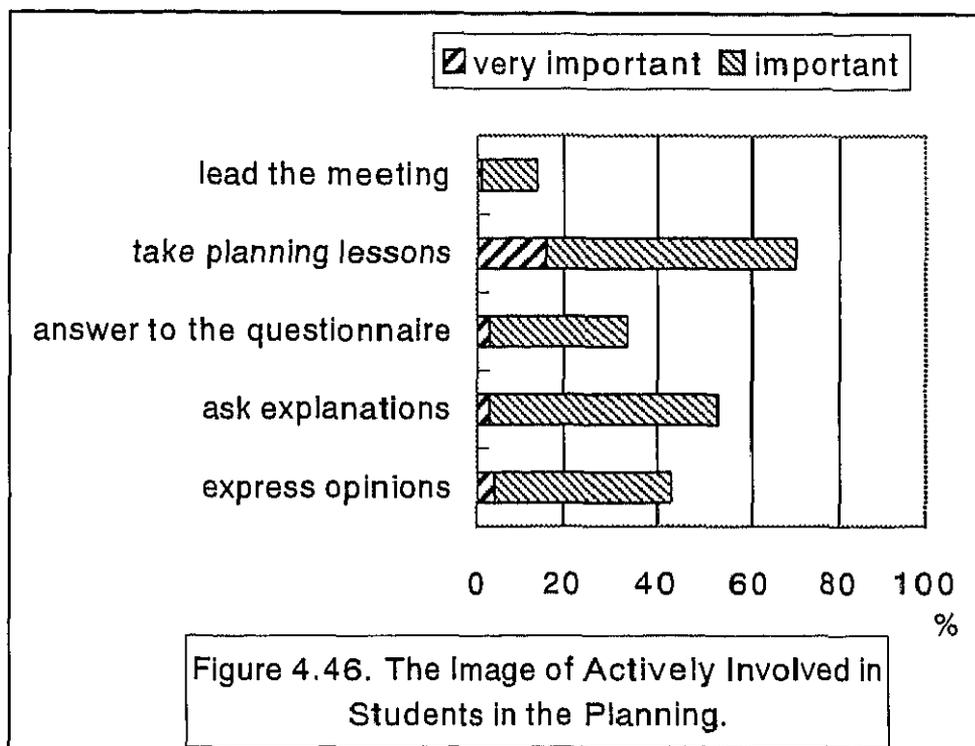
The answers to the question "how do you imagine the student who is actively involved with the individualized transition support planning process? (multiple answers accepted)" were that they: took classes learning about transition planning (very needed at 16% or 17 out of 104 parents, needed at 54% or 56 out of 104 parents, not needed at 30% or 31 out of 104 parents); expressed opinions about the plans (very needed at 4% or 4 out of 104 parents, needed at 40% or 41 out of 104 parents, not needed at 57% or 59 out of 104 parents); asked for the explanations about the plans (very needed at 3%





