

## CHAPTER 3

### JAPANESE YOUNG ADULTS WITH INTELLECTUAL DISABILITIES AND THEIR TRANSITION NEEDS: POST-SCHOOL CASE STUDIES (STUDY 2)

Social policy to deal with individuals with disabilities in Japan has seen significant shifts in recent years. The Basic Law on Individuals with Disabilities (*shogaisha kihonho*) was amended in 1993 and was strongly influenced by the international movement in the 1980's. The law emphasizes full participation and equality as well as promoting employment in individuals with disabilities and it has enormously affected the policies and implementations of the special services (Ishibe, 2002). Japanese individuals with disabilities are, however, still marginalized to the extent that they do not fully participate in the prestigious occupations that provide social legitimacy. Moreover, contemporary Japanese society is represented as being a white-collar, heterosexual, able-bodied, fertile, male of pure Japanese blood. Expectations for individuals with disabilities to participate in the heterosexual nuclear family system, as in the work place, are also marginalized (Mackie, 2002).

Since 1979, all Japanese children from age 6 to 15 have had the right to public education, special high schools for

students aged 15 to 18 are being established, and recently transition support for students with disabilities has become one of the significant issues (Japanese Ministry of Education, Culture, Sports, Science and Technology, 2001a). For convenience, the present study refers to the upper-secondary department of special education schools in Japan as "special high schools". The transition support system in Japanese special high schools includes occupational programs, internship training at job sites, and regular meetings between teachers, students, and their parents. This often includes post-school assistance for about three years (Tokyo Department of Education, 2001) such as regular visits to the home or work by the teachers to check on how they are doing, as well as irregular visits in case of emergencies such as dismissal or other problems including work attitudes, interpersonal relationships at work, human rights violations such as low wages and sexual harassment or abuse. The teachers also may hold regular alumni gatherings, continuing education, and club activities as part of the post-school assistance (Mizutani & Yanagimoto, 2003). At many schools, 1 to 3 teachers are assigned to coordinate these activities while being relieved from some or all of their teaching obligations.

In 1999, the Japanese Ministry of Education, Culture, Sports, Science and Technology issued new educational regulations for special schools requiring "Individualized

plans for instruction" to be developed for all students' instructional units called "independent activities" at special schools. Furthermore, since the 2001 school year, special high school teachers in Tokyo have been developing "Individualized transition support plans" to enrich the current system of transition support system (Japanese Association of Special Schools' Principals, 2002a; 2002b). The Japanese versions of individualized plans have been strongly influenced by IEP/ITP in the United States although the main differences in Japan are that teachers usually develop individualized plans themselves, and only take students' and parents' opinions into account on a limited basis (Mizutani, Hiruma, & Yanagimoto, 2002), whereas ITP in the United States is usually done with a team of students, parents, and professionals including teachers, a vocational rehabilitation counselor, a transition coordinator, and supervisors at the student's work training site (Wehman, 1995).

#### **Purpose**

With regard to the present study, the research questions to be investigated are: (a) whether young adults with intellectual disabilities, their parents, and professionals have the same thoughts with regard to the transition needs of the young adults, and (b) what kind of factors contribute to the common perspectives among respondents. The reason why the above research questions were chosen was that the author felt

the goal in the transition planning process would be self-determination of student and parent because the results of Study 1 proved that their self-determination was not fully respected in the process of making individualized plans for instruction. If young adults, parents, and professionals had the same thoughts on transition of the young adult, the individualized transition support plans developed only by the professionals would sufficiently respect the self-determination of young adults and their parents. The factors contributing to their matching thoughts were investigated because they were expected to provide implications to the practice of individualized plans. The purpose of the present study is to answer the above research questions using a Japanese version of the Transition Planning Inventory (TPI) (Clark & Patton, 1997).

## Method

### *Research Design*

This study was designed to be case studies with the use of semi-structured intensive interviews using questionnaires and observation. The reason why the above method was used to answer the research questions was because we would like to present the quantitative data and detailed personal information in each case in order to introduce general findings regardless of the diversity of young adults' backgrounds including the severity of their intellectual disabilities. With the case

study method, it was thought that readers of the study in the United States would have a more vivid image of Japanese young adults with intellectual disabilities.

### *Participants and Sampling*

The participants of this study were young adults aged from 21 to 23 with intellectual disabilities who lived in Tokyo, their parents and supervising professionals. We chose this particular age group because it was thought that currently enrolled students and parents might have difficulty to openly express their opinions about the current practices, especially when Japanese parents do not have the same right to participate in their sons or daughters' public school education as parents in the United States who have had these rights since the 1975 Education for All Handicapped Act. Moreover, equal partnerships between teachers and parents have also not yet been established at Japanese schools (Ojima & Kubota, 1984; Yanagisawa, 1991). Interviewing between 3 to 5 years after graduation at age 18 might be best because the students and parents can still remember the school practices, and they have settled down in their chosen post-secondary settings. The graduates might provide us with more of a picture of how the young adults participate in the community after leaving high schools in Japan. We chose the Tokyo area because of greater opportunities for young adults with disabilities to work compared to more remote

areas, and there might be more diverse transition needs.

Individuals with intellectual disabilities in Japan are classified into four groups depending on the severity of their intellectual disabilities that were categorized by Tokyo Department of Welfare in 1995. These are a modified version of the AAMR's 1992 classifications and distinguish retardation into 4 levels (profound, severe, moderate, and mild) using intelligence test results from the Japanese version of WISC/WAIS-R or Binet, eight items from the Adaptive Behavior Scale, and personal information.

We sought to select a total of six young adults for our case studies, and to make sure that we had at least one case study for each of the four categories of retardation ranging from mild to profound. Facilities in Tokyo with good reputations were asked to randomly select two or three candidates for participants. The facilities asked were: an alumni organization of a special high school that was one of two university affiliate schools for students with intellectual disabilities in Tokyo, a regional work support center for adults with intellectual disabilities which was the first organization established for the supported employment in 1990 in Tokyo, two sheltered workshops and two adult day care services. The regional work support center selected candidates with mild intellectual disabilities, the sheltered workshops selected candidates with moderate or severe intellectual disabilities, the adult day

services selected candidates with profound and multiple disabilities. The young adults and their parents were asked for their consent to cooperate with the author's study in person or by telephone and those who consented became the study's participants. We interviewed 3 young adults who could communicate orally and for all six young adults, one of his/her parents and at least one of his/her supervisors at work, sheltered workshops, or adult day services were interviewed. The counselor at the regional work support center for a young adult was interviewed as well. All the young adults lived with their parents in the Tokyo metropolitan area. Their demographic information is shown in Table 3.1.

### *Instruments*

The Transition Planning Inventory (TPI) of Clark and Patton (1997) was modified to accommodate Japanese cultural considerations and questionnaires were developed for young adults, parents, and the supervising professionals for the young adults. The term TPI-J is used in this study to represent this modified inventory. The original TPI was in English and standardized with 844 participants including school personnel, students, and parents (Clark & Patton, 1997). It had 46 questions in total, with 4 to 6 questions in 9 transition domains (Table 3.2) plus 4 sections of questions regarding demographic information. There are 4 different forms of TPI, the school form,

Table 3.1. Demographic Information of the Young Adults.

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<b>Case 1: Namie</b>
Female, 23 years old, Mild MR/Cornelia de Langue Syndrome Characteristics: cautious, self-assertive Korean School→Special Day Class at Japanese regular school →Special High School→Supported Employment Family: Parents (Korean-Japanese 2 <sup>nd</sup> generation, business owners), 1 Elder Sister (married), 1 younger sister (college student), 1 younger brother (middle school student)
<b>Case 2: Yoji</b>
Male, 22 years old, Mild to Moderate MR Characteristics: nice-looking, enjoys drinking & smoking Regular class/school to middle school→Free School (for 3 years) →Sheltered Workshop Family: Parents (Father-Surgeon/Mother-Homemaker), 2 Younger sisters (college/one in medicine), One younger brother (middle school)
<b>Case 3: Ryuhei</b>
Male, 21 years old, Moderate MR/Down's Syndrome Characteristics: Japanese drum player, A weather reporter's fan Special School→Special High School→Sheltered Workshop Family: Parents (Teacher Father/Mother also used to teach), One elder brother (Music-major college student), Grandmother
<b>Case 4: Haruko</b>
Female, 22 years old, Severe MR Characteristics: Obedient, Capable worker Special Day Class at Regular School→Special High School→Sheltered Workshop Family: Parents (Father- White-colored worker/Mother-Homemaker)
<b>Case 5: Misaki</b>
Female, 21 years old, Profound MR/Epilepsy/Light Palsy Characteristics: Alternate quick reaction/absent-mindedness Special High School→Adult Day Service Family: Parents (Father- White-colored worker/Mother-Homemaker)
<b>Case 6: Kenji</b>
Male, 22 years old, Profound MR & Multiple with CP/Epilepsy Characteristics: 24-hour care needed Special High School→Adult Day Service Family: Parents (Father- White-colored worker/Mother-Homemaker)

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Table 3.2. Transition Planning Inventory (from Clark & Patton, 1997)

**Employment**

1. knows job requirements and demands
2. makes informed choices
3. knows how to get a job
4. demonstrates general job skills and work attitude
5. has specific job skills

**Further Education/Training**

6. knows how to gain entry into community employment training
7. knows how to gain entry into GED program
8. knows how to gain entry into vocational/technical school
9. knows how to gain entry into college or university
10. can succeed in a postsecondary program

**Daily Living**

11. maintains personal grooming and hygiene
12. knows how to locate place to live
13. knows how to set up living arrangement
14. performs everyday household tasks
15. manages own money
16. uses local transportation systems

**Leisure Activities**

17. performs indoor activities
18. performs outdoor activities
19. uses settings that offer entertainment

**Community Participation**

20. knows basic legal rights
21. participates as an active citizen
22. makes legal decisions
23. locates community services and resources
24. uses services and resources successfully
25. knows how to obtain financial assistance

**Health**

26. maintains good physical health
27. addresses physical problems
28. maintains good mental health
29. addresses mental health problems
30. knows about reproduction
31. makes informed choices regarding sexual behavior

**Self-Determination**

32. recognizes and accepts own strengths and limitations
33. expresses feelings and ideas appropriately
34. expresses feelings and ideas confidently
35. sets personal goals
36. makes personal decisions

**Communication**

37. has needed speaking skills
38. has needed listening skills
39. has needed reading skills
40. has needed writing skills

**Interpersonal Relationships**

41. gets along well with family members
42. demonstrates knowledge and skills of parenting
43. establishes and maintains friendships
44. displays appropriate social behavior in variety of settings
45. demonstrates skills for getting along with coworkers
46. demonstrates skills for getting along with supervisor

the home form, and the student form, in addition to a profile and further assessment recommendations form that is used for generating the scores from the school, home, and student to develop the individualized transition plan. The TPI-J questionnaire had 110 questions. Questions were added to the results of a pilot study that was conducted in the summer of 1999 that used a simple form of the Japanese translated TPI given to 15 Japanese special education teachers, 10 parents, and 7 young adults with mild disabilities. A discussion was had with the teachers focusing on how we modify that original TPI so that the teachers and parents of the young adults with severe or profound intellectual disabilities would feel at ease in answering questions since many questions of the original TPI targeted students with only mild disabilities. Then, we added 4 to 6 questions so there were 10 questions in each of the 9 domains of the TPI-J.

Cultural considerations for revisions were also made, for example, in the communication domain, questions were added such as "has reading skills (including picture books or comics)" since reading comic books is a quite popular activity for Japanese young adults or "has reading/writing skills of Chinese characters" since this system is firmly in place (Please see Note 1). The items in each domain were ordered by ease with questions regarding easy functions in the first two or three items so that teachers and parents of students with severe or

profound intellectual disabilities could still easily answer. The order of the domains was also changed to reflect the different levels of the respondents starting from communication, interpersonal relationships, self-determination, health, participation, recreation and leisure, daily living, employment, and post-secondary education. This order helped teachers and parents of students with severe or profound intellectual disabilities whose students or sons/daughters might not have needs in employment or post-secondary education to answer the questions orderly. Nine other questions were also added asking interviewees where they would like to seek support or instruction on each of the 9 domains. Eleven questions dealt with demographic information.

