LIST OF TABLES

Table                                                                                  Page

1.1 General Problems Found in Current Practice                                    3

1.2 Current System and Added System of Transition
   Support in Japan                                                              7

1.3 Organization and Performance Characteristics of
   Different Management System                                                   14

2.1 Numbers of Career Guidance Teachers and
   Implementation of Individualized Plans                                          28

2.2 Problems in Career Guidance for Students with
   Severe and Multiple disabilities                                               30

2.3 Local Agencies to Collaborate in Career Guidance                              32

2.4 Method of Assessment for Career Guidance                                        35

2.5 Implementation of Career Guidance in Terms of
   Domains of ITP                                                                37

2.6 Career Guidance Practices                                                     41

2.7 Post-School Assistance Practice                                               42

2.8 Practice of Individualized Planning and Student
   Assessment                                                                  43

2.9 Needs/Perceptions on the ITP and Career Guidance                              44
2.10 Collaboration with Vocational Rehabilitation
   Centers in Career Guidance . . . . . . . . . . . . . . . . . . . . 45

2.11 Collaboration with Regional Work Support Centers
   In Career Guidance . . . . . . . . . . . . . . . . . . . . . . . . . . . 46

2.12 Collaboration with Department of Welfare in Career
   Guidance . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 47

2.13 Collaboration with the Department of Rehabilitation
   Counseling in Career Guidance . . . . . . . . . . . . . . . . 48

2.14 Career Guidance for Post-Secondary Education . . 49

2.15 Post-School Assistance Regarding Employment . . 50

2.16 Alumni Party as the Post-School Assistance . . . 51

2.17 Post-School Assistance for Dismissal Due to the
   Employer . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 52

2.18 Post-School Assistance for Dismissal Due to the
   Students . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 53

2.19 Post-School Assistance for Work Attitude . . . . 54

2.20 Post-School Assistance for Financial Management . 55

2.21 Individualized Plans for Instructing Occupational
   Lessons . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 56
2.22 Teachers who Teach the Same Grade Hold Meetings for Developing Individualized Plans . . . . . . . 57

2.23 Students’ Opinions Will Be Considered for the Individualized Plans for Instructions . . . . . . 58

2.24 Home Doctors’ Opinions Will Be Considered for the Individualized Plans for Instructions . . . . 59

2.25 Other Medical Professionals’ Opinions Will Be Considered for the Individualized Plans . . . . . . 60

2.26 Assessment to Develop the Individualized Plans by Observation Regarding Employment . . . . . . 61

2.27 Assessment to Develop the Individualized Plans by Observation Regarding Post-Secondary Education . . 62

2.28 Self-Evaluation as an Assessment for Individualized Plans . . . . . . . . . . . . . . . . . . . . . . 63

3.1 Demographic Information of the Young Adults . . . 89

3.2 Transition Planning Inventory . . . . . . . . . . . . . 90

3.3 Namie’s Transition Needs . . . . . . . . . . . . . . . 94

3.4 Yoji’s Transition Needs . . . . . . . . . . . . . . . . 96

3.5 Ryuhei’s Transition Needs . . . . . . . . . . . . . . . 98

3.6 Haruko’s Transition Needs . . . . . . . . . . . . . . . 100
3.7 Misaki's Transition Needs ...................... 102
3.8 Kenji's Transition Needs ...................... 104
4.1 Teachers' Agreeableness with Parent Involvement and Making Transition Plans Together .......... 191
4.2 Teachers' Agreeableness with Parent Involvement and Recognition of parents as Equal Partners .......... 192
4.3 Teachers' Agreeableness with Parent Involvement and Presenting the Plans as They are ................ 194
4.4 Teachers' Agreeableness with Parent Involvement and Prioritizing Students' Schedules ................ 195
4.5 Teachers' Agreeableness with Student Involvement and Making Plans together ............................. 196
4.6 Teachers' Agreeableness with Student Involvement and Parent Involvement ............................... 197
4.7 Teachers of Students with Mild MR and Expecting Students at the Class to learn Planning ............... 199
4.8 Teachers of Students with Mild MR and Career Guidance ..................................................... 200
4.9 Teachers of Students with Moderate MR and Teacher Should Express Opinions at the Meetings ............... 202
4.10 Teachers of Students with Severe MR and Parents' Responsibility on Goal-Settings ............... 203
4.11 Teachers of Students with Severe MR and Parents Expected to Speak Opinions at the Meetings . . . . . . . 204

4.12 Teachers of Students with Severe MR and Parents Expected to Attend the Mtg. As Requested . . . . . 206

4.13 Teachers of Students with Severe MR and Actively Involved Parents' Images . . . . . . . . . . . . . 207

4.14 Teachers of Students with Severe MR and Career Guidance Teachers Should Be Listening. . . . . . . 208

4.15 Classroom Teachers and the Way Making Student/Parent Confirm the Transition Plans. . . . . . . . . 210

4.16 Classroom Teachers and They Speak Their Opinions at the Meetings. . . . . . . . . . . . . . . . . . . . . . . . . . 211