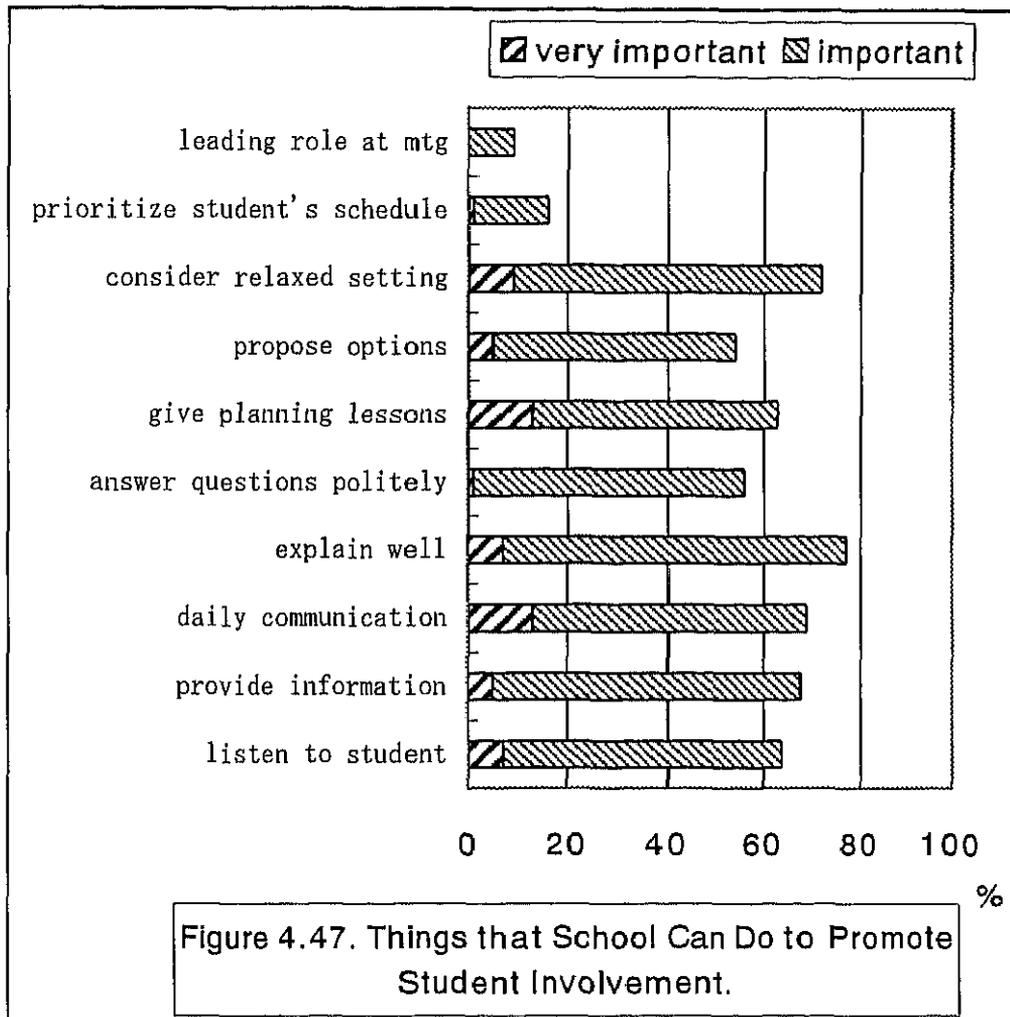
or 4 out of 104 parents, needed at 50% or 52 out of 104 parents, not needed at 47% or 49 out of 104 parents); answered questionnaires about planning (very needed at 3% or 3 out of 104 parents, needed at 31% or 32 out of 104 parents, not needed at 66% or 69 out of 104 parents); lead the planning meetings (very needed at 15 or 1 out of 104 parents, needed at 13% or 14 out of 104 parents, not needed at 86% or 89 out of 104 parents); and others (needed at 3% or 3 out of 104 parents, not needed at 97% or 101 out of 104 parents, see figure 4.46).

The strategies the schools can take to promote active student involvement in individualized transition support planning process were: communicating with students daily (very needed at 13% or 14 out of 105 parents, needed at 56% or 59 out of 105 parents, not needed at 30% or 32 out of 105 parents); being sensitive to the students so that they could relax and talk (very needed at 9% or 9 out of 105 parents, needed at 63% or 66 out of 105 parents, not needed at 29% or 30 out of 105 parents); avoiding jargon and explaining plans easily so that students could understand the contents (very needed at 6% or 7 out of 105 parents, needed at 70% or 73 out of 105 parents, not needed at 24% or 25 out of 105 parents); providing information about the plans and their career options (very needed at 5% or 5 out of 105 parents, needed at 63% or 66 out of 105 parents, not needed at 32% or 34 out of 105 parents);



listening to the students (very needed at 7% or 7 out of 105 parents, needed at 57% or 60 out of 105 parents, not needed at 36% or 38 out of 105 parents); answering the students' questions carefully (very needed at 1% or 1 out of 105 parents, needed at 55% or 58 out of 105 parents, not needed at 44% or 46 out of 105 parents); prioritizing the students' schedules for the planning meetings (very needed at 1% or 1 out of 105 parents, needed at 15% or 16 out of 105 parents, not needed at 84% or 88 out of 105 parents); making students lead the meetings (needed at 9% or 9 out of 105 parents, not needed at 91% or 96 out of 105 parents); teaching how they can be actively involved in the class (very needed at 13% or 14 out of 105 parents, needed at 50% or 52 out of 105 parents, not needed at 37% or 39 out of 105 parents); and others (needed at 3% or 3 out of 105 parents, not needed at 97% or 102 out of 105 parents, as shown in figure 4.47).

