

APPENDIX 1

CURRENT PRACTICE OF INDIVIDUALIZED TRANSITION PLANS IN THE UNITED STATES: STUDENT AND PARENT INVOLVEMENT

Student and parent participation is the most basic concept in the IEP process and their joint participation has been mandated in the United States since the Education for All Handicapped Children Act of 1975 (PL 94-142) was first enacted. In order to implement the student's IEP in the United States, the parent's signature is required. Parents are allowed to take any advocates to the IEP meetings, can request translators at the meetings, and can request any time or places for their IEP meeting in order to promote their full participation (U. S. Department of Education, 2000). However, previous studies in the U. S. has shown that there is still a need to promote parent participation in the transition planning process, especially for those who tend to have less information about the transition planning process, which may be due to their culturally diverse background (Boone, 1992; DeFur, Todd-Allen & Getzel, 2001; Geenen, Powers & Lopez-Vasquez, 2001; Salembier & Furney, 1997). The teachers are expected to provide information to promote parent participation since not all parents want to participate actively in their children's education (Goldstein, Strickland,

Turnbull & Curry, 1980; Roessler, Shearin & Williams, 1999; Steineman, Morningstar, Bishop & Turnbull, 1993).

As for the student participation in the IEP or the ITP, the latest amendments of the Individuals with Disabilities Education Act of 1997 (PL 105-17, § 614 & § 615) states all students have the right to make their own educational decisions when they reach the age of majority. Previous studies in the United States show that student's active involvement and self-determination in the transition planning process helps to promote success in their goal achievement (Eisenman, 2001; Zhang & Stecker, 2001). Thus, the research has been ongoing and several programs specifically intend to promote students' self-determination and/or active involvement in the transition planning process (Field & Hoffman, 1996; Field, Martin, Miller, Ward & Wehmeyer, 1997; Halpern, Herr, Wolf, Doren, Johnson & Lawson, 1997; Wehmeyer & Lawrence, 1995).

While the practice of ITP with student and parent participation in the United States might have important implications for Japanese student and parent involvement in the individualized transition support plans in Japan, the ITP with student and parent participation in the United States cannot be applied exactly because of the large differences between the two educational systems and cultures. Therefore, the purpose of the present attachment is to review the current practice of ITP in the United States focusing on student and parent

participation in the planning process.

Procedures for Implementation of ITP

There are usually 7 steps to develop and implement the IEP; (1) referral to special education, (2) assessment, (3) identification of disability, (4) analysis of services, (5) decision making on individualized plans and contents of instructions, (6) implementation, (7) program evaluation (Smith & Luckasson, 1995). At least one meeting a year is held at the end of the school year to evaluate the past year and to decide the contents of instruction for the following year. Schools and parents share rights to decide contents of plans and instructions. In the case that either one does not agree, another meeting is called to revise an IEP that both agree upon or they may hold hearings according to due process (OSERS, 2000).

Figure 6.1 illustrates the concept of the ITP process (Clark & Patton, 1997). The ITP is part of the IEP or substitutes for the IEP. And the ITP process must be the same as the IEP process described above. However, one difference between the ITP process and the IEP process is the participants. The participants in an IEP meeting are a classroom teacher, a representative from the school district, and professionals from related services such as medical or social workers, parents and their advocates. The participants in an ITP meeting