The original TPI was a 6 level Likert scale 0 to 5, with 0 being equivalent to "strongly disagree" and 5 to "strongly agree" in addition to "NA or not applicable" and "DK or don't know." We simplified this to a 4 level scale indicating, "very much needed," "needed," "not much needed," and "never needed."

Five Japanese special education teachers and five graduate students majoring in special education in Japan were asked to evaluate the questionnaire for content validity. The final draft of the questionnaire consisted of items that all evaluators considered appropriate. Several teachers were asked to answer the questionnaire a second time after a two-week interval, which resulted in more than 90% test-retest

reliability. The 90 questions in the TPI-J are shown in Table 3.3 to 3.8, and the actual questionnaire is available from the author upon request. Written in standard Japanese, the version for young adults used simplified expressions and provided *Hiragana*<sup>1</sup> for pronouncing each of the Chinese characters mingled within the standard Japanese text.

### ***Procedure***

For all six young adults, the author interviewed one of his/her parents, at least one of his/her supervisors at work, the sheltered workshops or the adult day care service centers. As the young adults lived and worked in Tokyo, all the interviews were held at the interviewee's convenience at their house, a coffee shop, at their workplace, or at their day care service center. The author visited all the worksites/day care service centers and observed the young adults' daily activities for at least one day. Each interview took at least one hour and focused on obtaining responses for all of the items on the TPI-J questionnaire before moving on to free discussion about the problems and issues they had in high school and afterwards,

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<sup>1</sup> *Hiragana* is one of three main types of written characters in Japan: Kanji (Chinese characters), Hiragana, and Katakana. Both Hiragana and Katakana were simplified from the Chinese characters to be their phonetic equivalent in about the 9<sup>th</sup> century. There are 46 characters in both Hiragana and Katakana and they represent single syllables. Basically, a mixture of Kanji and Hiragana are used for written expressions in Japanese text and Katakana is used only for loan words from foreign languages. Students learn 46 Hiragana characters in their first year at elementary schools in Japan (Nippon Steel Human Resources Development, 2002).

3.3. Namie's Transition Needs.

Needs Items	Ratings			Notes
	Namie	Mom	Pro.	
<b>COMMUNICATION</b>				
1.has speaking skills to express intention and feelings	x	⊙	○	She was passive at school though she is active now.
2.has listening skills to understand speech	x	⊙	⊙	
3.has body-language skills to express wills and feelings	x	⊙	△	
4.understand meaning of the body-language	x	⊙	○	
5.has computer skills for communication	x	△	△	
6.has reading skills (including picture books or comics)	△	○	△	She reads magazine and TV guide.
7.understand newspaper articles	△	○	○	She only reads TV section.
8.has reading/writing skills of Chinese characters	⊙	⊙	○	
9.understands the meaning of signs	⊙	⊙	○	
10.has reading/writing skills using wordprocessor	△	○	△	
<b>INTERPERSONAL RELATIONSHIPS</b>				
1. gets along well with family and relatives	⊙	⊙		
2. gets along well with peers or colleagues	○	○		
3. gets along well with teachers or supervisors	○	○		
4. says hello to others	○	○	⊙	
5. establishes and maintains friendships	○	○	○	
6. has best friends	○	○		
7. be considerate to others	○	⊙	○	
8. be polite to others	○	⊙	○	
9. be close to others for bodily contact	x	⊙		She knows it will make her unpopular.
10. be spoiled by others	○	○	△	
<b>SELF-DETERMINATION</b>				
1.expresses likes/dislikes on food	○	⊙		
2.expresses being uncomfortable	○	⊙	○	
3.refuses someone who says uncomfortable things	○	⊙	○	She couldn't reject others before.
4.recognizes her own strength and limitations	○	⊙	○	
5.expresses feelings and ideas confidently	○	⊙	○	She talked about her disability to the 400 audiences.
6.selects subjects/club activities on her own	○	⊙		She chose cooking club at high school.
7.sets personal goals	○	○	○	
8.expresses needs of support when needed	○	○	○	
9.makes personal decision about her own career	○	⊙		
10.makes personal decisions about living environment	○	⊙		
<b>HEALTH</b>				
1.sleeps well for appropriate amount of hours	○	○	○	She goes to bed around midnight.
2.eats appropriately nutritious meals	○	○	○	She doesn't eat much.
3.does appropriate light exercise	○	○	○	She thinks commuting is a good exercise.
4.maintains regular daily life	○	○	○	
5.maintains own health and safety	○	○	○	
6.takes medicine on own when needed	○	○	○	
7.goes to hospital on own when feeling sick	○	○	○	She rarely feels sick.
8.solves problems by consulting others	○	○	○	
9.dates someone with mental age appropriate manners	○	○	○	She sometimes dates with someone.
10.knows about reproduction and contraception	○	○		She learned it at high school and by TV programs.

Ratings ⊙ Very much needed  
 ○ Needed  
 △ Not much needed  
 x Never needed

Needs Items	Rating			Notes
	Name	Mom	Pro.	
<b>COMMUNITY PARTICIPATION</b>				
1. participates in community activities	X	<input type="radio"/>	<input type="radio"/>	
2. runs for or votes for student's association, etc.	Δ	Δ		
3. participates in activities of people with disabilities	X	<input type="radio"/>		
4. participates in activities of nondisabled people	Δ	<input type="radio"/>	<input type="radio"/>	
5. uses volunteer services	Δ	<input type="radio"/>		
6. participates in volunteer services	Δ	<input type="radio"/>	<input type="radio"/>	
7. knows what is right or wrong on her own	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
8. visits department of welfare with someone	X	<input checked="" type="radio"/>		She's done alien registration and will do again in 2003.
9. visits department of welfare on her own	<input type="radio"/>	<input checked="" type="radio"/>		
10. knows about social security or public supports	Δ	<input checked="" type="radio"/>		She is not sure if she needs it.
<b>RECREATION/LEISURE</b>				
1. watches TV or VTR	<input type="radio"/>	<input checked="" type="radio"/>		
2. listens to music	<input type="radio"/>	<input checked="" type="radio"/>		
3. performs indoor/outdoor sports	Δ	<input type="radio"/>		
4. spends time with friends/siblings without supervisor	<input type="radio"/>	<input checked="" type="radio"/>		She does it sometimes.
5. stays alone without supervisor/caretaker for 1 hour<	<input type="radio"/>	<input checked="" type="radio"/>		
6. sings songs or plays musical instruments	<input type="radio"/>	<input checked="" type="radio"/>		
7. draws paintings or makes crafts	Δ	<input type="radio"/>		
8. plays with video/computer games	X	<input type="radio"/>		
9. participates in trips, camps, or outings	Δ	<input type="radio"/>		
10. participates in parties or social gatherings	Δ	<input type="radio"/>		She was wondering if she would participate in company party.
<b>DAILY LIVING</b>				
1. mobilizes by herself	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
2. eats by herself	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
3. changes clothes by herself	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
4. takes bath by herself	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
5. cleans her own room	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
6. washes her own clothes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	She helps folding clothes.
7. cooks easy foods	<input type="radio"/>	<input checked="" type="radio"/>		She cooks curry rice.
8. goes for shopping if someone asks	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
9. makes phone calls on her own	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
10. manages her own money	Δ	<input checked="" type="radio"/>	<input type="radio"/>	Mother manages Namie's money.
<b>EMPLOYMENT</b>				
1. thinks about using public sheltered workshops	X	<input type="radio"/>		
2. thinks about using private sheltered workshops	X	<input checked="" type="radio"/>		
3. maintains rules or habits at work or at school	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
4. thinks about what career will be the best in the future	<input type="radio"/>	<input checked="" type="radio"/>		
5. learns how to find the jobs	X	<input checked="" type="radio"/>		She thinks it's difficult.
6. learns how to interview for the jobs	<input type="radio"/>	<input checked="" type="radio"/>		
7. receives vocational trainings	<input type="radio"/>	<input checked="" type="radio"/>		
8. thinks about being supported employment	<input type="radio"/>	<input checked="" type="radio"/>		
9. receives practical training	<input type="radio"/>	<input checked="" type="radio"/>		She worked at lunch box shops.
10. works part time	X	<input checked="" type="radio"/>		
<b>FURTHER EDUCATION/TRAINING</b>				
1. discusses about further education with teacher/family	X	<input checked="" type="radio"/>		
2. discusses about learning some skills	X	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
3. discusses about taking some licences	X	<input type="radio"/>		
4. discusses about continuing education	Δ	<input type="radio"/>		She took Japanese calligraphy and piano lessons.
5. discusses about vocational training school	X	<input type="radio"/>		
6. discusses about technical college	X	<input type="radio"/>		
7. asks for special consideration for exams	X			
8. discusses colleges or universities	X	<input type="radio"/>		
9. obtains motivations for graduating college/university	X	X		
10. obtains ability to graduate college/university	X	X		

Table 3.4. Yoji's Transition Needs.

Needs Items	Ratings			Notes
	Yoji	Mom	Pro.	
<b>COMMUNICATION</b>				
1.has speaking skills to express intention and feelings	○	⊕	○	He can't order at McDonalds.
2.has listening skills to understand speech	○	⊕	○	
3.has body-language skills to express wills and feelings	△	△	○	
4.understand meaning of the body-language	○	△	○	
5.has computer skills for communication	○	x	x	He is scared of machines especially staplers.
6.has reading skills (including picture books or comics)	○	○	x	
7.understand newspaper articles	△	x	x	
8.has reading/writing skills of Chinese characters	△	△	△	He wishes.
9.undersains the meaning of signs	○	○	○	He should learn not to get lost.
10.has reading/writing skills using wordprocessor	x	△	x	He learned it at Free School
<b>INTERPERSONAL RELATIONSHIPS</b>				
1.gets along well with family and relatives	⊕	⊕	⊕	He learned good manners from his parents.
2.gets along well with peers or colleagues	⊕	⊕	⊕	
3.gets along well with teachers or supervisors	⊕	○	⊕	
4.says hello to others	⊕	○	⊕	
5.establishes and maintains friendships	⊕	○	○	
6.has best friends	○	⊕	○	He likes fat people and try to get closer.
7.be considerate to others	⊕	○	○	
8.be polite to others	⊕	○	○	He is polite to others outside but not at home.
9.be close to others for bodily contact	○	⊕	○	He likes touch favorite male friends' heads or cheeks.
10.be spoiled by others	△	○	○	He likes to be spoiled or touched by his younger brother.
<b>SELF-DETERMINATION</b>				
1.expresses likes/dislikes on food	○	⊕	○	He likes raw fish, doesn't like tomatos and cucumbers
2.expresses being uncomfortable	○	⊕	○	
3.refuses someone who says uncomfortable things	○	⊕	○	He can reject people he knows well, but may not reject others.
4.recognizes own strength and limitations	○	⊕	○	He hates noise especially pistols. He doesn't like studying.
5.expresses feelings and ideas confidently	○	△	○	
6.selects subjects/club activities on his own	○	△	○	He was in a science club and fishing club.
7.sets personal goals	△	△	○	
8.expresses needs of support when needed	○	⊕	○	
9.makes personal decision about own career	○	x	△	Schools/workshop he went was his mom's choice.
10.makes personal decisions about living environment	△	△	x	He loves his dad very much and doesn't want to leave.
<b>HEALTH</b>				
1.sleeps well for appropriate amount of hours	⊕	○	○	He never sleeps at shared workshop.
2.eats appropriately nutritious meals	⊕	⊕	⊕	
3.does appropriate light exercises	⊕	○	○	He likes walking with the dog and walk to clean the park.
4.maintains regular daily life	⊕	○	○	He gets up at 5 and goes to bed at 10.
5.maintains own health and safety	⊕	○	○	He like clothes and changes other clothes for cleaning job.
6.takes medicine on own when needed	△	○	○	He takes flu medicines.
7.goes to hospital on own when feeling sick	⊕	⊕	○	
8.solves problems by consulting others	○	○	○	He is not happy about his little allowance.
9.dates someone with mental-age appropriate manners	○	x	○	He scores a girl but too shy to get close.
10.knows about reproduction and contraception	○	x	△	He thinks he will have a baby if he gets married.