The answers to the question "what do you want students to actually do to be actively involved in their own individualized transition support planning process? (multiple answers accepted)" were: taking classes to learn about transition planning (very needed at 14% or 15 out of 105 parents, needed at 53% or 56 out of 105 parents, not needed at 32% or 34 out of 105 parents); expressing opinions on the plans (very needed at 6% or 6 out of 105 parents, needed at 43% or 45 out of 105 parents, not needed at 51% or 54 out of 105 parents);

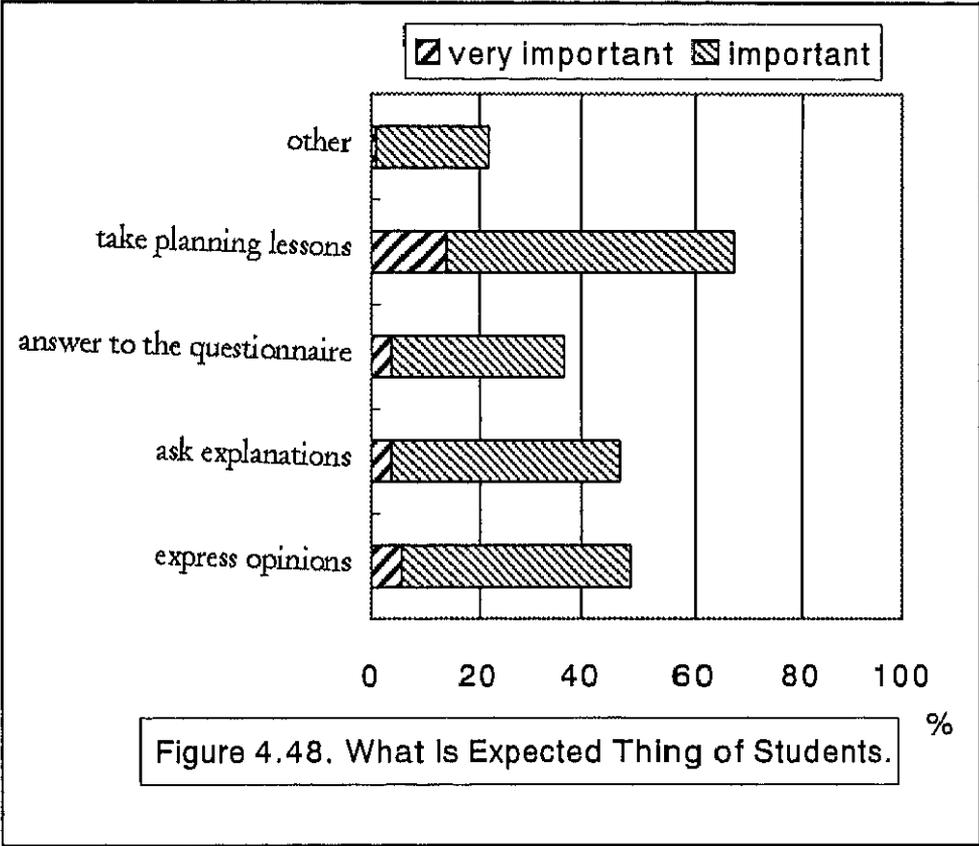


asking explanations about the plans (very needed at 4% or 4 out of 105 parents, needed at 43% or 45 out of 105 parents, not needed at 53% or 56 out of 105 parents); answering questionnaires about the plans (very needed at 4% or 4 out of 105 parents, needed at 33% or 35 out of 105 parents, not needed at 63% or 66 out of 105 parents); leading the planning meetings (very needed at 1% or 1 out of 105 parents, needed at 21% or 22 out of 105 parents, not needed at 78% or 82 out of 105 parents); and others (very needed at 1% or 1 out of 105 parents, needed at 2% or 2 out of 105 parents, not needed at 97% or 102 out of 105 parents, as shown in figure 4.48).

Finally, the answer to the question "Parent and student participation as equal partners with schools is regulated by federal law in the United States. What do you think about this?" was 51% of "It should be gradually introduced in practice rather than regulating at once" and 46% of "Student/parent participation should be regulated by the regulations for instructions on learning in Japan". Also, we asked for parents' thoughts on approaches or programs used to promote student-centered planning in the United States. Eighty-five percent of the parents wanted to use them in classes at school.