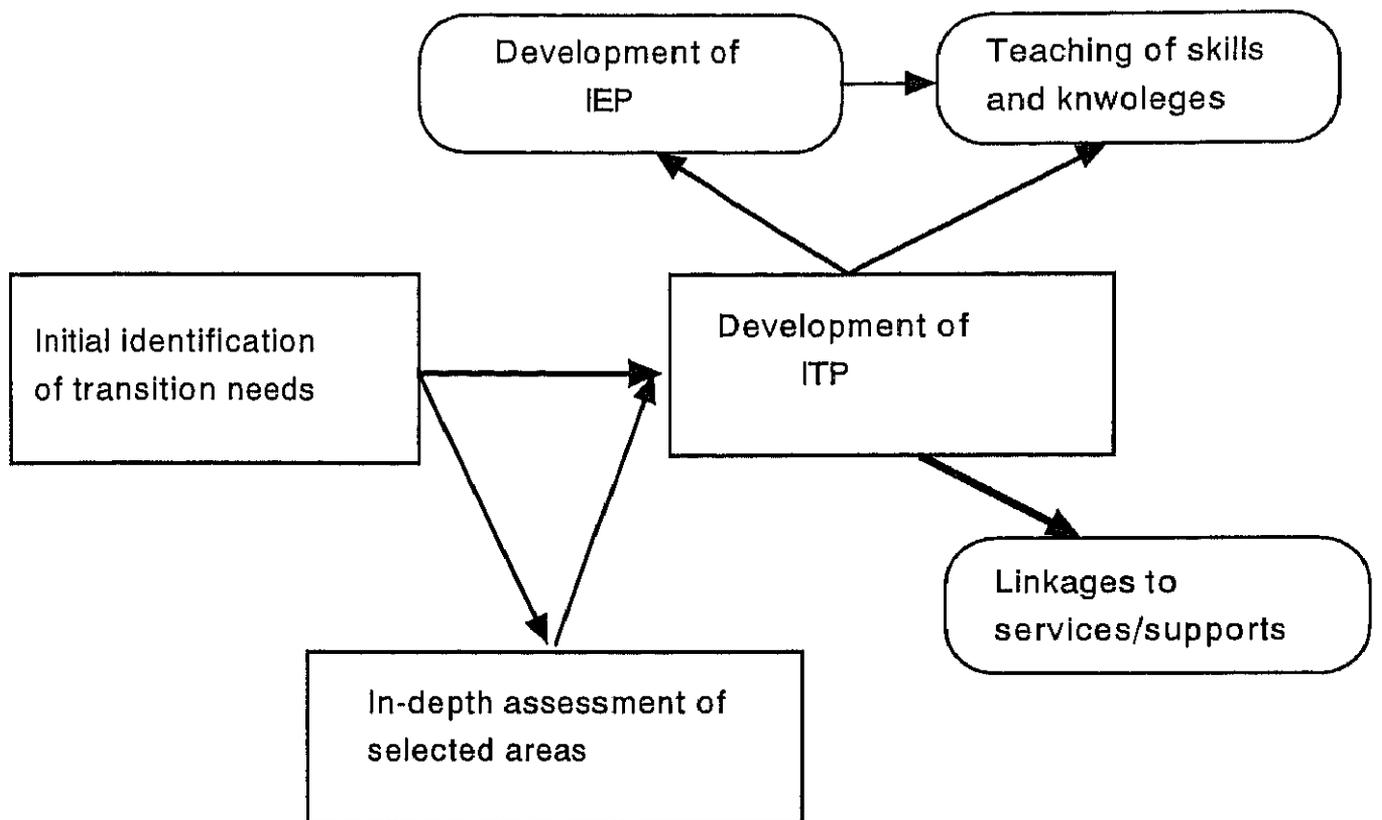


Figure 6.1. ITP Process.

Adapted with modifications from *Transition planning inventory: Assessing transition needs* (p. 26), by G. M. Clark and J. R. Patton, 1997, Austin, TX: Pro-Ed.

include a variety of professionals such as a VR counselor, guidance counselor, transition coordinator, managers or staff from a group home or independent living center, job coach, representatives from the local community, and an employer from job training, the student himself/herself, a representative from the school district, related service providers, and the parents (Wehman, 1995).

Relationship of ITP with IEP and Other Individualized Plans

Relationship with IEP. A guidebook from the CEC stipulates that "transition plans" are a collaboration between students with disabilities, the students' families, schools, post-school service providers, representatives in local areas, employers, and people in the neighborhood. The guidebook also describes that while a new form of ITP does not need to be developed, the essential factors of the ITP should be included in the IEP (West, Corbey, Boyer-Stephens, Jones, Miller & Sarkees-Wircenski, 1999). An introductory textbook for special educators explains that the ITP is a part of the IEP, and it states the roles of each post-school agency and service coordination. It also portrays that the ITP can only be developed instead of the IEP for students whose disabilities are very severe or profound, especially as they come close to the age of 21 (Smith & Luckasson, 1995). This implies that students' transition needs are mainly the service coordination

when their disabilities are very severe. Moreover, in the State of Louisiana the ITP is defined as "the pages that describe transition services and the attachment to the IEP" (Everson, Zhang & Guillory, 2001).

