

APPENIX 2
QUESTIONNAIRES

Questionnaire for the Nationwide Investigation (Study 1/Chapter 2)

We would like to hear about your actual practices in career guidance. Please circle the numbers or fill in the parenthesis.

Note: "Individualized plans for instruction" is the planning form describing the instructions for an individual student's needs. "Individualized plans for career guidance" is the planning form describing the career guidance of an individual student's needs. "Annual plans for career guidance" demonstrates the annual agenda for career guidance of each grade or each department.

- (1) Do you develop "individualized plans for instruction" at the upper-secondary department of your school?
 - 1 Yes
 - 2 No (Please proceed to (14).)

- (2) Do you develop "individualized plans for career guidance" at the upper-secondary department of your school?
 - 1 Yes
 - 2 No

- (3) Do you develop "annual plans for career guidance" at the upper-secondary department of your school?
 - 1 Yes
 - 2 No

- (4) For what domains do you develop the "individualized plans for instructions"? (multiple answers accepted)
 - 1 Academic subjects
 - 2 Special activities
 - 3 Independent activities
 - 4 Occupational programs
 - 5 Other ()

- (5) For what types of students do you develop the "individualized plans for instructions"? (multiple answers accepted)
 - 1 All students
 - 2 Students with mild disabilities
 - 3 Students with moderate disabilities
 - 4 Students with severe disabilities
 - 5 Students with profound and multiple disabilities
 - 6 Other ()

- (6) Do you have the fixed form for the "individualized plans for instructions"?
 - 1 Yes

- 2 No (Please proceed to (10).)
- (7) With whom do you share the fixed form of the "individualized plans for instruction"?
- 1 Schools within the prefecture
 - 2 Within the school
 - 3 Within the department
 - 4 Within the grade
 - 5 Don't know
 - 6 Other ()
- (8) Of whose "individualized plans for instruction" did you refer to your fixed form?
- 1 Department of education in the prefecture
 - 2 "Individualized plans for instructions Q & A" in Tokyo
 - 3 Other school
 - 4 The United States (Which State?)
 - 5 Foreign country other than the United States ()
 - 6 Don't know
 - 7 Other ()
- (9) Since when have you used the fixed form of the "individualized plans for instruction"?
- 1 Since school year ()
 - 2 Don't know
- (10) Who actually practices the development of the "individualized plans for instruction"? (multiple answers accepted)
- 1 Classroom teacher
 - 2 Career guidance teacher
 - 3 Teacher for Independent activities
 - 4 Teacher for academic subjects
 - 5 Other ()
- (11) Who are the members of the discussion to develop the "individualized plans for instructions"? (multiple answers accepted)
- 1 Teachers at the same department
 - 2 Teachers who teach the same grade
 - 3 Teachers who teach the same academic subject
 - 4 Teacher who teach in the same instruction group
 - 5 Principal, vice principal, or representative from the board of education
 - 6 psychologist or counselor
 - 7 There is no discussion
 - 8 Other ()

- (12) Who do you consult with when you develop the "individualized plans for instruction" other than the response in above question (11). (multiple answers accepted)
- 1 Parent
 - 2 Student
 - 3 Home doctor
 - 4 School doctor
 - 5 Medical professionals i.e., PT, OT, ST
 - 6 Vocational counselor
 - 7 Psychologist or counselor
 - 8 No opinions consulted
 - 9 Other ()
- (13) How often do you hold the meeting to develop the "individualized plans for instruction"?
- 1 Annual
 - 2 Once in a semester
 - 3 Monthly
 - 4 No meetings are held
 - 5 Other ()
- (14) How many career guidance teachers do you have at the upper-secondary department?
- () with no teaching obligations
- () with some teaching obligations (appx. hrs/week teaching)
- (15) Do you use a "career guidance manual" at the upper-secondary department?
- 1 We use the one originally developed at our school
 - 2 We share one with another school
 - 3 We share within the prefecture
 - 4 We don't use the manual
 - 5 Other ()
- (16) Do you practice assessment for individual's career guidance?
- 1 We practice assessment for all students (Please proceed to (18)).
 - 2 We practice assessment for some students
 - 3 Other ()
- (17) To whom do you practice the assessment in the case where you chose "2: we practice assessment for some students" for the question above (16)? (multiple answers accepted)
- 1 Students with mild disability
 - 2 Students with moderate disability
 - 3 Students with severe/multiple disability