Parents' Level of Agreement with their Own Involvement and Their Thoughts

The contingency tables of 3×3 of parents' thoughts on



parent involvement and all the questions' sub-items were examined by using the chi-square test, and further examined by residual analysis for the items that showed significance. Significance at .01 level was seen in 0 items even though significance at .05 level was seen in 1 item: that students/parents' input for the plans should be through daily communication ($\chi^2=10.8$, $df=4$, $p<.05$). Parents who agreed with parent involvement also thought that daily communication to input their hopes for the plans was 'very needed' (Table 4.19).

Parents' Level of Agreement with Student Involvement and Their Thoughts

The contingency tables of 3×3 of parents' thoughts on student involvement and all the questions' sub-items were examined by using the chi-square test and further examined by residual analysis. Significance at .01 level was seen in 2 items as follows: (a) goals and objectives for employment as necessary items in the individualized transition support plans ($\chi^2=23.4$, $df=4$, $p<.01$); and (b) students' hopes for the future as a necessary reference for setting up goals for career guidance ($\chi^2=20.5$, $df=4$, $p<.01$). Parents who strongly agreed with student involvement thought that goals and objectives for employment were 'very needed' in the transition plans (Table 4.20). They also thought students' hopes for the future were 'very needed' (Table 4.21).

Table 4.19. Parents' Agreeableness with Their Involvement and Daily Communications.

		Daily Communications			
		not needed	needed	very needed	total
Agreeableness with Parent	strongly agreed	4 (7.9)	14 (16.8)	14 (8.2)	32
		-1.5	-1.2	2.8 **	
Involvement	agreed	13 (11.4)	32 (27.2)	7 (13.4)	52
		0.8	1.9 *	-2.8 **	
	disagreed	6 (4.8)	9 (11)	6 (5.4)	21
		0.8	-1	0.3	
total		23	55	27	105

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** p<.01, * p<.05, † p<.10 +/- — significance/significant tendencies as results of residual analysis

Table 4.20. Parents' Agreeableness with Student Involvement and Goals for Employment.

		Goals for Employment as Necessary Items in Transition Plans			
		not needed	needed	very needed	total
Agreeableness	strongly agreed	5 (9.9)	9 (10.6)	12 (5.4)	26
with Student		-2.3 *	-0.8	3.6 **	
Involvement	agreed	16 (18.3)	27 (19.7)	5 (10.1)	48
		-0.9	2.9 **	-2.4 *	
	disagreed	19 (11.8)	7 (12.7)	5 (6.5)	31
		3.2 **	-2.5 *	-0.8	
total		40	43	22	105

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** $p < .01$, * $p < .05$, † $p < .10$ +/ - significance/significant tendencies as results of residual analysis

Table 4.21. Parents' Agreeableness with Student Involvement and Students' Hopes for Goal Settings.

		Students' Hopes for Reference to Goal Settings			
		not needed	needed	very needed	total
Agreeableness with Student	strongly agreed	1 (6.4)	15 (12.6)	10 (6.9)	26
		-2.8 **	1.1	1.6	
Involvement	agreed	9 (11.9)	24 (23.3)	15 (12.8)	48
		-1.3	0.3	1	
	disagreed	16 (7.7)	12 (15.1)	3 (8.3)	31
		4.1 **	-1.3	-2.5 *	
total		26	51	28	105

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** p<.01, * p<.05, † p<.10 +/- — significance/significant tendencies as results of residual analysis

Significance at the .05 level was seen in 4 items: (a) students should be responsible for their future goals ($\chi^2=11.4$, $df=4$, $p<.05$); (b) students and parents should be provided with the plans as they are for confirmation ($\chi^2=10.1$, $df=4$, $p<.05$); (c) students' hopes should be discussed at career counseling meetings ($\chi^2=10.4$, $df=4$, $p<.05$); and (d) discussions between teachers and parents about the individualized plans and career goals should occur other than at career counseling meetings, through parents' visits to the school ($\chi^2=12.2$, $df=4$, $p<.05$). Parents strongly agreeing with student involvement thought students should be responsible for their own future goals and students' hopes should be discussed at career counseling meetings (Table 4.22). Parents strongly agreeing with student involvement also thought that students and parents should be provided with the plans as they are (Table 4.23), and they should be able to visit the school to discuss the transition plans at other times than the career counseling meetings (Table 4.24). These parents also 'very agreed' that students' hopes should be discussed at the meetings.