Ratings ⊕ Very much needed  
○ Needed  
△ Not much needed  
x Never needed

Needs Items	Rating			Notes
	Yojl	Mom	Pro.	
<b>COMMUNITY PARTICIPATION</b>				
1. participates in community activities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes participating in the festivals to carry the cart.
2. runs for or votes for student's association, etc.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3. participates in activities of people with disabilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
4. participates in activities of nondisabled people	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
5. uses volunteer services	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
6. participates in volunteer services	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He would like to deliver soft drinks to people at service areas.
7. knows what is right or wrong on his own	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He thinks it's wrong to wear pants too low or talks about ass.
8. visits department of welfare with someone	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
9. visits department of welfare on his own	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
10. knows about social security or public supports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He applied for the support for the first time from the workshop.
<b>RECREATION/LEISURE</b>				
1. watches TV or VTR	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes watching animation.
2. listens to music	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes the group called SMAP and other music for sports day.
3. performs indoor/outdoor sports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes to play with air gun if there is no noise.
4. spends time with friends/siblings without supervisor	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He stayed at home alone for an night once.
5. stays alone without supervisor/carer for 1 hour<	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
6. sings songs or plays musical instruments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes the song from "Sazae-san" and singing in karaoke.
7. draws paintings or makes crafts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He made a muller at the work shop.
8. plays with video/computer games	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He plays with "game boy."
9. participates in trips, camps, or hikes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes hot springs and visits to his father's parents' house.
10. participates in parties or social gatherings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes Obon dancing.
<b>DAILY LIVING</b>				
1. mobilizes by himself	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2. eats by himself	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3. changes clothes by himself	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
4. takes a bath by himself	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes taking a bath with dad.
5. cleans his own room	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes clean.
6. washes his own clothes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes washing clothes for everyone in his family.
7. cooks easy foods	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes cooking for everyone at home. He likes cup-noodle.
8. goes for shopping if someone asks	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes dry-cleaner often. He buys his cigarettes.
9. makes phone calls on his own	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He can call home, but not anywhere else.
10. manages own money	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	He put all his money in his wallet and takes it everywhere.
<b>EMPLOYMENT</b>				
1. thinks about using public sheltered workshops	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2. thinks about using private sheltered workshops	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3. maintains rules or habits at work or at school	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
4. thinks about what career will be the best in the future	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He hopes to become a surgeon like his father.
5. learns how to find the jobs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
6. learns how to interview for the jobs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
7. receives vocational trainings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
8. thinks about using supported employment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
9. receives practical training	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
10. works part time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He thinks going to sheltered workshop is a part time job to him.
<b>FURTHER EDUCATION/TRAINING</b>				
1. discusses about further education with teacher/family	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	*Mom thought all of them were not appropriate to answer.
2. discusses about learning some skills	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3. discusses about taking some licences	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
4. discusses about continuing education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He wants to learn English and goes to Hawaii and other countries.
5. discusses about vocational training school	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Supervisor thinks he should go back to school for job training.
6. discusses about technical college	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
7. asks for special consideration for exams	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
8. discusses colleges or universities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
9. obtains motivations for graduating college/university	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes to go to high school and college with his brother.
10. obtains ability to graduate college/university	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	He likes to money to celebrate his entrance for the college.

Table 3.5. Ryuhei's Transition Needs.

Needs Items	Ratings			Notes
	Ryuhei	Mom	Pro.	
<b>COMMUNICATION</b>				* No Interview with Ryuhei.
1. has speaking skills to express intention and feelings		○	○	He only speaks w/ parents and others who are close.
2. has listening skills to understand speech		○	○	
3. has body-language skills to express wills and feelings		○	○	
4. understand meaning of the body-language		○	○	
5. has computer skills for communication		○	×	
6. has reading skills (including picture books or comics)		○	○	He likes Japanese old stories and TV guide.
7. understand newspaper articles		○	○	He likes sports section. The Giants' fan.
8. has reading/writing skills of Chinese characters		○	○	he can write his name and address and copy recipes.
9. understands the meaning of signs		○	○	
10. has reading/writing skills using wordprocessor		○	△	He practices wordprocessing at special high school.
<b>INTERPERSONAL RELATIONSHIPS</b>				
1. gets along well with family and relatives		○	○	
2. gets along well with peers or colleagues		○	○	
3. gets along well with teachers or supervisors		○	○	
4. says hello to others		○	○	
5. establishes and maintains friendships		○	○	
6. has best friends		○	⊙	It is difficult, but he is usually liked by others.
7. is considerate to others		○	○	He has regular friends.
8. is polite to others		○	○	He can consider family members and people he knows.
9. be close to others for bodily contact		△	×	
10. be spoiled by others		○	△	He likes to be spoiled only by mom and brother.
<b>SELF-DETERMINATION</b>				
1. expresses likes/dislikes on food		○	⊙	He likes meat, fish, veges, and sweets.
2. expresses being uncomfortable		○	⊙	He is scared of closed place like Karaoke rooms.
3. refuses someone who says uncomfortable things		○	⊙	
4. recognizes his own strength and limitations		○	⊙	He likes watching first before he participates in.
5. expresses feelings and ideas confidently		○	○	
6. selects subjects/club activities on his own		○	○	
7. sets personal goals		○	○	He can do it if he gets some help.
8. expresses needs of support when needed		○	○	People at the workshop sees his needs well.
9. makes personal decision about his own career		○	○	
10. makes personal decisions about living environment		○	○	
<b>HEALTH</b>				
1. sleeps well for appropriate amount of hours		○	○	He gets up at 8 and goes to bed at 10.
2. eats appropriately nutritious meals		○	⊙	
3. does appropriate light exercise		○	○	
4. maintains regular daily life		○	○	
5. maintains own health and safety		○	○	He freely eats too much but watches out the traffic.
6. takes medicine on his own when needed		○	○	
7. goes to hospital on his own when feeling sick		○	○	
8. solves problems by consulting others		○	○	He wishes.
9. dates someone with mental-age appropriate manners		○	○	He wishes.
10. knows about reproduction and contraception		△	△	

Ratings ⊙ Very much needed  
 ○ Needed  
 △ Not much needed  
 × Never needed

Needs Items	Rating			Notes
	Ryuhel	Mom	Pro.	
<b>COMMUNITY PARTICIPATION</b>				
1. participates in community activities		<input type="radio"/>	<input type="radio"/>	
2. runs for or votes for student's association, etc.		<input type="radio"/>	<input type="radio"/>	
3. participates in activities of people with disabilities		<input type="radio"/>	<input type="radio"/>	He enjoys Japanese drum playing.
4. participates in activities of nondisabled people		<input type="radio"/>	<input type="triangle"/>	He wants to swimming, chorus, and dance groups.
5. uses volunteer services		<input type="radio"/>	<input type="radio"/>	He wishes to have someone to go to movie with him.
6. participates in volunteer services		<input type="radio"/>	<input type="radio"/>	He thinks participating in community cleaning.
7. knows what is right or wrong on his own		<input type="radio"/>	<input type="radio"/>	
8. visits department of welfare with someone		<input type="radio"/>	<input type="radio"/>	
9. visits department of welfare on his own		<input type="radio"/>	<input type="triangle"/>	
10. knows about social security or public supports		<input type="radio"/>	<input type="triangle"/>	It is too difficult for him to understand.
<b>RECREATION/LEISURE</b>				
1. watches TV or VTR		<input type="radio"/>	<input type="radio"/>	He likes a TV-reporter girl, watches TV for approx. 2 hours.
2. listens to music		<input type="radio"/>	<input type="radio"/>	His brother is a musician.
3. performs indoor/outdoor sports		<input type="radio"/>	<input type="radio"/>	He goes to swimming at center for people with disabilities.
4. spends time with friends/playing without supervisor		<input type="radio"/>	<input type="radio"/>	
5. stays alone without supervisor/carer for 1-hour<		<input type="radio"/>	<input type="radio"/>	He can stay home alone.
6. sings songs or plays musical instruments		<input type="radio"/>	<input type="radio"/>	He likes songs from "Doraemon" and "Mha Komon."
7. draws paintings or makes crafts		<input type="radio"/>	<input type="radio"/>	
8. plays with video/computer games		<input type="radio"/>	<input type="radio"/>	He loves them.
9. participates in trips, camps, or hikes		<input type="radio"/>	<input type="radio"/>	Only with his family.
10. participates in parties or social gatherings		<input type="radio"/>	<input type="radio"/>	
<b>DAILY LIVING</b>				
1. mobilizes by himself		<input type="radio"/>	<input checked="" type="radio"/>	
2. eats by himself		<input type="radio"/>	<input checked="" type="radio"/>	
3. changes clothes by himself		<input type="radio"/>	<input checked="" type="radio"/>	
4. takes a bath by himself		<input type="radio"/>	<input checked="" type="radio"/>	
5. cleans by himself		<input type="radio"/>	<input type="radio"/>	If someone tells him, he may do it.
6. washes his own clothes		<input type="radio"/>	<input type="radio"/>	
7. cooks easy foods		<input type="radio"/>	<input type="radio"/>	He likes cooking sunnyside up and au gratin.
8. goes for shopping if someone asks		<input type="radio"/>	<input type="radio"/>	
9. makes phone calls on his own		<input type="radio"/>	<input type="radio"/>	He has a cell phone which directly calls his mom, bro, and home.
10. manages his own money		<input type="radio"/>	<input type="radio"/>	He has 1500-2000 yen in wallet. He is good at math.
<b>EMPLOYMENT</b>				
1. thinks about using public sheltered workshops		<input type="triangle"/>	<input checked="" type="radio"/>	
2. thinks about using private sheltered workshops		<input type="radio"/>	<input checked="" type="radio"/>	
3. maintains rules or habits at work or at school		<input type="radio"/>	<input type="radio"/>	
4. thinks about what career will be the best in the future		<input type="radio"/>	<input type="radio"/>	
5. learns how to find the jobs		<input checked="" type="radio"/>	<input type="radio"/>	* Mom thinks Ryuhel doesn't need any further.
6. learns how to interview for the jobs		<input checked="" type="radio"/>	<input type="radio"/>	* Supervisor thinks the questions may not be appropriate.
7. receives vocational trainings		<input checked="" type="radio"/>	<input type="radio"/>	
8. thinks about using supported employment		<input checked="" type="radio"/>	<input type="radio"/>	
9. receives practical training		<input checked="" type="radio"/>	<input type="radio"/>	He did the training at shoe shop near home.
10. works part-time		<input checked="" type="radio"/>	<input type="radio"/>	
<b>FURTHER EDUCATION/TRAINING</b>				
1. discusses about further education with teacher/family		<input type="triangle"/>	<input type="radio"/>	He may go to post-secondary department of special school.
2. discusses about learning some skills		<input type="radio"/>	<input type="radio"/>	
3. discusses about taking some licences		<input checked="" type="radio"/>	<input type="radio"/>	
4. discusses about continuing education		<input type="radio"/>	<input type="radio"/>	He enjoys taking Japanese drum lessons.
5. discusses about vocational training school		<input checked="" type="radio"/>	<input type="radio"/>	
6. discusses about technical college		<input checked="" type="radio"/>	<input type="radio"/>	
7. asks for special consideration for exams		<input checked="" type="radio"/>	<input type="radio"/>	
8. discusses colleges or universities		<input checked="" type="radio"/>	<input type="radio"/>	
9. obtains motivations for graduating college/university		<input checked="" type="radio"/>	<input type="radio"/>	
10. obtains ability to graduate college/university		<input checked="" type="radio"/>	<input type="radio"/>	

Table 3.6. Haruko's Transition Needs.