- 4 1st year high school students
- 5 2nd year high school students
- 6 3rd year high school students
- 7 Other ()

(18) How do you assess the students at the upper-secondary department? (multiple answers accepted)

- 1 Observation method
- 2 Interviews
- 3 Tests
- 4 Other (specify)
- 5 We don't practice the assessment (Please proceed to (25).)

(19) What domain do you focus on when you observe the students for assessment purposes for the one who chose "1 Observation method" for the above question (18)?

- 1 Employment
- 2 Post-secondary (higher education, vocational education, adult education, etc.)
- 3 Recreation
- 4 Independent living
- 5 Other ()

(20) Do you use any checklist when you observe students for assessment purposes? If you use any, let us know what kind.

- 1 Yes (developed by)
- 2 No
- 3 Other ()

(21) Who do you interview in the case where you chose "2: Interviews" for the question (18)? (multiple answers accepted)

- 1 Students
- 2 Parents
- 3 Professionals
- 4 Other ()

(22) What domain do you focus on when you interview someone for student's assessment purposes for the one who chose "2 Interviews" for the above question (18)?

- 1 Employment
- 2 Post-secondary (higher education, vocational education, adult education, etc.)
- 3 Recreation
- 4 Independent living
- 5 Other ()

(23) What kind of test do you use in the case where you chose

"3 Tests" (multiple answers accepted) Fill in the name of the test in the parenthesis if you are aware of.

- 1 Career appropriateness test ()
- 2 Vocational appropriateness test ()
- 3 Vocational interest test ()
- 4 Intelligent test ()
- 5 Personality test ()
- 6 Other ()

(24) Do you use the results of tests that students take outside the school?

- 1 Yes (Which agency's?)
- 2 No

(25) Do you implement self-evaluation (ex. Self-awareness of preference) of the student?

- 1 Yes
- 2 No (Please proceed to (27).)

(26) What type of material do you use in the case where you answered "1 Yes" for the question (25) above? Please tell us the title if the material has been published (multiple answers accepted)

- 1 The material developed at our own school
- 2 The material published
 - "Steps for tomorrow"
 - "For you who is going to be independent"
 - Other ()

(27) What local agency do you collaborate with in terms of career guidance? (multiple answers accepted)

- 1 Public job placement center
- 2 Regional vocational center for individuals with disabilities
- 3 Regional Employment support center for individuals with disabilities
- 4 Work support center
- 5 Department of welfare
- 6 Department of rehabilitation counseling
- 7 Department of sanitation
- 8 Other ()

(28) Do you practice post-school assistance?

- 1 Yes
- 2 No (Please proceed to (36).)

(29) With whom do you practice the post-school assistance?

- 1 Graduates who left within 3 years
- 2 All graduates
- 3 Other ()

(30) In what domains have you seen issues in post-school assistance (multiple answers accepted)?

- 1 Employment
- 2 Post-secondary education (i.e., higher education, vocational education, adult education)
- 3 Recreation
- 4 Independent living
- 5 Other ()

(31) What specific issues have you seen in the case where you chose "1 Employment " for the question (30)? (multiple answers accepted)

- 1 Discharge due to employer's fault
- 2 Discharge due to the graduate's responsibility or problem
- 3 Unemployment or change to another job with the graduate's wish
- 4 Work attitude
- 5 Work performance
- 6 Interpersonal relationship with other employees
- 7 Sexual harassment
- 8 Other ()

(32) What specific issues have you seen in the case where you chose "2 Post-secondary education" for the question (30)? (multiple answers accepted)