Parents of Students with Mild Intellectual Disabilities and Their Thoughts

The contingency tables of 3X2 for parents' thoughts on all the questions' sub-items and whether the students' (their sons' or daughters') disabilities included mild intellectual

Table 4.22. Parents' Agreeableness with Student Involvement and Student Responsible for Goal Settings.

		Students Are Responsible for Their Goal Settings			
		not needed	needed	very needed	total
Agreeableness	strongly agreed	1 (6.2)	11 (10.9)	14 (8.9)	26
with Student		-2.8 **	0	2.4 *	
involvement	agreed	13 (11.4)	19 (20.1)	16 (16.5)	48
		0.7	-0.4	-0.2	
	disagreed	11 (7.4)	14 (13)	6 (10.6)	31
		1.8 †	0.4	-2.1 *	
total		25	44	36	105

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** p<.01, * p<.05, † p<.10 +/- — significance/significant tendencies as results of residual analysis

Table 4.23. Parents' Agreeableness with Student Involvement and Providing the Plans as They Are.

		Providing the Plans to Parent/Student as They Are			
		not needed	needed	very needed	total
Agreeableness	strongly agreed	10 (12.9)	7 (8.7)	9 (4.5)	26
with Student		-1.3	-0.8	2.7 **	
Involvement	agreed	22 (23.8)	19 (16)	7 (8.2)	48
		-0.7	1.2	-0.6	
	disagreed	20 (15.4)	9 (10.3)	2 (5.3)	31
		2 *	-0.6	-1.9 †	
total		52	35	18	105

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** p<.01, *p<.05, †p<.10 +/- significance/significant tendencies as results of residual analysis

Table 4.24. Parents' Agreeableness with Student Involvement and Method to Discuss the Plans.

		Parents' Visit to School			
		not needed	needed	very needed	total
Agreeableness with Student	strongly agreed	1 (6.3)	22 (15.3)	3 (4.5)	26
		-2.8 **	3.1 **	-0.9	
Involvement	agreed	13 (11.3)	23 (27.6)	11 (8.1)	48
		0.8	-1.8 *	1.5	
	disagreed	11 (7.5)	16 (18.2)	4 (5.4)	31
		1.8 *	-1	-0.8	
total		25	61	18	105

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** $p < .01$, * $p < .05$, † $p < .10$ +/- — significance/significant tendencies as results of residual analysis

disabilities or not were examined using the chi-square test and further examined by residual analysis. Significance at the .01 level was seen in 1 item: schools can promote student involvement with daily communication ($\chi^2=9.2$, $df=2$, $p<.01$). Parents of students with mild intellectual disabilities thought schools could not promote student involvement by using this method (Table 4.25).

Significance at the .05 level was seen in 4 items: (a) recreation/leisure were necessary items in the individualized transition support plans ($\chi^2=7.6$, $df=2$, $p<.05$); (b) evaluation from job training should be referred to for the future goal settings ($\chi^2=7.7$, $df=2$, $p<.05$); (c) students' hopes should be referred to for the future goal settings ($\chi^2=6.1$, $df=2$, $p<.05$); and (d) daily communication should be considered important in promoting parent involvement in individualized transition planning ($\chi^2=7.2$, $df=2$, $p<.05$). Parents of students with mild intellectual disabilities did not think that recreation/leisure was necessary in the individualized transition support plans (Table 4.26), and did not think evaluation by daily communication would promote parent involvement in individualized transition planning (Table 4.27). These parents also thought that students' hopes were 'needed' for future goal setting (Table 4.28).

Table 4.25. Parents of Students with Mild MR and Method of Promoting Student Involvement.

		Daily Communications			total
		not needed	needed	very needed	
Parents of Mild MR	No	9 (15)	31 (28.6)	10 (6.3)	50
		-2.6 **	0.9	2.2 *	
	Yes	22 (16)	28 (30.4)	3 (6.7)	53
		2.6 **	-0.9	-2.2 *	
total		31	59	13	103

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** p<.01, *p<.05, †p<.10 +/- significance/significant tendencies as results of residual analysis

Table 4.26. Parents of Students with Mild MR and Recreation/Leisure in the Transition Plans.