Other definitions are clarified the differences between ITP and IEP. As defined by Palloway and Patton (1993) the IEP is "the document summarizing student's educational programs" and the ITP is "the student record stating the goals and needs regarding employment and various facets of the community life and specifying the way to achieve them." They also explained that the ITP must depict the needs in programs, goals or visions for the future, and short-term goals and the actions to achieve them, and also must be longitudinal including the information from students, parents, teachers, and agencies (Palloway & Patton, 1993).

The relationship between ITP goals and IEP goals is described in Table 6.1. In this sample ITP made for a student with learning disability, the short-term goals of the ITP is the same as the long-term goals of IEP, so both goals were created to be related (Blalock & Patton, 1996).

Relationship with IPE. IPE, Individualized plans for employment, is client-directed. Special education and rehabilitation are closely related in the United States. In fact, the U. S. department of education which is equivalent to the Japanese Ministry of Education, Culture, Sports, Science and

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

Goal of transition (ITP): Attend the courses at appropriate college

Activities or objectives in ITP

- ① Self-advocate regarding support needs for learning
- ② Check the contents of support at specific colleges
- ③ Decide major

Annual goals of instructions (IEP)

- ① Self-advocate regarding support needs for learning

Objective 1: Know the strength of the own learning

Objective 2: know supports related to the self learning needs

Objective 3: Discuss with high school counselor regarding support for learning

- ② Check the contents of major subjects at 5 colleges and special supports they provide

- ③ Decide the major as a freshman at college

Objective 1: Take vocational evaluation and tests on academic subjects

Objective 2: Identify evaluation and results from tests with classroom teacher and counselor

Objective 3: Explore 5 vocational orientations as results of evaluation and tests at library or on computer

Objective 4: Select the occupational area which seems to be the most possible one and match with the major at the college selected

Adapted from "Transition and students with learning disabilities: Creating sound futures" by G. Blalock & J. R. Patton. In J. R. Patton & G. Blalock (1996) (Eds), *Transition and students with learning disabilities: Facilitating the movement from school to adult life*. Austin, TX: Pro-Ed.

Technology has the Office of Special Education and Rehabilitation Services (OSERS) together. The IDEA (PL101-476) of 1990 added the Rehabilitation Counseling to be part of special educational related services. Thus, rehabilitation closely relates with the "transition services" in spite of the leading role of the schools.

In California, for example, students are eligible to receive services from the Department of Rehabilitation (DR), so it is possible that the student has both ITP from the school and the IPE from the DR since the IDEA guaranteed that students with disabilities would be able to receive special education services until the age 21. In California students are eligible until the day before their twenty-second birthday. The OSERS provides aids to each state for providing Vocational Rehabilitation (VR) services based on the IDEA and the Rehabilitation Act of 1973 (PL93-112). The services are provided to persons with disabilities so that they may become and stay employed by the coordination of an IPE with VR (California Department of Rehabilitation, 2000; OSERS, 2001).

In the case where a person receives VR services in California, the client will select the service to achieve the employment goal, discuss it with a counselor, and develop the IPE. According to the Rehabilitation Act, the IPE includes (1) an employment goal, (2) a timeline to achieve the employment goal, (3) services or agencies needed, (4) a beginning date of

services and the way they will receive the services, (5) evaluation criteria, (6) roles and responsibilities of the client, counselor, and others related to the employment, (7) description of the client's participation, and (8) identification of benefits (California Department of Rehabilitation, 2000). As mentioned above, shared roles and responsibilities of the client with the counselor are specified in the IPE process.

Relationship with other individualized plans. In California, for example, IFSP (Individualized Family Service Plans) and IPP (Individual Program Plans) are developed at the Regional Centers that provide service coordination through contract with the State of California while the IEP, ITP, and IPE are developed at school or DR. The IFSP are developed for infants and toddlers under the age 3 who have developmental disabilities or for those who have a high risk of developing developmental disabilities such as premature babies in accordance with the EHA amendment (PL99-457, Part H). The IPP are developed for individuals with developmental disabilities including those with mental retardation, cerebral palsy, epilepsy, and autism according to the 1969's Lanterman Developmental Disabilities Services Act of California State (California Department of Developmental Services, 2001a). Development of IPP has specific characteristics for that procedure, i.e. that the procedure uses a person-centered

planning (PCP) approach and discusses the case in a team including the client, parents, representatives from Regional Center and others (California Department of Developmental Services, 2000).