Needs Items	Ratings			Notes
	Haruko	Mom	Pro.	
<b>COMMUNICATION</b>				
*Haruko answered "Yes!" for all questions so those were invalid.				
1. has speaking skills to express intention and feelings		○	○	She can speak one word sentence when something comes up.
2. has listening skills to understand speech		△	○	She understands well what she is told.
3. has body-language skills to express wills and feelings		○	○	She does it when she really needs it.
4. understand meaning of the body-language		x	○	
5. has computer skills for communication		x	x	
6. has reading skills (including picture books or comics)		x	○	She enjoys comics and picture books for 2-3 year old kids.
7. understand newspaper articles		x	x	
8. has reading/writing skills of Chinese characters		x	x	
9. understands the meaning of signs		x	x	
10. has reading/writing skills using wordprocessor		x	x	
<b>INTERPERSONAL RELATIONSHIPS</b>				
1. gets along well with family and relatives		○	○	She usually stays at her grandma's in Kyushu for summer.
2. gets along well with peers or colleagues		○	○	She likes taking care of her juniors.
3. gets along well with teachers or supervisors		○	○	
4. says hello to others		○	○	She does it too much. She should save it only for people she knows.
5. establishes and maintains friendships		○	○	She can check her friends attendance by looking at their shoes.
6. has best friends		△	○	She has a friend going home together.
7. be considerate to others		○	○	She does it too much.
8. be polite to others		○	○	She likes cleaning tables after meals. She cannot wait for toilets.
9. be close to others for bodily contact		x	○	She needs it as her communication tool (according to supervisor)
10. be envied by others		x	○	
<b>SELF-DETERMINATION</b>				
1. expresses likes/dislikes on food		x	○	She leaves cucumbers and fruits for she hates them.
2. expresses being uncomfortable		x	○	Mom likes her obedient. She hates being shouted.
3. rejects when someone says uncomfortable things		x	○	Mom only makes her do whatever she needs.
4. recognizes her own strength and limitations		△	○	She doesn't like sports and walking.
5. expresses feelings and ideas confidently		x	○	She is confident because she knows which notebook is who's.
6. selects subjects/club activities on own		x	○	*Mom thinks not appropriate to answer further.
7. sets personal goals		x	○	
8. expresses needs of support when needed		x	x	She works very quickly.
9. makes personal decision about her own career		x	x	
10. makes personal decisions about living environment		x	x	
<b>HEALTH</b>				
1. sleeps well for appropriate amount of hours		○	△	She gets up at 6 and goes to bed at 10.
2. eats appropriately nutritious meals		○	○	She tends to be obese.
3. does appropriate light exercise		○	○	She walks to the park three times a week.
4. maintains regular daily life		○	○	
5. maintains own health and safety		x	○	Parents want to take care of her.
6. takes medicine on own when needed		x	○	She overdosed her allergy medicine once.
7. goes to hospital on own when feeling sick		x	○	
8. solves problems by consulting others		x	○	She comes to the supervisor when someone shouts.
9. dates someone with mental-age appropriate manners		x	x	She hits boys' heads maybe because she is interested in them.
10. knows about reproduction and contraception		x	x	

Ratings ○ Very much needed  
 ○ Needed  
 △ Not much needed  
 x Never needed

Needs Items	Rating			Notes
	Haruko	Mom	Pro.	
<b>COMMUNITY PARTICIPATION</b>				
1. participates in community activities		<input type="radio"/>	<input type="radio"/>	She goes to watch Obon dancing.
2. runs for or votes for student's association, etc.		<input type="triangle"/>	<input type="radio"/>	She know who she likes or not.
3. participates in activities of people with disabilities		<input type="radio"/>	<input type="radio"/>	She and mom go to short trips with parents group once a month.
4. participates in activities of nondisabled people		<input type="radio"/>	<input type="radio"/>	She likes to join if there is one appropriate for her.
5. uses volunteer services		<input checked="" type="checkbox"/>	<input type="radio"/>	Mom should use escort services for Haruko's commuting.
6. participates in volunteer services		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	It is impossible.
7. knows what is right or wrong on her own		<input type="radio"/>	<input type="radio"/>	She learned the danger by being hit when she was very young.
8. visits department of welfare with someone		<input type="radio"/>	<input type="radio"/>	
9. visits department of welfare on her own		<input checked="" type="checkbox"/>	<input type="radio"/>	
10. knows about social security or public supports		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	It is too hard for her to understand.
<b>RECREATION/LEISURE</b>				
1. watches TV or VTR		<input type="radio"/>	<input type="radio"/>	
2. listens to music		<input type="radio"/>	<input type="radio"/>	She likes dancing and singing.
3. performs indoor/outdoor sports		<input type="radio"/>	<input type="radio"/>	
4. spends time with friends/siblings without supervisor		<input type="radio"/>	<input type="radio"/>	
5. stays alone without supervisor/carer for 1 hour		<input type="radio"/>	<input type="radio"/>	She stays home for a hour or so while mom goes for shopping.
6. sings songs or plays musical instruments		<input type="radio"/>	<input type="radio"/>	
7. draws paintings or makes crafts		<input type="radio"/>	<input type="radio"/>	She created pushed flowers and other crafts.
8. plays with video/computer games		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9. participates in trips, camps, or hikes		<input type="radio"/>	<input type="radio"/>	with her parents.
10. participates in parties or social gatherings		<input type="radio"/>	<input type="radio"/>	She likes parties.
<b>DAILY LIVING</b>				
1. mobilizes by herself		<input type="radio"/>	<input type="radio"/>	
2. eats by herself		<input type="radio"/>	<input type="radio"/>	
3. changes clothes by herself		<input type="radio"/>	<input type="radio"/>	She sometimes cannot put the button in the right holes.
4. takes a bath by herself		<input type="radio"/>	<input type="radio"/>	She cannot wash herself alone. She takes a bath with mom.
5. cleans her own room		<input type="radio"/>	<input type="radio"/>	
6. washes her own clothes		<input type="radio"/>	<input type="radio"/>	
7. cooks easy foods		<input type="radio"/>	<input type="radio"/>	She did it when she was a student, but not now.
8. goes for shopping if someone asks		<input type="radio"/>	<input type="radio"/>	She did it before family home moved to a new town, but not now.
9. makes phone calls on her own		<input checked="" type="checkbox"/>	<input type="radio"/>	She is interested in telephones.
10. manages her own money		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>EMPLOYMENT</b>				
1. thinks about using public sheltered workshops		<input type="radio"/>	<input type="radio"/>	
2. thinks about using private sheltered workshops		<input type="radio"/>	<input type="radio"/>	She didn't like to get into a workshop in her local community.
3. maintains rules or habits at work or at school		<input type="radio"/>	<input type="radio"/>	
4. thinks about what career will be the best in the future		<input checked="" type="checkbox"/>	<input type="radio"/>	* Mom thinks Haruko doesn't need anything further.
5. learns how to find the jobs		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6. learns how to interview for the jobs		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7. receives vocational trainings		<input checked="" type="checkbox"/>	<input type="radio"/>	Supervisor thinks she may try a public sheltered workshop.
8. thinks about using supported employment		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9. receives practical training		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10. works part-time		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>FURTHER EDUCATION/TRAINING</b>				
1. discusses about further education with teacher/family		<input checked="" type="checkbox"/>	<input type="radio"/>	Supervisor thinks they should talk with social worker.
2. discusses about learning some skills		<input checked="" type="checkbox"/>	<input type="radio"/>	They discuss it at the workshop.
3. discusses about taking some licences		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	* Supervisor thinks the questions may be too difficult for her.
4. discusses about continuing education		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5. discusses about vocational training school		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6. discusses about technical college		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7. asks for special consideration for exams		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
8. discusses colleges or universities		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9. obtains motivations for graduating college/university		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10. obtains ability to graduate college/university		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Table 3.7. Misaki's Transition Needs.

Needs Items	Ratings			Notes
	Misaki	Mom	Pro.	
<b>COMMUNICATION</b>				
* Misaki didn't answer any questions.				
1.has speaking skills to express intention and feelings	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	She can speak some words.
2.has listening skills to understand speech	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	She can understand half of the daily speech.
3.has body-language skills to express wills and feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She learned "makaton" method once.
4.understands meaning of the body-language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.has computer skills for communication	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Mom wants her to use computer but there is no space at home.
6.has reading skills (including picture books or comics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She pays attention to pictures.
7.understand newspaper articles	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
8.has reading/writing skills of Chinese characters	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	She may know some menu or the names of the train stations.
9.undersalnds the meaning of signs	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	She knows the signs of the stations.
10.has reading/writing skills using wordprocessor	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	She wishes.
<b>INTERPERSONAL RELATIONSHIPS</b>				
1.gets along well with family and relatives	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	She can tell who is on her side and who is not.
2.gets along well with peers or colleagues	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	She only interacts with staff workers at adult day service.
3.gets along well with teachers or supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She sometimes forces her feelings or pinches them.
4.says hello to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.establishes and maintains friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.has best friends	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	She may not understand what the best friend is.
7.be considerate to others	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
8.be polite to others	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
9.be close to others for bodily contact	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	It is the way for her to communicate with others.
10.be spoiled by others	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	It is the way for her to communicate with others.
<b>SELF-DETERMINATION</b>				
1.expresses likes/dislikes on food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She doesn't eat what she hates.
2.expresses being uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She becomes hysteric when she is uncomfortable.
3.refuses someone who says uncomfortable things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She refuses by her gestures.
4.recognizes own strength and limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She doesn't like walking, music, and work.
5.expresses feelings and ideas confidently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She confidently displays what she hates.
6.selects subjects/club activities on her own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She needs them though it may be impossible.
7.sets personal goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Supervisor thinks it is too much for Misaki.
8.expresses needs of support when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She can give a hint for the toilet, but cannot tell when she hurts.
9.makes personal decision about her own career	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Supervisor thinks it's impossible for Misaki.
10.makes personal decisions about living environment	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Supervisor thinks it's impossible for Misaki.
<b>HEALTH</b>				
1.sleeps well for appropriate amount of hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She cannot sleep light. She sleeps all days on weekend.
2.eats appropriately nutritious meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.does appropriate light exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	She walks and swims.
4.maintains regular daily life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.maintains own health and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	* Mom thinks it is impossible but Misaki needs them.
6.takes medicine on own when needed	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
7.goes to hospital on own when feeling sick	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
8.solves problems by consulting others	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	She rubs her head to relieve stress when something is unusual.
9.deals someone with mental age appropriate manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Her mental age is 1-year old so supervisor thinks it's too hard.
10.knows about reproduction and contraception	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Ratings  Very much needed  
 Needed  
 Not much needed  
 Never needed