- 1 Acceptance of the school entrance
- 2 Academic performance or achievement
- 3 Other ()

(33) What specific issues have you seen in the case where you chose "3 Recreation" for the question (30)? (multiple answers accepted)

- 1 How to spend recreational time
- 2 Friends
- 3 Interaction with others
- 4 Activities in the local community
- 5 Other ()

(34) What specific issues have you seen in the case where you chose "4 Independent living" for the question (30)? (multiple answers accepted)

- 1 Activity for daily living
- 2 Financial management
- 3 Public transportation

4 Communication

5 Other ()

(35) What kind of practices does your school offer? (multiple answers accepted)

1 Work visit (regular/ irregular)

2 Home visit (regular/irregular)

3 Alumni gathering

4 Continuing education

5 Other ()

(36) Is there anybody who participates in post-school assistance with teachers? (multiple answers accepted)

1 Counselor at regional work support center

2 Counselor at public job placement center

3 Nobody (Please proceed to (38).)

4 Other ()

(37) Do you think you need professionals who practice post-school assistance for your students?

1 Yes

2 No (please proceed to (38).)

3 Other ()

(38) In which agency do you think it is best to locate the professional who practices post-school assistance in the case where you answered "1 Yes" for the above question (37). (multiple answers accepted)

1 Public job placement center

2 Regional vocational center for individuals with disabilities

3 Employment support center for individuals with disabilities

4 Other ()

(39) What are problems relating to the practice of career guidance for students with profound and multiple disabilities compared to students with mild or moderate disabilities? (multiple answers accepted)

1 Lack of post-school settings (i.e., institutions, sheltered workshops)

2 Partnership with parents (understanding and cooperation)

3 Collaboration with the community and administration

4 Lack of resource (services and financial supports)

5 Difficulties in giving instructions to the students

6 Consistency of support services from school to post-school settings

7 Other ()

- (40) Have you known the ITP, Individualized Transition Plans, practiced in the United State?
- 1 I have known very well
 - 2 I have known
 - 3 I've about it
 - 4 I haven't heard about it
- (41) What domains of the ITP (employment, post-secondary education, recreation, and independent living) does your schools' career guidance practice include? (multiple answers accepted)
- 1 Employment
 - 2 Post-secondary education
 - 3 Recreation
 - 4 Independent living
- (42) Do you think you need to practice in all 4 ITP domains in your schools' career guidance practice?
- 1 Yes
 - 2 No
 - 3 We would like to discuss about it
 - 4 Other ()

Finally, we would like to ask about you.

- (1) How many years have you experienced in special education?
() years
- (2) How many years have you experienced career guidance?
() years
- (3) Please circle your age group
20's 30's 40's 50's 60's
- (4) Please circle your gender
1 Male 2 Female
- (5) What kind of school do you currently work at?
- 1 Special school for students with intellectual disabilities
 - 2 Special school for students with physical disabilities
 - 3 Special school for students with other health impairments
 - 4 Special high school for students with intellectual disabilities
 - 5 Special high school for students with physical disabilities
 - 6 Other ()

Thank you very much for your kind cooperation.

Questionnaire for the Teachers' Survey (Study 3/Chapter 4)

We would like to ask you about "individualized transition support plans." Please circle the numbers and fill in (parenthesis).

(1) What kind of items do you think you need in "individualized transition support plans?" Please circle all the items you think you need. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Student's hopes
- 2 Parent's hopes
- 3 Goals and objectives for employment
- 4 Evaluation from practical training
- 5 Family life
- 6 Post-school
- 7 Recreation/community life
- 8 Medical/health
- 9 Other

(2) Describe the reasons why you double circled those responses in (1).

()

(3) Who do you think should be responsible for deciding the goals for post-school? (multiple responses accepted) You can give one double circle for the most important one.