4.17 Classroom Teachers and Images of Actively Involved Student in Transition Planning . . . . . . . . 212

4.18 Career Guidance and Classroom Teachers . . . . . 213

4.19 Parents' Agreeableness with their Involvement and Daily Communication for Input . . . . . . . . . . 266

4.20 Parents' Agreeableness with Student Involvement and Goals for Employment . . . . . . . . . . . . . . . 267

4.21 Parents' Agreeableness with Student Involvement and Students' Hopes for Goal Settings . . . . . . . 268
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.22</td>
<td>Parents' Agreeableness with Student Involvement and Student Responsible for Goal Settings</td>
<td>270</td>
</tr>
<tr>
<td>4.23</td>
<td>Parents' Agreeableness with Student Involvement and Providing the Plans as They Are</td>
<td>271</td>
</tr>
<tr>
<td>4.24</td>
<td>Parents' Agreeableness with Student Involvement and Method to Discuss the Transition Plans</td>
<td>272</td>
</tr>
<tr>
<td>4.25</td>
<td>Parents of Students with Mild MR and Method of Promoting Student Involvement</td>
<td>274</td>
</tr>
<tr>
<td>4.26</td>
<td>Parents of Students with Mild MR and Recreation/Leisure in the Transition Plans</td>
<td>275</td>
</tr>
<tr>
<td>4.27</td>
<td>Parents of Students with Mild MR and Daily Communication to Promote Parent Involvement</td>
<td>276</td>
</tr>
<tr>
<td>4.28</td>
<td>Parents of Students with Mild MR and Students' Hopes as Reference for Goal Settings</td>
<td>277</td>
</tr>
<tr>
<td>4.29</td>
<td>Parents of Students with Moderate MR and the Way to Confirm Student/Parent Consent</td>
<td>279</td>
</tr>
<tr>
<td>4.30</td>
<td>Parents of Students with Moderate MR and the Image of Actively Involved Student</td>
<td>280</td>
</tr>
<tr>
<td>4.31</td>
<td>Parents of Students with Moderate MR and the Way Schools Promote Student Involvement</td>
<td>281</td>
</tr>
<tr>
<td>4.32</td>
<td>Students' Gender and Professionals to Attend the Career Counseling Meetings</td>
<td>283</td>
</tr>
</tbody>
</table>
4.33 Respondents and Students' Hopes in the Individualized Transition Support Plans .............. 295


4.35 Respondents and Medical Care/Health in the Individualized Transition Support Plans ....... 297

4.36 Respondents and Recreation/Leisure in the Individualized Transition Support Plans ........ 299

4.37 Respondents and Evaluation at Job Training as Reference for the Goal Settings ............... 300

4.38 Respondents and Students' Hopes for the Future as Reference for the Goal Settings ........ 301

4.39 Respondents and Students' Likes and Dislikes as Reference for the Goal Settings ............ 302

4.40 Respondents and Method of Input Student/Parent Hopes .................................................. 303

4.41 Respondents and Method of Confirmation of Student/Parent Consent of the Plans .............. 304

4.42 Respondents and Goals for Employment in the Individualized Transition Support Plans ....... 305

4.43 Respondents and Evaluation from Daily School Life as Reference for the Goal Settings ....... 306

xviii
4.44 Respondents and Students as Responsible Persons for Their Goal Settings . . . . . . . . . . . 307