Figure 6.2 summarizes the relationship of each individualized plan throughout the life stage. Transitioning students with disabilities are provided educational services and instruction coordinated by an IEP at school, a IPE that coordinates services of vocational rehabilitation for competitive employment, and an IPP that coordinates services for Californian students with developmental disabilities and their families. Furthermore, an ITP is led by the school and generalizes and coordinates services with those other individualized plans related to the student's smooth transition to the community.

Current Practice of ITP

Each state has its unique way to implement the ITP. According to a recent report from a statewide investigation in Louisiana regarding the ITP, for example, 85% of the students' ITP were developed during the meetings on the same days as the IEP meeting, 9% of the ITP were developed earlier than the IEP, 5% of the ITP were developed later than the IEP, and 1% were unknown (Everson, et al., 2001). Action steps to achieve the long-term goals and adult outcomes were described at a rate of

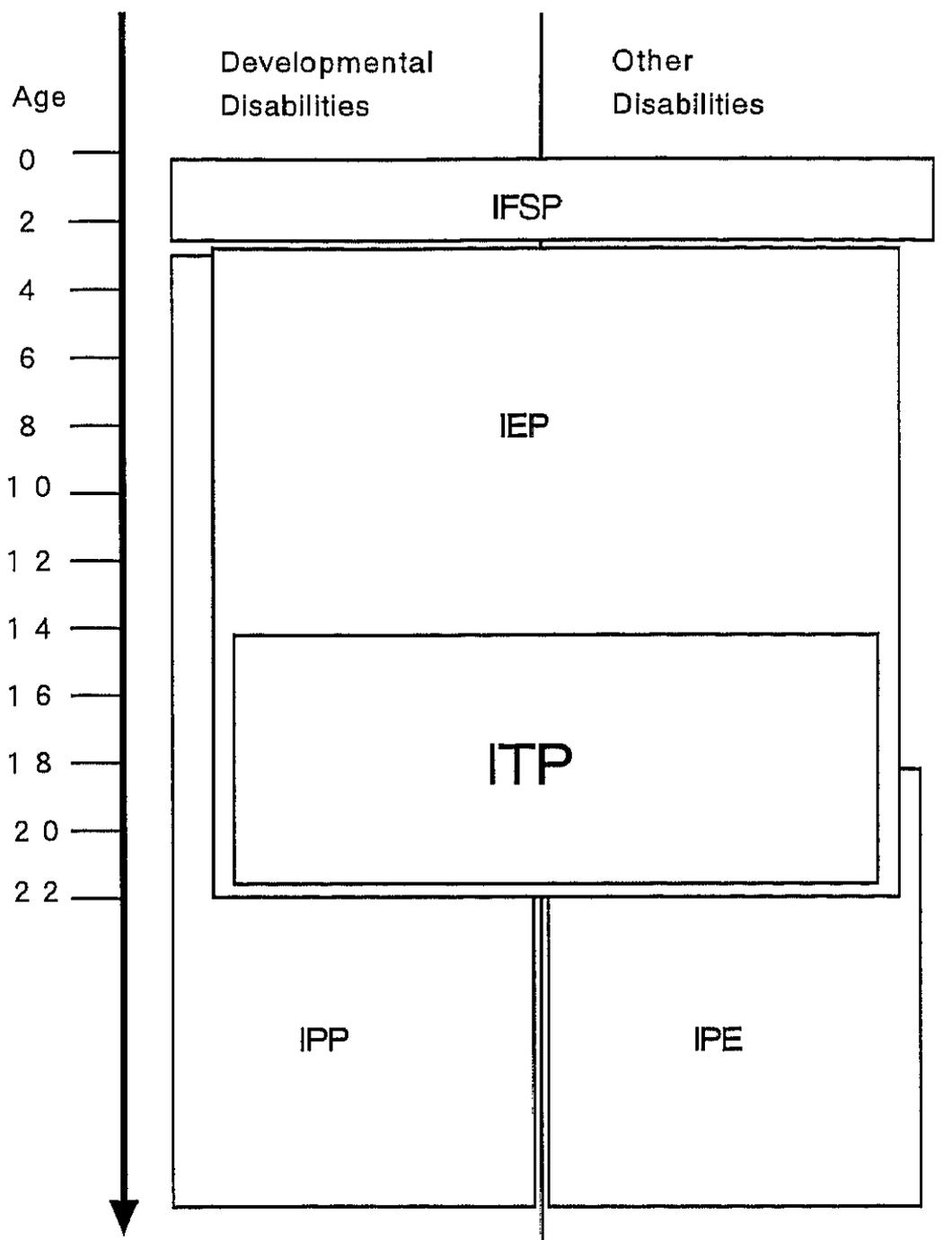


Figure 6.2. Relevance of Individualized Plans throughout the Lifespan.

62%. Each step was reflected overall on the IEP at a rate of 48%, reflected partially on the IEP at a rate of 26%, and 26% of the action steps did not show any associations with the IEP.

In addition to Louisiana, each state has its own unique way to implement the ITP. The ITP usually includes, however, a common set of contents such as a list of participants, the present level of performance, specific actions needed to achieve the goals, a timeline to achieve the actions, and responsible personnel (Patton & Dunn, 1998).

Each state sets a variety of domains including "employment," "living" and "recreation" which are all considered to be the core concept of the "transition." The federal law, however, describes 7 domains as transition domains including "post-school education," "vocational training," "competitive employment," "continuing education," "adult day service," "independent living," and "community participation."

Wehman (1995) explains there are ten transition domains which are "employment," "vocational education or training," "post-school education," "financial management," "independent living," "transportation or mobility," "social skills or interpersonal relationships," "recreation or leisure," "health or safety," and "self-advocacy." Table 6.2 illustrates the transition domains seventeen states adopted to develop the ITP. More than ten states adopted the domains including