- 1 Teacher
- 2 Parents
- 3 Students
- 4 Other ()

(4) What do you refer to when you set the goals for the student's future? Circle all the items you think it necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Performance of vocational evaluation and tests
- 2 Performance at the practical training
- 3 Student's hopes for the future
- 4 Students preferences for the activities
- 5 Parent's hopes for the student's future
- 6 Student's evaluation during class or daily life at school
- 7 Individualized plans from the past year and its evaluation
- 8 Other ()

(5) How do you like to include the parent's input? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Questionnaires to ask parent's opinions

- 2 Communication with students in daily life
- 3 Telephone conversations
- 4 Communication through the e-mails
- 5 Communication by notes
- 6 Developing individualized plans together at the career counseling meetings
- 7 Other ()

(6) What do you expect of parents in terms of the development of individualized transition support plans? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Responding to the notice for the meeting
- 2 Responding to the submission of the documents
- 3 Maintaining a trusting relationship with school staff
- 4 Other ()

(7) How would you like students and parents to check the plans? Circle all the items you think it necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Hand over the plan as it is to the family
- 2 Hand over a simplified plan to the family
- 3 Show the plan as it is at the meeting
- 4 Show a simplified plan at the meeting
- 5 Explain orally at the meeting
- 6 Other ()
- 7 Don't need them to check the plan

We would like to ask you about "career guidance meetings." Please circle the numbers and fill in (parenthesis).

(8) What do you think you should talk about at the career guidance meetings? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Student's hopes
- 2 Parent's hopes
- 3 Goals and objectives for employment
- 4 Evaluation from the practical training
- 5 Family life
- 6 Post-school
- 7 Recreation/community life
- 8 Medical/health
- 9 Other ()

(9) When do you think you should fill in the "individualized

transition support plans"? Please answer with regard to the career counseling (multiple answers accepted).

- 1 During the career guidance meeting
- 2 Prior to the career guidance meeting
- 3 Following the career guidance meeting
- 4 Other ()

(10) How long do you think you should spend on one student's career guidance meeting?

- 1 Approximately () minutes
- 2 Approximately () hours

(11) Who should attend the career guidance meeting? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Classroom teacher
- 2 Career guidance teacher
- 3 Parents
- 4 Students
- 5 Other ()

(12) Who should take the role of facilitator at the career guidance meeting?

- ()

(13) Who should record the career guidance meeting?

- ()

(14) What should the classroom teacher do at the career guidance meeting? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Express hopes or opinions
- 2 Listen to hopes or opinions
- 3 Ask questions
- 4 Answer the questions
- 5 Lead the meeting
- 6 Other ()

(15) What should the career guidance teacher do at the career guidance meeting? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Express hopes or opinions
- 2 Listen to hopes or opinions
- 3 Ask questions
- 4 Answer the questions

5 Lead the meeting

6 Other ()

(16) What should parents do at the career counseling meeting? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

1 Express hopes or opinions

2 Listen to hopes or opinions

3 Ask questions

4 Answer the questions

5 Lead the meeting

6 Other ()

(17) What should students do at the career counseling meeting? Circle all the items you think it necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

1 Express hopes or opinions

2 Listen to hopes or opinions

3 Ask questions

4 Answer the questions

5 Lead the meeting

6 Other ()

(18) Who would you like to attend the career counseling meetings: such as professionals other than teachers at school or professionals from outside the school? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

1 Medical professionals

2 Social workers

3 Vocational rehabilitation counselors

4 Supervisors at practical training sites

5 Supervisors at post-school settings that students hope

6 Other ()

(19) Whose schedule should be prioritized when you decide the date, time, or the place for the meeting? Circle all the items you think it necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

1 Classroom teacher

2 Career guidance teachers

3 Parents

4 Students

5 Professionals inside or outside the school

6 Other ()

- 5 Proposing the contents of the plans
- 6 Holding workshops about the individualized transition support plans by PTA or the parent group
- 7 Asking for revisions when the individualized transition support plans are not satisfactory
- 8 Calling the career counseling meetings to discuss about the development of the plans
- 9 Leading the career counseling meeting for the plans
- 10 Other ()

(26) What do you think you can do to promote the parents' active involvement in the development of individualized transition support plans? Circle all the items you think are necessary. (Please give a double circle of up to 2 items that are the most important of the circled items.)