Needs Items	Rating			Notes
	Misaki	Mom	Pro.	
<b>COMMUNITY PARTICIPATION</b>				
1. participates in community activities		△	○	Mom thinks Misaki doesn't hope so.
2. runs for or votes for student's association, etc.		○	×	If she understands she should.
3. participates in activities of people with disabilities		○	×	If there are any.
4. participates in activities of nondisabled people		×	×	She can not do it without a caregiver.
5. uses volunteer services		○	○	She uses them when mom is sick.
6. participates in volunteer services		○	○	They are needed though they don't think Misaki can.
7. knows what is right or wrong		○	○	She needs to know what she cannot do.
8. visits department of welfare with someone		○	○	
9. visits department of welfare on her own		○	○	It is needed though they don't think Misaki can.
10. knows about social security or public supports		○	×	It is needed though they don't think Misaki can.
<b>RECREATION/LEISURE</b>				
1. watches TV or VTR		○	○	She watches programs for kids, exercise shows, and baseball.
2. listens to music		○	○	She listens to music for kids and radio exercise music.
3. performs indoor/outdoor sports		○	○	
4. spends time with friends/siblings without supervisor		○	×	
5. stays alone without supervisor/carer for 1 hour+		○	×	She needs 24 hours care.
6. sings songs or plays musical instruments		○	○	She likes "Okina Kuzho Kinshita de" song and drum music.
7. draws paintings or makes crafts		○	○	She hates it but she should do it.
8. plays with video/computer games		△	×	
9. participates in trips, camps, or hikes		○	○	
10. participates in parties or social gatherings		△	○	She participates in new years' or christmas parties.
<b>DAILY LIVING</b>				
1. mobilizes by herself		○	○	
2. eats by herself		○	○	She can if it is ready.
3. changes clothes by herself		○	×	She needs some help and cues.
4. takes a bath by herself		○	×	She needs help.
5. cleans her own room		○	×	She can clean her toys. She likes walking with the sweepers.
6. washes her own clothes		○	×	She washes her underwears by her hands.
7. cooks easy foods		○	○	She helps prepare vegetables and carry some plates.
8. goes for shopping if someone asks		○	×	She can do it with someone.
9. makes phone calls by herself		○	×	
10. manages her own money		○	×	
<b>EMPLOYMENT</b>				
1. thinks about using public sheltered workshops			×	* Mom thinks all items are not appropriate for Misaki.
2. thinks about using private sheltered workshops			×	
3. follows rules at work or at school			×	
4. thinks about what career will be the best in the future			×	
5. learns how to find the job			×	
6. learns how to interview for the job			×	
7. receives vocational trainings			×	
8. thinks about using supported employment			×	
9. receives practical training			×	
10. works part time			×	
<b>FURTHER EDUCATION/TRAINING</b>				
1. discusses about further education with teacher/family			×	
2. discusses about learning some skills			×	
3. discusses about getting some licences			×	
4. discusses about continuing education			×	
5. discusses about vocational training school			×	
6. discusses about technical college			×	
7. asks for special consideration for exams			×	
8. discusses colleges or universities			×	
9. obtains motivations for graduating college/university			×	
10. obtains ability to graduate college/university			×	

Table 3.8. Kenji's Transition Needs.

Needs Items	Ratings			Notes	
	Kenji	Mom	Pro.		
<b>COMMUNICATION</b>					
				* Kenji didn't answer any questions.	
1.has speaking skills to express intention and feelings			○	* Mom thinks it is too hard to communicate with him.	
2.has listening skills to understand speech			○		
3.has body-language skills to express wills and feelings			⊙		
4.understand meaning of the body-language			△		
5.has computer skills for communication			○		
6.has reading skills (including picture books or comics)			△		
7.understand newspaper articles			x		
8.has reading/writing skills of Chinese characters			x		
9.understands the meaning of signs			x		
10.has reading/writing skills using wordprocessor			x		
<b>INTERPERSONAL RELATIONSHIPS</b>					
1 gets along well with family and relatives			○	⊙	
2 gets along well with peers or colleagues			○	○	
3 gets along well with teachers or supervisors			○	○	
4 says hello to others			○	△	He says "Ah."
5 establishes and maintains friendships			○	△	Mom thinks he loves friends.
6 has best friends			○	○	Mom thinks he is close to friends who go on a trip together.
7 be considerate to others			○	△	He looks worried about his peers and people who come late.
8 be polite to others			○	x	Mom thinks he likely expresses gratitude.
9 be close to others for bodily contact			○	x	Mom says he wishes shaking hands but usually just touched.
10 be spoiled by others			○	x	
<b>SELF-DETERMINATION</b>					
1.expresses likes/dislikes on food			○	⊙	He makes faces. He doesn't open his mouth.
2.expresses being uncomfortable			○	⊙	He says "NOOOOO."
3.refuses someone who says uncomfortable things			○	⊙	He may get angry.
4.recognizes own strength and limitations				△	
5.expresses feelings and ideas confidently				x	
6.selects subjects/club activities by himself			○	○	He chooses cooking class for continuing ed and choose TV program.
7.sets personal goals			x	△	
8.expresses needs of support when needed			○	x	He make noise when something approaches to his face.
9.makes personal decision about his own career				○	Parents choose.
10.makes personal decisions about living environment				○	Parents choose.
<b>HEALTH</b>					
1 sleeps well for appropriate amount of hours			○	⊙	He gets up at 7 and goes to bed at 11:30. He sleeps anywhere.
2 eats appropriately nutritious meals			○	⊙	He eats paste and nutritious medicine.
3 does appropriate light exercise			○	⊙	He can move his feet while he is cared by someone.
4 maintains regular daily life			○	⊙	He goes to day service from Mon. to Fri. and relaxes on weekend.
5 maintains own health and safety			○	○	Parents take care.
6 takes medicine on own when needed			○	⊙	Mom takes care of him.
7 goes to hospital on own when feeling sick			○	○	Mom takes care of him.
8 solves problems by consulting others				○	He has stress due to oral communication.
9 dates someone with mental age appropriate manners			○	○	He likes interacting age-appropriate ones. He is interested in girls.
10.knows about reproduction and contraception			x	x	

Ratings ○ Very much needed

○ Needed

△ Not much needed

x Never needed

Needs Items	Rating			Notes
	Kenji	Mom	Pro.	
<b>COMMUNITY PARTICIPATION</b>				
1. participates in community activities		<input type="radio"/>	<input checked="" type="radio"/>	Freemarket, shopping, and town meetings.
2. runs for or votes for student's association, etc.		<input type="radio"/>	<input type="radio"/>	He can do it with someone's help.
3. participates in activities of people with disabilities		<input type="radio"/>	<input type="radio"/>	He attends a therapy training group session once a month.
4. participates in activities of nondisabled people		<input type="radio"/>	<input type="radio"/>	He participates in activities such as digging potatoes.
5. uses volunteer services		<input type="radio"/>	<input checked="" type="radio"/>	
6. participates in volunteer services		<input checked="" type="radio"/>	<input checked="" type="radio"/>	
7. knows what is right or wrong		<input type="radio"/>	<input type="radio"/>	He watches the same TV program with parents.
8. visits department of welfare with someone		<input type="radio"/>	<input type="radio"/>	He needs to do it so people at the dept. will know him well.
9. visits department of welfare on own			<input checked="" type="radio"/>	
10. knows about social security or public supports			<input checked="" type="radio"/>	He gets supports. Parent group/day services provides info.
<b>RECREATION/LEISURE</b>				
1. watches TV or VTR		<input type="radio"/>	<input checked="" type="radio"/>	He doesn't watch VTR.
2. listens to music		<input type="radio"/>	<input checked="" type="radio"/>	He love pop songs.
3. performs indoor/outdoor sports		<input type="radio"/>	<input type="radio"/>	He walks with his parents.
4. spends time with friends/siblings without supervisor		<input checked="" type="radio"/>	<input checked="" type="radio"/>	He needs it but it is just impossible.
5. stays alone without supervisor/carer for 1 hour		<input checked="" type="radio"/>	<input checked="" type="radio"/>	He needs it but it is just impossible.
6. sings songs or plays musical instruments		<input type="radio"/>	<input type="radio"/>	He says something like he tries to sing songs.
7. draws paintings or makes crafts		<input type="radio"/>	<input type="radio"/>	He does it with help.
8. plays with video/computer games		<input checked="" type="radio"/>	<input type="radio"/>	He is not interested in games though he tried it before.
9. participates in trips, camps, or hikes		<input type="radio"/>	<input checked="" type="radio"/>	He loves them.
10. participates in parties or social gatherings		<input type="radio"/>	<input checked="" type="radio"/>	
<b>DAILY LIVING</b>				
* Mom and supervisor think items below are not appropriate.				
1. mobilizes by himself				
2. eats by himself				
3. changes clothes by himself				
4. takes a bath by himself				
5. cleans his own room				
6. washes his own clothes				
7. cooks easy made foods				
8. goes for shopping if someone asks				
9. makes phone calls by himself				
10. manages his own money				
<b>EMPLOYMENT</b>				
1. thinks about using public sheltered workshops				
2. thinks about using private sheltered workshops				
3. maintains rules or habits at work or at school				
4. thinks about what career will be the best in the future				
5. learns how to find the jobs				
6. learns how to interview for the jobs				
7. receives vocational trainings				
8. thinks about using supported employment				
9. receives practical training				
10. works part time				
<b>FURTHER EDUCATION/TRAINING</b>				
1. discusses about further education with teacher/family				
2. discusses about learning some skills				
3. discusses about getting some licences				
4. discusses about continuing education				
5. discusses about vocational training school				
6. discusses about technical college				
7. asks for special consideration for exams				
8. discusses colleges or universities				
9. obtains motivations for graduating college/university				
10. obtains ability to graduate college/university				

along with the kind of support they felt they needed at the time of the interview and on leaving high school. The information was noted after the interviews, and no tape recorder equipment was used. All the interviews were conducted in standard Japanese.

### *Data Analysis*

Both quantitative and qualitative methods were used for data analysis. As for quantitative analysis, the points in each domain were summed for each respondent and "radar-charts"<sup>2</sup> were created for each respondent's needs (see figures 3.1 to 3.6) in order to illustrate the differences in each transition domain of the TPI. As for qualitative analysis, each of the six young adult cases were looked at by conducting an overall evaluation of responses on the TPI-J questionnaire with radar-charts, profiles, observation records, and free discussion notes. In order to assign points in each domain to create the radar charts, the answers for "very much needed" were given 3 points, the answers for "needed" were given 2 points, the answers for "not much needed" were given 1 point, and the answers for "never needed" were given zero points. The summed up scores in each domain by a respondent ranged from 0 to 30 points. The maximum

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<sup>2</sup> A "radar chart" is a type of the graph that integrates some groups of numerical data together into the similar figure of spider webs. Microsoft Excel software may have the function to create the radar charts. To use, select "insert," "graph," and then "radar."

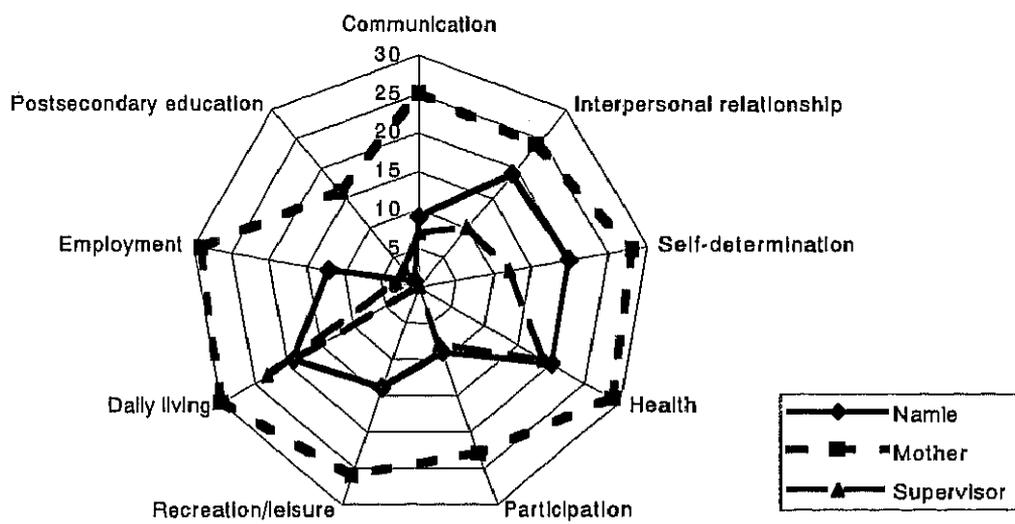


Figure 3.1. Namle's Transition Needs as the Results of TPI-J.