		Recreation/Leisure in the Individualized Transition Support Plans			
		not needed	needed	very needed	total
Parents of	No	25 (27.2)	16 (18)	9 (4.9)	50
Mild MR		-0.9	-0.8	2.8 **	
	Yes	31 (28.8)	21 (19)	1 (5.1)	53
		0.9	0.8	-2.8 **	
total		56	37	10	103

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** p<.01, * p<.05, † p<.10 +/- significance/significant tendencies as results of residual analysis

Table 4.27. Parents of Students w/Mild MR and Daily Communication to Promote Parent Involvement.

		Daily Communication to Promote Parent Involvement			
		not needed	needed	very needed	total
Parents of Mild MR	No	15 (20.4)	25 (23.3)	10 (6.3)	50
		-2.2 *	0.7	2.2 *	
	Yes	27 (21.6)	23 (24.7)	3 (6.7)	53
		2.2 *	-0.7	-2.2 *	
total		42	48	13	103

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** $p < .01$, * $p < .05$, † $p < .10$ +/- significance/significant tendencies as results of residual analysis

Table 4.28. Parents of Students with Mild MR and Students' Hopes as Reference for Goal Setting.

		Students' Hopes as Reference for Goal Setting			
		not needed	needed	very needed	total
Parents of	No	16 (12.6)	18 (24.3)	16 (13.1)	50
Mild MR		1.5	-2.5 *	1.3	
	Yes	10 (13.4)	32 (25.7)	11 (13.9)	53
		-1.5	2.5 *	-1.3	
total		26	50	27	103

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** p<.01, * p<.05, † p<.10 +/- significance/significant tendencies as results of residual analysis

*Parents of Students with Moderate Intellectual Disabilities
and Their Thoughts*

The contingency tables of 3×2 of parents' thoughts on all the questions' sub-items and whether the students' (their sons' or daughters') disabilities included moderate intellectual disabilities or not were examined using the chi-square test and further examined by residual analysis. Significance at the .01 level was seen in 0 items although significance at the .05 level was seen in 3 items: (a) students and parents should confirm the plans by being provided with the developed plans as they are ($\chi^2=7.0$, $df=2$, $p<.05$); (b) the image of actively involved student is those who take classes to learn about individualized planning ($\chi^2=7.2$, $df=2$, $p<.05$); and (c) schools should promote student involvement in transition planning through enough daily communication ($\chi^2=7.2$, $df=2$, $p<.05$). Parents of students with moderate intellectual disabilities thought that they should be provided the plans as they are, in order to confirm them (Table 4.29). They also felt that the image of actively involved students were the ones who take classes (Table 4.30). Moreover, these parents thought that schools should promote student involvement in transition planning through daily communication (Table 4.31).

Table 4.29. Parents of Students with Moderate MR and the Way to Confirm Student/Parents Consent.

		Providing the Plans to Students and Parents as They Are			
		not needed	needed	very needed	total
Parents of	No	43 (39.1)	27 (26.8)	9 (13)	79
Moderate MR		1.8 †	0.1	-2.5 *	
	Yes	8 (11.9)	8 (8.2)	8 (4)	24
		-1.8 †	-0.1	2.5 *	
total		51	35	17	103

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** $p < .01$, * $p < .05$, † $p < .10$ +/- significance/significant tendencies as results of residual analysis

Table 4.30. Parents of Students with Moderate MR and the Image of Actively Involved Student.

		Students Take the Class to Learn About the Individualized Planning			
		not needed	needed	very needed	total
Parents of Moderate MR	No	27 (23.7)	42 (41.3)	9 (13)	78
	Yes	4 (7.3)	12 (12.7)	8 (4)	24
		1.7 †	0.3	-2.5 *	
		-1.7 †	-0.3	2.5 *	
total		31	54	17	102

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** p<.01, * p<.05, † p<.10 +/- significance/significant tendencies as results of residual analysis

Table 4.31. Parents of Students with Moderate MR and the Way Schools Promote Student Involvement.