- 1 Providing information about the individualized plans and career guidance
- 2 Explaining clearly and avoiding professional jargon
- 3 Listening to the parents
- 4 Answering the parents' questions politely
- 5 Considering how parents can speak with relaxing manner
- 6 Considering parents as equal partners with the professionals who know the student the best
- 7 Proposing options for the contents of the plans
- 8 Setting up the meeting prioritizing the parents' schedule
- 9 Communicating sufficiently with parents
- 10 Other ()

(27) What would you like parents to actually do to be actively involved related to the individualized transition support plans. Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Express opinions about the plans
- 2 Ask for explanations about the plans
- 3 Ask for results of the assessment for developing the plans
- 4 Answer questionnaires to ask for hopes about the plans
- 5 Proposing the contents of the plans
- 6 Holding workshops about the individualized transition support plans by PTA or the parent group
- 7 Asking for revisions when the individualized transition support plans are not satisfactory
- 8 Leading the career counseling meeting for the plans
- 9 Acting as a role model for other parents to be actively involved
- 10 Watching videos that introduce parents who are actively involved.
- 11 Other ()

We would like to ask how you feel about student involvement in individualized transition support plans

(28) Do you agree with student involvement in the development of "individualized transition support plans"?

- 1 Strongly agree
- 2 Agree
- 3 Don't know
- 4 Disagree
- 5 Strongly disagree

(29) Please tell us the reasons why you agree or disagree with the above question.

()

(30) What is your concrete image of active student involvement related to individualized transition support plans? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Express opinions about the plans
- 2 Ask for explanations about the plans
- 3 Take lessons and learn how to develop the plans
- 4 Answer questionnaires asking for hopes about the plans
- 5 Leading the career counseling meeting about the plans
- 6 Other ()

(31) What do you think you can do to promote the students' active involvement in the development of individualized transition support plans? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Providing information about individualized plans and career guidance
- 2 Explaining clearly avoiding professional jargon
- 3 Listening to the student
- 4 Answering students' questions politely
- 5 Considering how to help the students speak with a relaxing manner
- 6 Proposing the options for the contents of the plans
- 7 Setting up the meeting prioritizing the students' schedule
- 9 Allowing the student to lead the career counseling meeting
- 10 Offering classes to promote students' active involvement in the planning
- 11 Other ()

(32) What would you like students to actually do to be actively involved related to the individualized transition support plans.

Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Express opinions about the plans
- 2 Ask for explanations about the plans
- 3 Take lessons to learn how to develop the plans
- 4 Answer questionnaires asking about hopes about the plans
- 5 Leading the career counseling meeting for the plans
- 6 Other ()

(33) What do you think about the ITP in the United States that regulates equal participation for parents in the planning process in accordance with federal law?

- 1 We should regulate student/parent involvement too
- 2 We should start to implement gradually rather than regulating them.
- 3 Other ()

(34) What do you think about an approach or program that aims to promote active student involvement in planning in the United States?

- 1 We should do the same thing in class
- 2 We would like students to study at workshops outside the school
- 3 Other ()

We would like to ask you about yourself (as the person who answered the questionnaire) and also ask about your students.

(35) The grade of your students ()th year of high school

(36) Gender of your students (Multiple answers accepted)

- 1 Male
- 2 Female

(37) Diagnosis of the disability or the severity level of your students(multiple answers accepted)

- 1 Mild intellectual disabilities
- 2 Moderate intellectual disabilities
- 3 Severe intellectual disabilities
- 4 Cerebral palsy
- 5 Autism
- 6 Learning disability
- 7 Other ()

(38) Your title (multiple answers accepted)

- 1 Classroom teacher
- 2 Career guidance teacher
- 3 Other ()

(39) Your gender

1 Male

2 Female

(40) Your age group

1 20's

2 30's

3 40's

4 50's

5 60's

6 Other ()

(41) Number of years of your service

() years as teacher

() years as special education teacher

() years teaching at the school I am currently teach

(42) Disability category or the severity level that you have experience with other than the answers of (37).