Table 6.2. Transition Planning Areas.

Major Domains	States																
	AL	AR	CA	CO	CT	FL	HI	ID	IL	IA	KS	KY	LA	MN	NJ	TX	UT
Adult services				X	X	X			X			X			X		
Advocacy/Legal	X							X					X				
Assistive Technology												X					
Career Planning Options								X									
Communication												X					X
Community Participation	X			X	X	X	X	X	X		X	X	X	X	X		X
Daily Living		X		X	X		X	X		X	X	X	X		X		X
Employment	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X
Financial Management	X		X		X		X	X		X	X	X	X				
Functional Academics															X		
Health	X			X	X		X	X		X	X	X	X		X		X
Independent Living	X	X	X		X	X		X	X		X	X	X	X	X	X	X
Insurance								X			X						
Leisure/Recreation		X	X	X	X		X	X		X	X	X	X	X	X	X	X
Lifelong Learning										X							
Personal Management	X																
Postsecondary Education		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Relationships/Social Skills			X	X	X			X		X	X	X	X				X
Self-Determination					X			X		X	X	X		X			X
Transportation/Mobility	X	X		X	X		X	X		X	X	X	X		X		
Vocational Evaluation	X																
Vocational Training			X		X	X	X		X	X				X	X	X	X

Note. From *Transition Planning Inventory: Assessing transition needs* (p. 4), by G. M. Clark and J. R. Patton, 1997, Austin, TX: Pro-Ed. Copyright 1997 by Pro-Ed.

"post-school education (15 states)," "employment (15 states)," "independent living (14 states)," "recreation or leisure (14 states)," "community participation (13 states)," "health (11 states)," "transportation or mobility (11 states)," "daily living (11 states)," and "vocational education (10 states)." Thus, the transition domains that both the federal laws and more than 10 states defined resulted in 5 domains in total, including "post-school education," "employment," "independent living," "community participation," and "vocational education." Also, the domains that both Wehman (1995) and more than 10 states defined were 6 domains including "post-secondary education," "employment," "independent living," "recreation or leisure," "health," and "transportation or mobility." By analyzing them, we find the tendency that most ITP significantly contain domains such as "post-secondary education" and "employment" domains including vocational education, "independent living" domain including health and transportation or mobility, and "community participation" domains including recreation or leisure.