		Daily Communication to Promote Student Involvement			
		not needed	needed	very needed	total
Parents of	No	28(23.8)	44 (45.3)	7 (10)	79
Moderate MR		2.1 *	-0.6	-2.1 *	
	Yes	3 (7.2)	15 (13.7)	6 (3)	24
		-2.1 *	0.6	2.1 *	
total		31	59	13	103

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** $p < .01$, * $p < .05$, † $p < .10$ +/- — significance/significant tendencies as results of residual analysis

Students' Gender and Their Parents' Thoughts and Their Disabilities

The contingency tables of 3×2 and 2×2 of parents' thoughts on all the questions' sub-items or other characteristics and students' gender were also examined using the chi-square test and further examined by residual analysis. Significance at the .01 level was seen in 0 items and significance at the .05 level was seen in 2 items: it is hoped that supervisors of job training attend career counseling meetings ($\chi^2 = 8.1$, $df=2$, $p<.05$) and gender of students with moderate intellectual disabilities ($\chi^2 = 5.1$, $df=2$, $p<.05$). Parents with sons hoped that job-training supervisors would attend the meetings (Table 4.32).

Discussion

Parents' Thoughts

Parents' thoughts on levels of student involvement in individualized transition support planning process were highly positive, and they thought that parent involvement in the planning process was as important as the student's. Parents want to develop individualized transition support plans together at career counseling meetings or would like teachers to develop them after the meeting - probably because they hoped to participate in the planning process directly. According to the parents, the roles of both parents and students were mostly to

Table 4.32. Students' Gender and Professionals to Attend the Career Counselling Meetings.

		Supervisors from the Job Training Expected to Attend the Mtg.			
		not needed	needed	very needed	total
Students'	Male	26 (32.1)	31 (28)	12 (8.9)	69
Gender		-2.6 **	1.3	2 *	
	Female	21 (14.9)	10 (13)	1 (4.1)	32
		2.6 **	-1.3	-2 *	
total		47	41	13	101

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

** p<.01, * p<.05, † p<.10 +/- — significance/significant tendencies as results of residual analysis

"express their opinions and hopes." Parents wanted supervisors at job training or at prospective workplace to join the career counseling meetings and also tended to think that students didn't need to talk as much as teachers or the parents, probably because parents thought they advocated enough for the sons or daughters. However, as parents, teachers and young adults with intellectual disabilities had different thoughts about transition needs (Study 2) it was hoped that they could use the career counseling meeting effectively to promote mutual understanding when developing individualized transition support plans. Parents felt that asking teachers for explanations about the plans was part of them being actively involved in the planning process, while they thought that the image of a student being actively involved in the planning process was one taking lessons about the planning process. Parents felt they needed more information on the individualized transition support plans as they had only started to be developed quite recently.

Parents Who Agreed with Parent Involvement and Their Thoughts

Parents who 'strongly agreed' with their own involvement in the planning thought that daily communication with teachers might be an effective way to input their ideas in the plans. Those parents also thought daily communication with teachers was needed, which might imply that parent involvement means

daily communication for the parents over and above other types of involvement. Ojima and Kubota (1985) have suggested that there are three formal types of parent-school communication including events, correspondences and conferences as well as informal communication, and that parent involvement would be actualized when correspondence and conferences were open for parents. The thoughts of parents in who had students with intellectual disabilities were that daily communication was 'very needed' and this was supported by the research (Ojima & Kubota, 1985).

Parents Who Agreed with Student Involvement and Their Thoughts

Parents who 'strongly agreed' with student involvement tended to think that goals for employment were 'very needed' in transition plans, and parents who 'agreed' with student involvement thought that goals for employment were 'needed' in the plans. Parents might think that student involvement would facilitate their employment and, as employment was considered a type of community participation (Takeda & Tezuka, 1991), it might be promoted by students' participation in individualized transition support plans.

Parents who strongly agreed with student involvement were likely to think that students' hopes should be referred to during the goal setting and that it was 'very needed' for students to be responsible for their own goal setting. These

parents might think that goal setting for their own future and being responsible for it were the most important factors of student involvement.

Parents who strongly agreed with student involvement thought it was needed to provide the plans to parents and students as they were. They also thought that parents' visits to school to discuss the students' transition with teachers were needed. Parents who strongly agreed with student involvement might actually be very much involved themselves.

Parent of Students with Mild Intellectual Disabilities and Their Thoughts

Parents of students with mild intellectual disabilities tended to think that daily communication with teachers would not promote either student involvement or parent involvement. This may be that, since the students' disabilities were mild, communication was relatively easy and they didn't need it as much as those with more severe disabilities, or that because student involvement was higher anyway in students with mild disabilities, promoting it further was not needed.