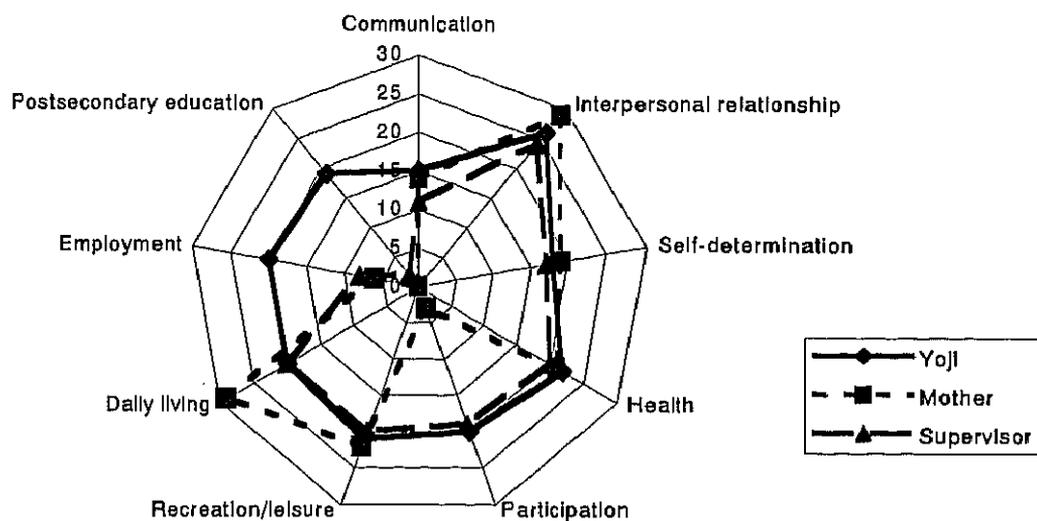


Figure 3.2. Yoji's Transition Needs as the Results of TPI-J.

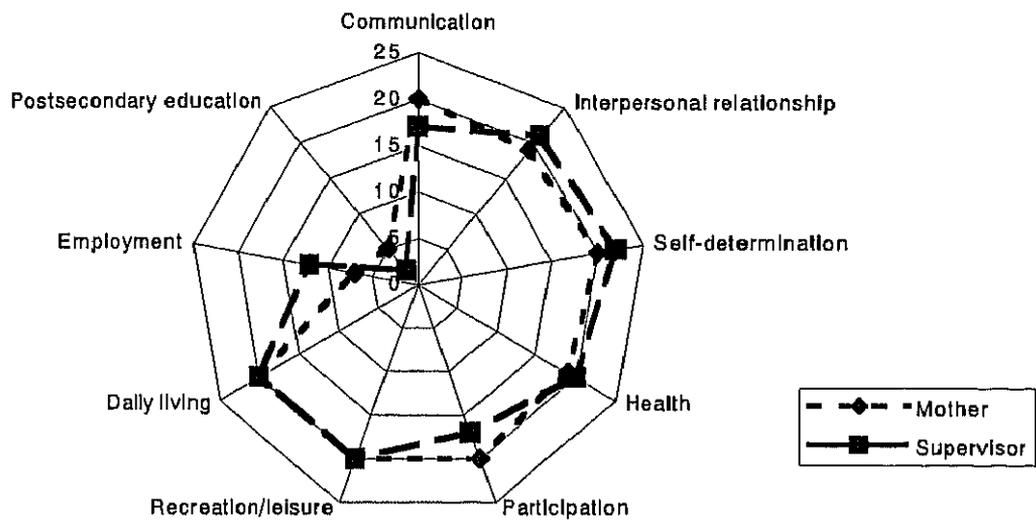


Figure 3.3. Ryuhel's Transition Needs as the Results of TPI-J.

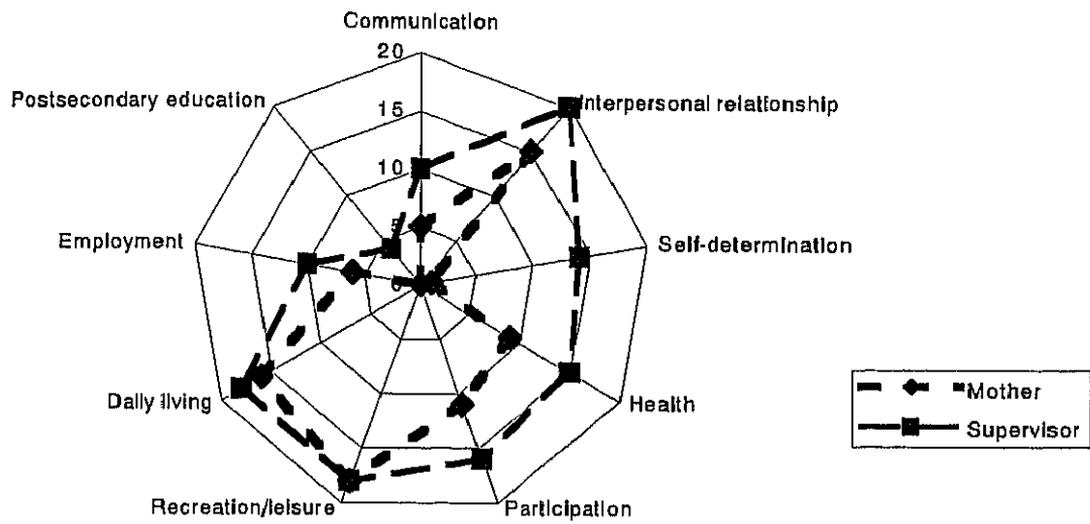


Figure 3.4. Haruko's Transition Needs as the Results of TPI-J.

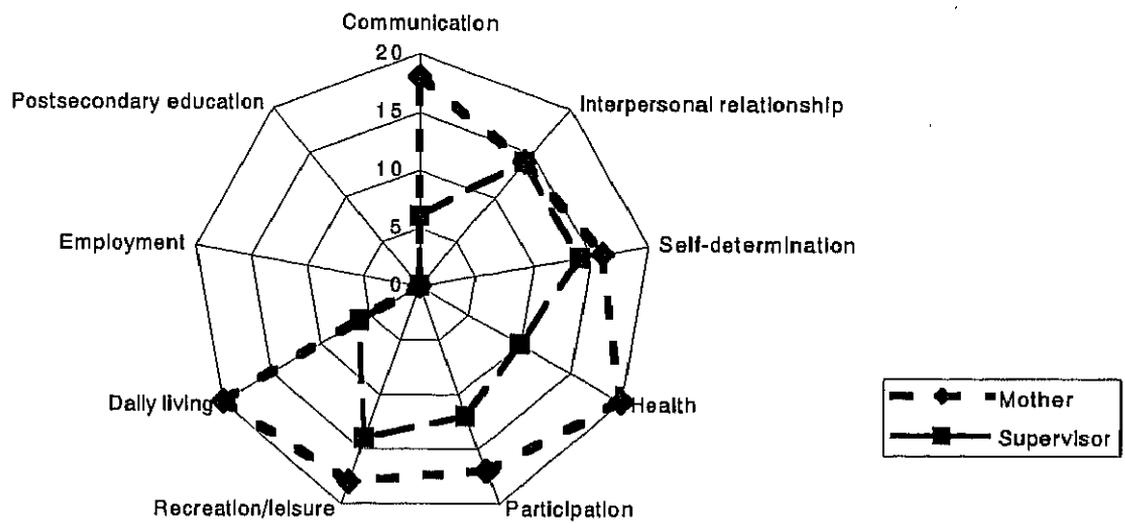


Figure 3.5. Misaki's Transition Needs as the Results of TPI-J.

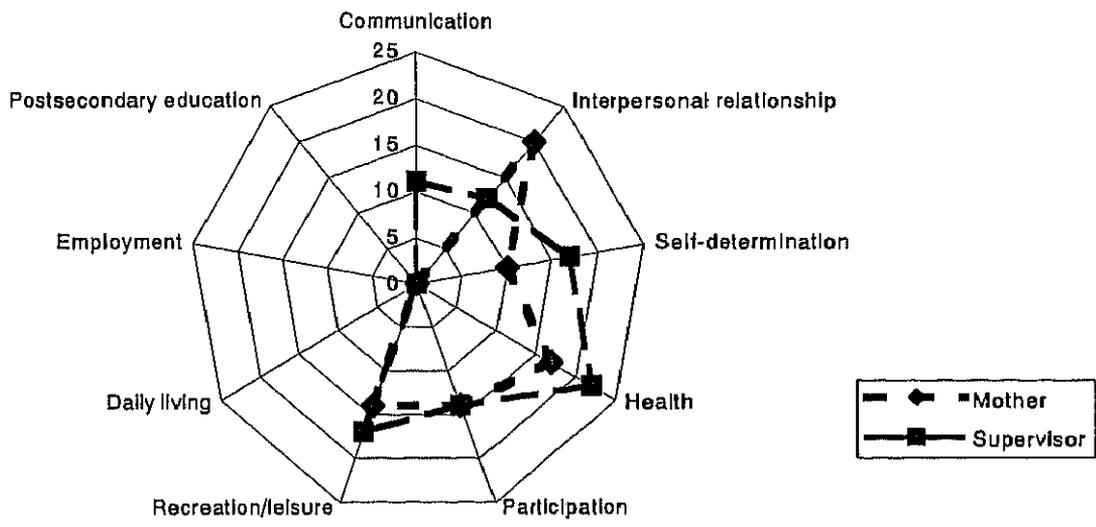


Figure 3.6. Kenji's Transition Needs as the Results of TPI-J.

of the total score of a respondent is 270 points.

### **Case Studies**

Six young adults were examined. In order to protect the participants' confidentiality, we use pseudonyms for all the young adults. Demographic information of the young adults is shown in Table 3.1.

#### ***Case 1: Namie***

*Family and education/training.* Namie is a third generation Korean Japanese and lives with her parents who run a business in Tokyo, a younger sister who is a college student, and a younger brother who is a middle school student. The mother and Namie's younger siblings speak only Japanese. Her father is bilingual in Korean and Japanese and her elder sister who graduated from a Korean national school speaks both Japanese and Korean, but is now married and does not live at home. While in primary school, Namie was also enrolled at the Korean national school. However, because her first and primary language was Japanese and her acquisition of the Korean language was more limited than her competency in Japanese, she transferred to the Japanese public elementary school at the suggestion of her teachers. At the Japanese elementary and middle schools, she was enrolled in self-contained special day classes. She passed the entrance exam for a regular Japanese

high school, but she chose to go to a special education high school. She can write her name and address in Japanese using correct Chinese characters, but cannot write the name of the company she works at or the bank where she has an account.

*Employment.* While at the special high school, she received some vocational training and after graduating, Namie found a job in a dry cleaning shop, although she soon left it because the workload was causing her to have poor health. She then received three months of additional vocational training at a regional work support center in her local community which specializes in working with adults with intellectual disabilities. She obtained some training in the distribution department of a major department store company, and then was offered a full-time job. Her work duties include entering computer data , classifying payment slips, and other clerical work. Her boss and colleagues think highly of her efficiency and work attitude, and do not give her any special considerations due to her disability, nationality or culturally diverse background. Namie maintains good interpersonal relationships with her colleagues. She had difficulty with one coworker for a while and so she discussed her work problems with the counselors at the regional work support center. With their support and advice, she overcame the interpersonal conflict at work.

*Independent living and social/recreation.* During her

spare time, Namie usually enjoys listening to CDs and watching soap operas on TV. She earns enough money for independent living, but lives with parents and spends little money except to buy the occasional CD. Even though Namie is earning enough, she may not have had a chance to learn how to spend money, as teachers at Japanese special high schools are more likely to instruct students on how to save money but not to instruct them on how to spend their earnings in a meaningful way (Kimura, 1997). She participated in a discussion group held at the regional work support center and joined a year-end party at work with her colleagues, although she basically had little interest in recreational/social activities and has just started to become more socially active. She once had trouble dating with a man whom she met through a "telephone dating clubs"<sup>3</sup> when she was in high school.