Student and Parent Involvement in the ITP

Student involvement in the ITP. The ITP (Individualized Transition Plans) in the United States were developed for students with disabilities at age 16 or more by the enactment of the Individuals with Disabilities Education Act of 1990 (PL 101-476) and at age 14 or more by its amendments of 1997 (PL

105-17). The ITP are described as the statement page of transition services in the IEP (Individualized Education Programs) (Everson, Zhang, & Guillory, 2001). The IEP have been developed for all school age children in the United States since the enactment of Education for Handicapped Children Act of 1975 (PL 94-142) and parents are guaranteed to be able to participate in their children's educational decisions including the individual planning process. The Individuals with Disabilities Education Act amendments of 1997 recognized parents' rights to allow their children's educational decision making to be transferred to the students themselves when the students reach the age of majority (Individuals with Disabilities Education Act Amendments of 1997, § 614 & § 615).

At the international conference of the Division on Career Development for Transition (DCDT) of the Council for Exceptional Children (CEC) in 2001, 26 out of 210 sessions were regarding "student's self-determination." Therefore, student involvement with self-determination skills was obviously a big issue in special education in the United States (Mizutani & Yanagimoto, 2002). At some of the sessions on self-determination, person-centered planning (PCP) was discussed.

PCP is the name of the approach. Realistic plans are developed for the clear future of a student with disability focusing on the student and based on his/her hopes and dreams. The PCP has become trendy and politically correct for

implementation in the transition planning process since the National Longitudinal Transition Study reported that students with disabilities tended to have dropped out more, be unemployed and lead unsuccessful adult life (SRI International, 1991). This result brought policy makers' attention to the student's role in their transition planning process more significantly. They started to empower the students to take control of their lives such as encouraging them to decide where they would like to live, what kind of work they would like to do, and who they would like to live with in their future (Izzo, Johnson, Levits, & Aaron, 1998). Kregel (1998) also stated individuals with disabilities should take total control of their PCP process because it is clear that individuals are likely to be more satisfied, and to stay longer at jobs that they have chosen. PCP is not only effective for the individual's employment needs but for all aspects of the individual's life (Kregel, 1998), thus a student's active involvement in the ITP process is recommended.

Parent involvement in the ITP. Parent involvement was promoted after the enactment of the Education for All Handicapped Children Act of 1975 (PL 94-142) in such ways as parents' development of the IEP together with the teachers at school. Shared responsibility and shared decision making rights among students, families, and professionals is ideal but considered difficult because of professionals' maltreatment of

the families and families' myths toward the professionals (Wehmeyer, Morningstar & Husted, 1999). Cutler (1993) listed up the myths that families tended to have about the professionals;

1. Parents cannot teach their children. They are not professionals.
2. Parents are inclined to get involved emotionally with their children so that they cannot evaluate them appropriately.
3. Both parents and students are likely obedient and cannot make others to listen to them.

In contrast, Culter (1993) listed up parents' myths about teachers as follows;

1. Teachers are better professionals in the field of education.
2. Teachers are absolutely objective.
3. Teachers are free agents.

The family is expected to overcome these myths and become equal partners with teachers (Turnbull & Turnbull, 1997). However, in order to become equal partners, families and professionals need to have a reliable, respectful relationship each other. Thus the key for the success of the ITP process is considered to be based on the establishment of a positive collaboration among the school and the family especially when the family speaks out on their opinions to the teachers equally, and the

teachers pay attention to a family's unique values or opinions with respect and listen to the family's needs and wants (Wehmeyer et al., 1999).

Hanley-Maxwell, Pogoloff, & Whitney-Thomas (1998) said that "listening" and "inviting" were the ways to promote parents' meaningful involvement in transition planning. Person-centered planning (PCP) which we reviewed in the previous section is an effective way for professionals to listen. PCP is (1) based on the individuals' and their families' preferences, (2) focuses on positive contributions of the individuals and their families, (3) brings solutions based on the community, (4) clarifies options as much as possible, and (5) recommends everyone to have dreams and to have positive expectations for the future (Steineman, Morningstar, Bishop, & Turnbull, 1993). The family is the best supporter, and they are often the most significant throughout life of those students with disabilities, although students and families sometimes can conflict. However, one cannot promote student involvement and exclude parents. Morningstar, Turnbull, and Turnbull (1995) clarified that students themselves believed parents were necessary because they helped the students' future planning. The parents' roles were for example, (1) checking to see if the student goes to the high school or not, (2) planning for the student go to college and to provide financial support, (3) supporting independent living, and (4) supporting employment

(Wehmeyer, et al., 1999).