Parents of students with mild intellectual disabilities tended to think that recreation and leisure domains were not very needed in individualized transition support plans. This was probably because career guidance emphasizes employment for students with mild intellectual disabilities more than it does

for more severe disabilities or for other disability categories, perhaps meaning that the recreation/leisure domain was sufficiently fulfilled (See results of Study 1/Chapter 2).

Parents of students with mild disabilities tended to think that evaluation from job training was 'not very needed' to be referred to for their future goal setting but that students' hopes were needed to be referred to for goal setting purposes. These parents might expect students to pursue their career as they wished rather than risk the possibility of unsuccessful experiences of job training from schools. The person-centered planning approach in the United States is applied to the student-directed principle for their transition planning (Mizutani, et al., 2003) and using that approach might further promote participation of students with mild disabilities and their parents.

Parents with Moderate Intellectual Disabilities and Their Thoughts

Parents of moderate intellectual disabilities thought that it was 'very needed' that they should be provided with the plans as they were, just the same as the parents who strongly agreed with student involvement, and they also thought that daily communication would promote student involvement. Parents of moderate intellectual disabilities might be more agreeable to student involvement, and they wished for more daily

communication unlike parents with mild disabilities who did not think daily communication was needed. The parents of students with moderate disabilities might think the students needed more communication with teachers in order to better understand them due to their extra difficulties. These parents might also think that taking a class to learn skills for individualized transition planning is the image of an actively involved student and that those with moderate disabilities might have greater learning needs and strongly benefit from taking such a class.

Students' Gender and Parents or Other Characteristics

Students' gender affected only 1 item. More parents of male students thought they it was 'very needed' for supervisors from job training to attend the career counseling meetings. This may be due to the Japanese societal expectation for the male to be more mainstream in terms of employment (Mackie, 2002).

Classification by System 4

Among the 7 question items related to the System 4 Theory (Likert, 1967), with regards to the communication process and goal-setting, it is thought that parents would wish to be in the participative groups since many parents would like the individualized transition support plans to integrate the hopes and opinions of students and parents through daily communication (78%) or career counseling meetings (73%).

Parents thought that students' roles (83%) and parents' roles (78%) should be to express their hopes and opinions at the career counseling meetings. Thus, the type of System 4 for the communication process was considered to be the participative group for the parents. Seventy five percents of parents thought that the most helpful item for goal-setting in individualized transition support plans was the students' hopes even though they answered that it was the parents themselves who should be the one responsible for the goal-setting (92%) while 77% thought students and 45 % thought teachers should be the one mostly responsible (multiple answers accepted) . Thus, the parents were also considered to want to be in the participative group concerning the goal-setting.

As for the decision making process, however, the results would most likely be split as half of parents would wish to be in the consultative group while the other half would wish to be in the participative group. One item (the time to fill in the planning form, see figure 4.33) was analyzed as evidence of the decision making process. Forty-nine parents indicated that they would like to fill in the individualized transition support plans during the career counseling meeting, while another 49% parents would like teachers to fill in the plans after the meeting. This means that half of parents would like to be involved in decision making process of the individualized transition support plans, although their other half might

depend on the teachers for decision making and avoid own responsibility, although they would like to express their hopes and opinions to the teachers during the meeting.

Summary

Parents who agreed with their own involvement in the individualized transition support plans prioritized daily communication with teachers. This is probably because they felt that this would promote the agreement of thoughts between parents and teachers. Parents who agreed with student involvement hoped that the student's community participation and employment would be promoted by student involvement in the planning process. Those parents also felt that it should be the students who are the main focus for the goal-setting, but they were also positive participants themselves as they would not mind visiting the schools daily to talk about the students' transition issues with teachers.

Parents of students with mild disabilities thought the students were already spending fulfilled recreation time so they maybe didn't feel that the students had additional needs in this area. Or they might have been neglecting the importance of recreation because they tended to think employment was excessively important. Parents of students with moderate disabilities expected the students' to participate. The classification of Likert's (1967) System 4 Theory indicates

that parents in this study hoped to be in the participative group for the communication process and the goal-setting while they were split in half as whether they would want to be in the participative group or the consultative group for the decision-making process.