*TPI-J results.* Figure 3.1 illustrates Namie's transition needs viewed by herself, her mother, and her supervisor at work. Namie's boss' evaluation of her needs is less (total 95 points) than that of her mother who evaluates Namie's needs as greater in all domains (total 230 points) than both her boss and Namie herself (total 123 points).

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<sup>3</sup> "Telephone dating clubs " have recently become a Japanese social issue also known as *Enjo Kosai* (*Dating for financial support*) as high school girls call the clubs to be introduced for dates with older men with the intension of prostitution. In the strict moral and their traditional context in which they live, however, Japanese high schools may prohibit high school students dating each other.

## Case 2: Yoji

*Family and education/training.* Yoji was essentially schooled in a regular classroom with support from resource rooms in his local community. In middle school, his male classmates bullied him and he was scared of the boys, but he always had good female peers who supported him in class. Yoji's parents sent him to a "free school" in a Tokyo suburb which, although not recognized as a school by the Japanese Ministry of Education, is famous for its unique educational methods towards students with special educational needs. After Yoji happily attended the free school for three years in the same way others go to high school, his mother took him to a private sheltered workshop which he has been attending for four years. The mother finally seems to accept her son's disability. During the interview, Yoji repeatedly said that he wanted to go to college with his brother, and would like to become a surgeon just like his father. He can write his name in kanji, Chinese characters.

*Employment.* He goes to clean a nearby park with his colleagues every week. The rest of the time he assembles parts for electronic machines. Yoji commutes on the train by himself.

*Independent living and social/recreation.* Yoji gets along with everyone, and his mother is pleased that he fits in so well at the sheltered workshop. He enjoys drinking and smoking. He is a good-looking young man and it has been said

that he resembles a famous pop singer in Japan.

*TPI-J results.* Figure 3.2 demonstrates responses from Yoji, his mother, and his supervisor at the workshop. This shows that only Yoji sees a need for post-secondary education (19 points), his mother ignored all the questions about post-secondary education (0 points) because she thinks he will never need it. His supervisor at the workshop gives 2 points for the item says he needs to "discuss going to get vocational training with his family." However, the supervisor at the workshop thought more highly of his supported/competitive employment potential (8 points) than his mother (6 points). Yoji checked "needed" for all questions regarding the employment (20 points), but it was not clear if he had a practical understanding of the questions. He repeatedly said, "I want to become a surgeon like my father." Yoji's mother and supervisor at the workshop reported the greatest needs in daily living and interpersonal relationships. Yoji answered "very needed" only for "playing with videogames or computer games." Yoji and his supervisor answered "needed" for "dating someone who is mentally age-appropriate." Yoji's mother answered "not needed" for the same question, and "not needed" for almost all questions regarding community participation (3 points) while Yoji (20 points) and the supervisor (19 points) scored greater.

### *Case 3: Ryuhei*

*Family and education/training.* Ryuhei lives with his parents, who are both teachers, his grandmother and 25-year-old brother, who is a college student majoring in music. He went to a Catholic kindergarten with non-disabled children, and then enrolled at a regular elementary school. However, he transferred in the second year to a famous special school because it is affiliated with a major national university. His mother was very satisfied with the special school environment and with its advanced techniques of special instruction. Ryuhei speaks one or two word sentences and can read or write some Japanese with Chinese characters.

*Employment.* During his high school years, Ryuhei had job training at a shoe store located about a five minutes walk from his home. Employers and workers interacted closely with Ryuhei and his family, participating in Ryuhei's school sports day and going to Ryuhei's brother's concert. His mother and the teacher in charge of career guidance at school hoped that Ryuhei would be able to get a full-time position at the shoe store. However, the store was only able to give Ryuhei a part-time job for a small number of hours each week, so they had to send Ryuhei to the sheltered workshop where he was able to work from 9 to 5 every weekday. Ryuhei's duties at the workshop include assembling boxes and packing CDs or towels. Sometimes he needs

to work overtime with others until 6 PM. He also goes to the workshop on Saturdays for cleaning.

*Independent living and social/recreation.* When Ryuhei finds something he likes to eat, he seems to be unable to stop eating it. Since Ryuhei also has a heart problem, there is significant concern about his health in the area of independent living as Takeuchi (1994) describes obesity problems in Japanese young adults with intellectual disabilities. Ryuhei's mother viewed recreation/leisure as very important, and took him to drum lessons, swimming, and adult education classes at the special education school from which he graduated. His supervisor at the workshop thinks his mother should not take care of him too much, so that he can develop more independence. Ryuhei also enjoys swimming at a sports center for individuals with disabilities. He asks his mother to purchase a magazine featuring a female TV star of whom he is a great fan. He has memorized her profile, and has even sent a fan letter to her. His mother's concern is that this TV star currently appears on a midnight show that is excessively sexual. Ryuhei secretly watches it after everybody else goes to sleep. Both his mother and his supervisor think he needs to date someone who is mentally age-appropriate, but neither thinks he needs to have any sex education. Neither his mother nor his supervisor thinks he will experience real dating or marriage because of his moderate intellectual disability.

*TPI-J results.* Only Ryuhei's mother and supervisor answered the TPI questionnaire, and the two answered in a similar way. His mother's total score was 155 points while the supervisor's score was 150 points (see Figure 3.3).

#### *Case 4: Haruko*

*Family and education/training.* Haruko is the only child of white-collar parents. She lives with her father, who works for a company, and her mother, who is a homemaker. Her mother escorts Haruko to the sheltered workshop everyday and the commute takes three hours each way. Her supervisor is concerned about her mother who she thinks is overtired, and needs some formal/informal support for Haruko's transportation. She does not think that Haruko's family can continue to maintain this lifestyle for much longer. Her mother is very anxious about Haruko's future, and thinks Haruko may need to be institutionalized in northern Japan since there is only one residential institution for individuals with intellectual disabilities in Tokyo (Yamadori Jisshujo, 1999). If that happens, she will not be able to see Haruko regularly and take care of her as she has been doing. Haruko went to a special day class at a local public elementary school, and then to a special education middle school. She used to buy tofu at a local community store by herself with a note from her mother, but the family moved to another town in Tokyo a year ago and so she no

longer goes shopping. When her mother needs to go out shopping though, Haruko can wait for her alone at home. Haruko cannot read or write any Japanese.

*Employment.* She was able to draw a line between two dots at the suggestion of the author during the interview session. Haruko is overly sensitive to loud noises and loud voices. When someone yells at the workshop, she will run into the bathroom to avoid the noise. She uses gestures as if she were a hostess, and she asked the author/interviewer if she would like to have tea and cookies during the interview.

*Independent living and social/recreation.* She is slightly obese. Her gross motor activities are slow but she is able to mobilize on her own. She is always smiling, answers "Yes!" to anyone for anything, but does not seem to understand what others say to her all the time. Haruko's supervisor at the sheltered workshop thinks she is too obedient and that Haruko should be able to express her own will even when it is negative. Haruko had seizures when she was a toddler, but has not had them since which may be an indication that they were cured naturally. She takes medicine for skin problems, but is not otherwise medicated. Haruko only uses one-word sentences such as, "Ouch!" and only when she really needs help. Because her mother thought she understood almost all of Haruko's needs just by looking at her, she stated that she never pushed Haruko to expand her abilities with verbal communication, which she expressed regret

for at the interview. Haruko's mother has joined a parent support group and she and Haruko go for a short trip every month with the group. Haruko seems inappropriately friendly, saying "good morning" to anyone she sees on the street<sup>4</sup>. Her mother is seriously concerned that her friendly behavior might attract some molesters.

*TPI-J results.* Figure 3.4 illustrates responses from Haruko's mother and her supervisor at the sheltered workshop. When the author interviewed Haruko, she answered "Yes!" with a big smile for all the questions. Thus the responses were not viewed as being very informative. In the employment domain, her mother thought Haruko needed only 3 items which included thinking about using sheltered workshops or other sheltered employment and following the rules and habits at work. Her supervisor at the workshop thought Haruko needed two items, thinking about future jobs and going to vocational training. Her mother did not see any needs in the area of post-secondary education because "it's just impossible for my daughter." However, her supervisor thought it was important to discuss the possibility of going to school and discussing how to learn technical skills. The supervisor evaluated Haruko's work and learning ability as greater than her mother. In the independent living domain, her mother did not view any of the ten items for

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<sup>4</sup> In Japanese society, people generally greet each other only when they know each other.

self-determination as being needed, while her supervisor thought they were all needed. This apparently reflected the mother's view that the staff of any institution was going to love Haruko and take care of her if she was obedient enough. Her mother did not think that it was important for Haruko to come into contact with others or to be spoiled by others, but her supervisor thought these things were important, because it is the way that Haruko communicates with others. This difference seems to reflect differences in family characteristics and their values. In the area of recreation/leisure, both her mother and her supervisor answered "needed" for all 10 items except for playing with computer games. For community participation, her mother answered "not needed" for going to the Department of Welfare to ask for a volunteer, as she might think she didn't need any help in taking her daughter around. Her mother might appear to be excessively burdened by having to take care of a daughter with severe intellectual disability without any support, but her attitude also reflects her family's characteristics.

*Case 5: Misaki*

*Family and educational/training.* Misaki is an only child of white-collar parents. She lives with her father, who works for a major Japanese company, and her mother, who is a homemaker. Misaki attends an adult day service although her mother hoped

that she would go to a sheltered workshop after she finished special education high school. They sent her to the sheltered workshop for training once, but Misaki couldn't maintain her attention and experienced health problems.

*Independent living and social/recreation.* When others try to interact with her, she sometimes responds very quickly, but often she doesn't respond at all. She is very small and a little overweight. She is not a dangerous person, but she has some behavioral problems such as voicing peculiar sounds and slapping her hands hard in several second intervals. She is medicated to prevent seizures and walks rather slowly because she has a mild palsy in her feet. She cannot go to the toilet by herself, but can ask someone to help her. Misaki cannot sing, but she likes to listen to people singing, and she likes to dance to music. She repeatedly asks the staff at her adult day service to sing a popular Japanese children's song but becomes hysterical and tends to cry out loudly or hit someone when the staff cannot sing immediately upon her request. She also becomes hysterical when her favorite staff members at the day service ignore her and take care of other clients. Misaki goes to a swimming pool with her mother once a week. Her mother was interested in having her daughter learn to use alternative communication devices or assistive technology. She was concerned that Misaki has no chance to interact with age appropriate peers at the day care service. Her mother joined

a parent support group, but said she was not active in the group anymore. During an interview, her mother shouted "What can I do for her now? You don't know anything about the parents' feelings!" The mother seemed emotionally insecure and may need some support for herself.

*TPI-J results.* Figure 3.5 demonstrates responses from Misaki's mother and her supervisor at adult day service. This shows that in both the employment and the post-secondary education domains, her mother and her supervisor didn't answer any of the items probably because they thought that her intellectual disability was so profound that the questions would not apply (0 points). Independent living and recreation/leisure areas are supposed to represent Misaki's transition needs and generally, Misaki's mother saw greater needs in this area compared with her supervisor at the day care service. For many items, Misaki's mother had great expectations for her daughter to achieve more which could bring Misaki stress and emotional insecurity. Her supervisor thinks that Misaki doesn't need any training at her age, but that she should focus on enjoying herself by participating in activities in her community with the necessary support.

#### *Case 6: Kenji*

*Family and educational background.* Kenji is an only son who lives with his parents and attends a public day care center.