()

Thank you very much for your kind cooperation.

Please let us know anything not clear about this questionnaire at our address.

Would you like us to send you the results?

1 Yes Then, to where? ()

Please write your opinions or comments freely on the reverse side of the questionnaire.

2 No

Questionnaire for the Parents' Survey (Study 3/Chapter 4)

We would like to ask you about "individualized transition support plans." Please circle the numbers and fill in (parenthesis).

(1) What kind of items do you think you need in "individualized transition support plans?" Please circle all the items you think you need. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Student's hopes
- 2 Parent's hopes
- 3 Goals and objectives for employment
- 4 Evaluation from the practical training
- 5 Family life
- 6 Post-school
- 7 Recreation/community life
- 8 Medical/health
- 9 Other

(2) Who do you think should be the one responsible for deciding the goals for post-school? (multiple responses accepted) You can put one double circle for the most important one.

- 1 Teacher
- 2 Parents
- 3 Students
- 4 Other ()

(3) What do you refer to when you set the goals for the student's future? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Performance of vocational evaluation and tests
- 2 Performance at practical training
- 3 Student's hopes for the future
- 4 Student's preferences for activities
- 5 Parent's hopes for the student's future
- 6 Student's evaluation during class or daily life at school
- 7 Individualized plans from the past year and its evaluation
- 8 Other ()

(4) How do you like to include input from parents? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Questionnaires to ask for parent's opinions
- 2 Communication with students in daily life
- 3 Telephone conversations
- 4 Communication through e-mails
- 5 Communication by notes or letters

6 Developing individualized plans together at career counseling meetings

7 Other ()

(5) How would you like to check the plans? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

1 Hand over the plan as it is to the family

2 Hand over a simplified plan to the family

3 Show the plan as it is at the meeting

4 Show a simplified plan at the meeting

5 Explain orally at the meeting

6 Other ()

7 Don't need them to check the plan

We would like to ask you about the "career guidance meetings." Please circle the numbers and fill in (parenthesis).

(6) What do you think you should talk about at the career guidance meetings? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

1 Student's hopes

2 Parent's hopes

3 Goals and objectives for employment

4 Evaluation from the practical training

5 Family life

6 Post-school

7 Recreation/community life

8 Medical/health

9 Other ()

(7) When do you think you should fill in the "individualized transition support plans"? Please answer with regard to the career counseling (multiple answers accepted).

1 During the career guidance meeting

2 Prior to the career guidance meeting

3 Following the career guidance meeting

4 Other ()

(8) Who should attend the career guidance meeting? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

1 Classroom teacher

2 Career guidance teacher

3 Parents

4 Students

5 Other ()

(9) How would you like to act at the career counseling meeting? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Express hopes or opinions
- 2 Listen to hopes or opinions
- 3 Ask questions
- 4 Answer questions
- 5 Lead the meetings
- 6 Other ()

(10) What should your son or daughter do at the career counseling meeting? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Express hopes or opinions
- 2 Listen to hopes or opinions
- 3 Ask questions
- 4 Answer questions
- 5 Lead the meetings
- 6 Other ()

(11) Who would you like to attend the career counseling meetings, i.e. professionals other than teachers at school or professionals from outside the school? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Medical professionals
- 2 Social workers
- 3 Vocational rehabilitation counselors
- 4 Supervisors at practical training sites
- 5 Supervisors at post-school settings that students hope
- 6 Other ()

(12) Whose schedule should be prioritized when you decide the date, time, or place for the meeting? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Classroom teacher
- 2 Career guidance teacher
- 3 Parents
- 4 Students
- 5 Professionals inside or outside the school
- 6 Other ()

(13) Should teachers and parents talk about individualized

- 7 Asking for revisions when the individualized transition support plans are not satisfactory
- 8 Calling the career counseling meetings to discuss about the development of the plans
- 9 Leading the career counseling meeting for the plans
- 10 Other ()