Person-centered planning (PCP). PCP itself is a popular concept in student's transition in the United States. In the ITP process with the PCP approach, realistic plans are developed to help students' hopes and dreams become closer to the concrete future vision they hold (Everson, 1998). In the PCP approach, a students' surrounding environment is organized, with resources in the community, with formal or informal support and services and students' assessment data, to develop "action plans" for the future vision of the students (Mizutani & Yanagimoto, 2002). The future vision can be transferred to the long-term goal of the students' ITP, and the actions plans can be transferred to the short-term objectives of the ITP (Kregel, 1998; Miner & Bates, 1997; Morningstar, 1995; Whitney-Thomas, Shaw, Honey, & Butterworth, 1998). PCP is an umbrella term (Thoma, 1997). There are a variety of other names for this approach including student-centered planning (Bassett & Lehman, 2002), personal future planning (Mount & Zwernik, 1988), the McGill Action Planning System (MAPS; Vandercook, York & Forest, 1989), and Essential Lifestyle Planning (Smull & Harrison, 1991).

In the State of California, the PCP approach has been applied for developing individual program plans (IPP) for individuals with developmental disabilities and their families since 1993, prior to the development of the ITP, and a survey

regarding PCP was reported in 1997-1998. The results summarized that consumers' satisfaction were very high (95%) after the PCP application to the plans, and the contents of service and support changed because the consumers became more informed in the planning process and self-determination/self-advocacy skills increased (78%; California Department of Developmental Services Community Service Division, 1998). In the training video for transition plans produced by the State of California, Ted Catada, the director of Placer County Board of Education, explained that the person-centered planning meant students control their own destiny, and the internal locus of control would make students' self-esteem higher and increase possibilities for their transition plans achieving the success (California Department of Developmental Services, 1998).

Locus of control is a theory created by Rotter (1966) to explain subjective perceptions regarding relationship between human behavior and its outcomes. Those who tend to have an external locus of control feel their own behavior cannot predict the outcomes because other people, destiny, and chances are controlling them, while those who tend to have an internal locus of control can predict their own outcomes due to the consistent relationship between the self-behavior and the outcomes, because they think they control their own outcomes by themselves (Dember, Jenkins, & Teyler, 1984; Wehmeyer & Lawrence, 1995). Obata and Misawa (1986) reported that children

with other health impairments showed problems such as being spiritless and apathy when they tended to have an external locus of control, and Maeda and Shoji (1992) reported that the burnout syndrome in clinical nurses and an external locus of control were positively associated. That is to say, an internal locus of control can increase appropriate coping behaviors in general.

Internal locus of control is one of the 11 elements for the self-determination model presented by Wehmeyer (in press). The internal locus of control is about the personality in individuals and about changing its tendency by learning, unlike other factors of self-determination such as choice-making, goal setting and attainment, self-evaluation skills, and positive attribution of efficacy and outcome expectancy (Wehmeyer & Lawrence, 1995). The more self-determination the students obtained, the more paid employment opportunities they had a year after high school (Wehmeyer & Schwartz, 1998), and more self-determination encourages the students' active involvement and control in their educational planning and decision-making process (Sands, Spencer, Gliner, & Swaim, 1999).

Self-determination can be taught (Field, et al., 1998) and student involvement in the ITP process can be taught. There are several curricula or strategies to teach students self-determination and student involvement skills in the ITP process

(Field & Hoffmann, 1996; Field, Martin, Miller, Ward, & Wehmeyer, 1997; Halpern, Herr, Wolf, Doren, Johnson & Lawson, 1997). Moreover parents and teachers are expected to provide good role models for the students (Field, et al., 1998).

Summary

Student and parent participation have been secured in IEP and transition planning process in the United States since 1975. A longitudinal study on transition outcome demonstrated students' poor transition outcomes in community participation after exiting a school when they have no self-determination skills. Thus, programs for self-determination targeting student involvement in transition planning with self-determination have been developed. The person-centered planning approach has been promoted for use in the ITP process because it is thought that the approach will enable students to be centered in their own transition planning, maximizing their internal locus of control which is one of the most important factors for self-determination. Another issue is methods for providing sufficient information to parents in order to allow them to be actively involved, although previous studies state that it is often difficult, and depends on each parent.