He has been cared for at the same day care service center since he was three<sup>5</sup>, and he went to a special school for students with physical disabilities until high school. His mother is happy about the quality of care and education that Kenji has received, but still feels that Kenji could go to a regular school in the community and to participate in sports day event if the system allowed him to.

*Independent living and social/recreation.* Kenji was born prematurely and put in an incubator for three months. He is 3.8 ft. tall and weighs 33 lb. He cannot move himself without assistance. Kenji cannot chew food, but can swallow processed foods which his mother makes from the food that she prepares for herself and her husband. She spends an hour to an hour and a half helping Kenji eat each meal and the day care service provides Kenji with processed meals for lunch. Kenji smiles when he is happy, makes faces when he is mad, and makes sounds like "ah" and "ooh" for communication. His mother admitted that it was very hard, even for his parents, to understand his wishes from his expressions. The mother tries to speak to Kenji all the time in the same way that she would speak to a non-disabled son and also goes out with him in the same way that she would with a non-disabled son. Kenji watches television like regular adults, his favorite TV program is the news, and he seems to

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<sup>5</sup> One can often see Japanese day service centers with an infant/toddler service section and an adult day service section in the same site or building.

have a favorite newscaster whom he always watches with a big smile. Kenji also has a favorite female staff person at the day service, and his mother thinks he might be interested in women just like his male peers. His mother usually takes Kenji for trips on the train so that others may see and understand him. His mother has been very active and started a respite care service division at the day care service center. This service is called "short-stay" to allow people like Kenji to stay overnight for up to seven days a year. She invites a teacher who is an expert in a method of physical relaxation to come to their community. She takes Kenji to parties and concerts almost every weekend and he always smiles when his mother asks "do you want to go out today?" He seems to like going to the day service everyday from Monday to Friday as well as going out on weekends.

*TPI-J results.* Figure 3.6 illustrates that both his mother and his supervisor at the adult day service did not answer any items in the employment, post-secondary education, and daily-living domains due to Kenji's multiple and profound disability (0 points). His mother didn't answer any items on communication domain (0 points), although his supervisor answered some (8 points).

## Discussion

### *Thoughts of Young Adults, Parents and Professionals*

*Young adults' thoughts.* We were only able to hear the

personal thoughts of two young adults with mild to moderate intellectual disabilities regarding their transition needs. Namie's mother showed greater needs than Namie and her supervisor at work. It was probably because both Namie and the supervisor were satisfied with her work-life and did not require further achievement. Yoji seemed to have needs regarding further education and employment although his mother didn't think he needed them. Since his father and one of his sisters are in medicine, and Japanese traditional culture often requires the first son to follow in his father's occupation, Yoji's need to enter the field of medicine can be explained.

*Parents' thoughts.* Namie's mother demonstrated that she believed Namie had far greater transition needs even though Namie herself, or her supervisor at work didn't think she had such great needs. During an interview, Namie's mother was complaining about her husband's extramarital affairs and also speaking about her stressful life due to preparations for Namie's younger brother's high school entrance exam.<sup>6</sup> The mother's unsatisfactory family life might be having an influence on her high expectations for Namie and have led to the high scores on the transition needs. Misaki's mother also expressed greater overall transition needs compared to her

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<sup>6</sup> Japanese high school is not mandatory, thus there are usually entrance exams for students to place in a school according to their academic achievement.

supervisor at the adult day service. She thought, for example, that Misaki might be able to use a computer even though her intellectual disability is profound. It seemed the mother's high expectations for Misaki influenced her to score Misaki's needs as greater. Misaki's mother was also stressed and not happy about the parent's group she used to be a member of. She didn't have peer support and this probably made it more difficult to deal with her life of taking care of her daughter.

Yoji's mother scored only 3 points for the community participation domain while Yoji scored 20 and Yoji's supervisor scored 19 points. The mother was a homemaker but she was busy at home caring for her mother who had Alzheimer's disease and may not have many chances herself to participate in community activities. Consequently, she might not have thought it was important for Yoji. Haruko's mother scored zero points on the self-determination domain. The mother said she was teaching Haruko to be obedient and respectful of others so that she could be loved and cared for well by the staff at the residential institution and that she might move in when the mother dies. Her mother is from Kyushu, the large southern island off the mainland Japan, and there is more chauvinism in their culture. This and her family's cultural characteristics might have influenced her responses to the items as in previous studies (Turnbull & Turnbull, 2001).

Although views of Ryuhei's transition needs were shared

pretty similarly between his mother (total 150 points) and his supervisor (155 points), Ryuhei was not able to answer the questionnaire so it was unclear whether everybody communicated and understood each other well with regard to his transition needs. Kenji's mother was able to understand his facial expressions in spite of his profound and multiple disabilities, which might be the reason why the mother's score in the communication domain was zero points.

*Professionals' thoughts.* Namie's supervisor at work scored her for fewer transition needs overall. His score of zero points in the recreation/leisure domain probably reflects his opinion that work and recreation should not be mixed as he also mentioned this during the interview. The supervisor was quite happy with Namie's efficient work which also may be a reason why he thought her needs may be relatively few. Namie's supervisor felt that the firm had well-established in-service training, and her mother considered the family and the regional work support center to be her strongest support system. Namie, however, considered her school and her family to be her strongest support system. Misaki's supervisor at the adult day service scored her few points in view of the fact that he said Misaki's development had reached a plateau and that consequently he did not expect that she would learn anything more.

Yoji and Haruko's supervisor was the same person. Having

retired from teaching at a special education school, she now runs the sheltered workshop where they both attend. She described both Yoji and Haruko's needs in a similar way to how their mothers described them except for Yoji's community participation where his mother scored only 3 points and Haruko's self-determination where her mother scored zero points. Since Yoji also thinks he needs community participation (20 points) and Haruko might be desiring self-determination although she doesn't speak, both mothers could be limiting their son's or daughter's important transition needs. The supervisor, therefore, might have scored higher (Yoji's community participation for 19 points and Haruko's self-determination for 14 points) and more appropriate needs for both young adults. Ryuhei's supervisor scored similarly to his mother indicating that they might have smoother communication and a greater level of mutual understanding regarding Ryuhei's transition needs.

*Differences in thoughts of young adults, parents, and professionals.* From the results of the 6 young adults' case studies, it was clear that young adults, parents, and professionals rarely had the same thoughts on transition needs. Ryuhei's mother had a good relationship with the supervisor at the workshop although Ryuhei might have answered differently if he could answer the questionnaire. We still are unable to tell therefore if all have the same thoughts on Ryuhei's transition needs. The mothers' stress might have been an

influence on their marking high transition needs for their daughters and mothers who might have interrupted their son's or daughter's community participation or self-determination seemingly had some family characteristics. In order to cover all these gaps, partnerships with enough communication and mutual understandings would be helpful between parents, professionals and the young adults themselves. Differences in thoughts on transition needs of young adults have been supported by previous research (Clark, Mack, & Pennington, 1988). There were also different needs among respondents because of each person's values, their acceptance of the disability, and their family culture. The needs also seemed to depend on the parent's gendered expectations as in the cases of Yoji and Haruko. The environment, including formal or informal support systems, influences their needs as well. Related factors suggested by previous studies were: (a) the types and severity of disabilities (Clark & Kolstoe, 1995; Cook, Opperman, & Thurman-Urbancic, 1995; Dowdy, Carter, & Smith, 1990; Greenbaum, Graham, & Scales, 1996; Wagner, Newman, D'Amico, Butler-Nalin, Marder, & Cox, 1991), (b) the gender of young adults (Lichtenstein, 1995), and (c) support systems (Anderson & Asselin, 1996).

#### *Grouping by Matched/Unmatched Transition Needs*

*Generally unmatched groups.* Namie and her supervisor at

work scored few transition needs probably because they were both happy about Namie's efficient work and the fact that counselors from the regional work support centers could help in solving problems for Namie at work. However, in spite of this positivity, Namie's mother was complaining about her family trouble during the interview. Misaki's mother was also complaining about the reality that she could not make Misaki learn how to use a computer and also about the activity of the parent support group, while Misaki's supervisor at the adult day care service center only expected Misaki to maintain her quality of life since he thought he could not expect her to develop any transition skills. Twycross (1995) stated that one's quality of life would be influenced by the gap between expectations and reality. It is implicated that transition needs might be influenced by the gap between one's expectations and realities.

*Partly unmatched groups.* Yoji hoped to become a surgeon and thus he demonstrated great transition needs in post-secondary education and employment. His father is a surgeon, his sister is in medical school and his brother hopes to become a doctor. Turnbull and Turnbull (2001) implicated that family characteristics influenced young adults' transition needs and it seems that family characteristics have influenced Yoji's own transition needs. Yoji is now well adjusted at the sheltered workshop that he goes to everyday after he was bullied at a regular junior high school. Yoji's mother scored few on the

community participation probably because she was satisfied with Yoji's work environment. Haruko's mother said that she trained Haruko to be obedient so that the staff at the institution where Haruko might one day live after her parents' deaths will love her and care for her. The mother scored few on self-determination probably because her family characteristics and values are that women should be obedient and do not need self-determination.

*Generally matched groups.* Ryuhei's mother was eager for his son to participate in the community and in recreation/leisure activities. For example, she enrolled him at a regular kindergarten and at a regular elementary school so that he would be included with non-disabled peers, she found the local shoe shop where Ryuhei did his internship, and she escorts Ryuhei to Japanese drum lessons and club activities. Kenji's mother goes out with him using public transportation so that many local people may know Kenji even though she has been offered the use of a minivan with the lifting equipment. His mother thinks it is important to let people know that her son lives in their community. These examples of the mother's high sense about community participation and their active attitudes might have been important factors in building an equal partnership and open communication with the professionals. Johnson et al. (2003) listed that open communication and common vision were contributing factors for the successful

collaboration. Ryuhei's and Kenji's mothers seem to have achieved these and their views on their sons' needs closely match those of the professionals.

### *Limitations of the Study*

Because of the nature of the case studies, the sample size in this study is small. Also, all participants in this study were from the metropolitan area of Tokyo, hence results might be different in rural areas where there may be less opportunity for the young adults to have access to the system of supported employment. No fathers were able to participate in the study, most likely because fathers work long hours and finish late in Japanese society.

### *Implications for Practice and Research*

The findings of these case studies indicate that young adults with severe or profound and multiple disabilities had limited post-school options when they finish special education high schools. Thus the severity of the disability is related to their transition needs. Needs may be more diverse when the severity of disability is milder because there are more options for young adults with mild intellectual disabilities when they finish special high schools. Thus, further research may be needed in this area. A common understanding among the young adults, parents, and service providers through individualized

transition planning process would be most desirable because opinions regarding transition needs differed from person to person as shown by the results of this study. Everyone's hopes and expectations should conform to the reality of each young adults' circumstances. Finally, we recommend using TPI-J to collect more data in order to statistically analyze and standardize the Japanese TPI. One idea may be to separate certain items that would be especially needed by young adults with severe or profound retardation and mild disabilities into a set of optional scales. In addition, the items of Japanese TPI should be carefully selected in order to stay as true as possible to the original scale by Clark and Patton (1997).

#### **Summary**

Thoughts about transition needs in young adults with intellectual disabilities, their parents, and their supervising professionals were examined through six case studies. The results showed that there were no exactly matching thoughts between the three groups of respondents because of differences in their own expectations and realities, or family characteristics which influenced each respondent's thoughts. Thus, individualized transition supported plans developed only by professionals would not reflect self-determination of students and parents, so the plans must be carried out with parent and student participation. Equal partnership would allow

open communication and it could be achieved by parents' having active attitudes toward community participation. These attitudes seem to be important in order to share in a common vision for the young adults' transition, although the thoughts of each individual are not necessarily the same. Moreover, it was suggested that professionals understand transition needs more neutrally and without bias as in Yoji's case where his supervisor understood objectively his transition needs more than Yoji himself who scored greater than others in post-secondary education and employment or his mother who scored fewer in community participation.