(18) What do you think schools can do to promote the parents' active involvement in the development of individualized transition support plans? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Providing information about the individualized plans and career guidance
- 2 Explaining clearly and avoiding professional jargon
- 3 Listening to the parents
- 4 Answering the parents' questions politely
- 5 Considering how parents can speak with relaxing manner
- 6 Considering parents as equal partners with the professionals who know the student the best
- 7 Proposing options for the contents of the plans
- 8 Setting up the meeting prioritizing the parents' schedule
- 9 Communicating sufficiently with parents
- 10 Other ()

(19) What would you like to actually do to be actively involved related to the individualized transition support plans. Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Express opinions about the plans
- 2 Ask for explanations about the plans
- 3 Ask for results of the assessment for developing the plans
- 4 Answer questionnaires to ask for hopes about the plans
- 5 Proposing the contents of the plans
- 6 Holding workshops about the individualized transition support plans by PTA or the parent group
- 7 Asking for revisions when the individualized transition support plans are not satisfactory
- 8 Leading the career counseling meeting for the plans
- 9 Acting as a role model for other parents to be actively involved
- 10 Watching videos that introduce parents who are actively involved
- 11 Other ()

We would like to ask about your thoughts on student involvement

in the individualized transition support plans.

(20) Do you agree with the student involvement in the development of "individualized transition support plans"?

- 1 Strongly agree
- 2 Agree
- 3 Don't know
- 4 Disagree
- 5 Strongly disagree

(21) What is your concrete image of active student involvement related to the individualized transition support plans? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Express opinions about the plans
- 2 Ask for explanations about the plans
- 3 Take lessons and learn how to develop the plans
- 4 Answer questionnaires asking for hopes about the plans
- 5 Leading the career counseling meeting about the plans
- 6 Other ()

(22) What do you think schools can do to promote students' active involvement in the development of individualized transition support plans? Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Providing information about individualized plans and career guidance
- 2 Explaining clearly avoiding professional jargon
- 3 Listening to the student
- 4 Answering students' questions politely
- 5 Considering how to help the students speak with a relaxing manner
- 6 Proposing the options for the contents of the plans
- 7 Setting up the meeting prioritizing the students' schedule
- 9 Allowing the student to lead the career counseling meeting
- 10 Offering classes to promote students' active involvement in the planning
- 11 Other ()

(23) What would you like students to actually do to be actively involved related to individualized transition support plans. Circle all the items you think are necessary. (Please give a double circle to up to 2 items that are the most important of the circled items.)

- 1 Express opinions about the plans

- 2 Ask for explanations about the plans
- 3 Take lessons to learn how to develop the plans
- 4 Answer questionnaires asking about hopes about the plans
- 5 Leading the career counseling meeting for the plans
- 6 Other ()

(24) What do you think about the ITP in the United States that regulates equal participation for parents in the planning process in accordance with federal law?

- 1 We should regulate student/parent involvement too
- 2 We should start to implement gradually rather than regulating them.
- 3 Other ()

(25) What do you think about an approach or program that aims to promote active student involvement in planning in the United States?

- 1 We should do the same thing in class
- 2 We would like students to study at workshops outside the school
- 3 Other ()

We would like to ask about your son or daughter.

(26) The grade of your son or daughter ()th year of the high school

(27) Gender of your child

- 1 Male
- 2 Female

(28) Diagnosis of the disability or the severity level (multiple answers accepted) if you wouldn't mind answering it.

- 1 Mild intellectual disability
- 2 Moderate intellectual disability
- 3 Severe intellectual disability
- 4 Cerebral palsy
- 5 Autism
- 6 Learning disability
- 7 Other ()

Thank you very much for your kind cooperation.

Please let us know if there anything that is not clear in this questionnaire at our address.

Would you like us to send you the results?

- 1 Yes Then, to where? ()

Please write your opinions or comments freely on the reverse side of the questionnaire.

- 2 No