4.45 Respondents and Parents as Responsible Persons for Their Goal Settings . . . . . . . . . 309

4.46 Respondents and Parents’ Hopes for Students’ Future as Reference for the Goal Settings . . . . . 310

4.47 Respondents and Students’ Attendance in the Career Counseling Meetings . . . . . . . . . 312

4.48 Respondents and Students Speaking the Opinions/Hopes in the Career Counseling Meetings . . . . . 313

4.49 Respondents and Students Asking Questions in the Career Counseling Meetings . . . . . . . . 314

4.50 Respondents and Students Answering to the Questions in the Career Counseling Meetings . . . . . 315

4.51 Respondents and Parents’ Hopes to be Discussed in the Career Counseling Meetings . . . . . 316

4.52 Respondents and Parents Speaking the Opinions/Hopes in the Career Counseling Meetings . . . . . 317

4.53 Respondents and Parents Asking Questions in the Career Counseling Meetings . . . . . . . . 318

4.54 Respondents and Parents Answering Questions in the Career Counseling Meetings . . . . . . . . 319

xix
4.55 Respondents and Parents’ Schedules for the Meetings. 320

4.56 Respondents and Discussion about Post-Secondary in the Career Counseling Meetings. . . . . . . . 321

4.57 Respondents and Supervisors at Job Training Attendance in the Career Counseling Meetings . . . . . 322

4.58 Respondents and Supervisors at Post-Secondary Settings Attendance in the Meetings . . . . . . . . . . 323

4.59 Respondents and Career Guidance Teachers’ Schedules for the Meetings . . . . . . . . . . . . . . . . 325

4.60 Respondents and Students’ Schedules for the Meetings 326

4.61 Respondents and Classroom Teachers’ Attendance at the Meetings . . . . . . . . . . . . . . . . . . . . 327

4.62 Respondents and Parents’ Attendance at the Meeting 328

4.63 Respondents and Parents Listening to Others’ Opinions/ Hopes at the Meetings . . . . . . . . . . . . . . 329

4.64 Respondents and Students Listening to Others’ Opinions/ Hopes at the Meetings . . . . . . . . . . . . . . 330

4.65 Respondents and the Image of Actively Involved Parents . . . . . . . . . . . . . . . . . . . . . . . . . 332

4.66 Respondents and Expressing the Opinions about the Plans as Parent Involvement . . . . . . . . . . . . 333
4.67 Respondents and Schools for Promoting Parent Involvement ............................................... 334

4.68 Respondents and Schools for Promoting Parent Involvement by Daily Communications ............... 335

4.69 Respondents and the Image of Actively Involved Student in Transition Planning ....................... 337

4.70 Respondents and Student Involvement as Speaking Their Opinions About the Plans ..................... 338

4.71 Respondents and Promoting Student Involvement by Listening to Them .................................. 339

4.72 Respondents and Promoting Student Involvement by Teaching Those Skills in the Class .................. 340

4.73 Respondents and Regulations of Student/Parent Involvement ................................................. 342

6.1 Relevance between Goals and Objectives in ITP and IEP .................................................. 368

6.2 Transition Planning Areas ......................................................................................................... 374
# LIST OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Namie’s Transition Needs as the Results of TPI-J</td>
<td>107</td>
</tr>
<tr>
<td>3.2</td>
<td>Yoji’s Transition Needs as the Results of TPI-J</td>
<td>108</td>
</tr>
<tr>
<td>3.3</td>
<td>Ryuhei’s Transition Needs as the Results of TPI-J</td>
<td>109</td>
</tr>
<tr>
<td>3.4</td>
<td>Haruko’s Transition Needs as the Results of TPI-J</td>
<td>110</td>
</tr>
<tr>
<td>3.5</td>
<td>Misaki’s Transition Needs as the Results of TPI-J</td>
<td>111</td>
</tr>
<tr>
<td>3.6</td>
<td>Kenji’s Transition Needs as the Results of TPI-J</td>
<td>112</td>
</tr>
<tr>
<td>4.1</td>
<td>Domains of Individualized Transition Support Plans</td>
<td>145</td>
</tr>
<tr>
<td>4.2</td>
<td>Responsibilities to Decide Goals for Post-School Settings</td>
<td>147</td>
</tr>
<tr>
<td>4.3</td>
<td>Helpful Items for Goal-Setting</td>
<td>149</td>
</tr>
<tr>
<td>4.4</td>
<td>How to Hear Student’s and Parent’s Hopes</td>
<td>150</td>
</tr>
<tr>
<td>4.5</td>
<td>Items Expected to the Parents Do To Develop Individualized Transition Support Plans</td>
<td>152</td>
</tr>
<tr>
<td>4.6</td>
<td>How to Inform Student and Parent Regarding the Plan</td>
<td>154</td>
</tr>
<tr>
<td>4.7</td>
<td>Items to Discuss in Career Counseling Meeting</td>
<td>156</td>
</tr>
<tr>
<td>4.8</td>
<td>The Time to Fill in the Planning Form</td>
<td>157</td>
</tr>
</tbody>
</table>
4.23 Student Involvement in the Planning Process . . . 183
4.24 Student Images of Active Involvement in the Planning . 185
4.25 How School Can Promote Student Involvement . . . 187
4.26 Things Expected to the Student . . . . . . . . . . . . . 189
4.27 Domains for Individualized Transition Support Plans. 227
4.28 Person Responsible to Decide Goals for Transition . 229
4.29 Items for Goal Setting . . . . . . . . . . . . . . . . . . . 231
4.30 How to Hear student and Parent Hopes . . . . . . . 233
4.31 How to Inform Student and Parent Regarding the Plan. 235
4.32 Items to Discuss at the Meeting . . . . . . . . . . . . . 236
4.33 The Time to Fill in the Planning Forms . . . . . . . 238
4.34 Persons Who Should Be at the Meeting . . . . . . . 239
4.35 Roles of Parents at the Meeting . . . . . . . . . . . . . 241
4.36 Roles of Students at the Meeting . . . . . . . . . . . . . 243
4.37 Professionals Expected to be at the Meeting . . . . . 245
4.38 Person Whose Schedules Should Be in Priority . . . 246