

## ABSTRACT

The present study concerned the student involvement and parent involvement in transition planning, and the partnership among students, their parents, and teachers in Japanese special high schools for students with intellectual disabilities. First, characteristics and problems in current practice of their involvement in individualized plans for instruction and career guidance at Japanese special high schools nationwide (N=220) were surveyed by the questionnaire. It was found that teachers for students with intellectual disabilities developed the plans at the teachers' meeting in school. Second, the six post-school case studies of Japanese young adults with intellectual disabilities in Tokyo were surveyed by semi-structured interviews using the Japanese version of Transition Planning Inventory. It was found that there were differences in thoughts about the transition needs among young adults themselves, their parents, and the supervising professionals at post-secondary settings. Third, thoughts of student and parent involvement in individualized transition support plans were surveyed.

Participants were special high school teachers (N=120) and parents of high school students with intellectual disabilities (N=108) in Tokyo. It was found that both teachers and parents agreed with student involvement, although teachers expected their involvement greater than the parents. The parents thought it would be better if the laws mandated student and parent involvement. Classification from the System 4 theory by Likert (1967) was applied for the 3 characteristics including communication process, decision-making process, and goal-setting. Overall, both teachers and parents hoped to be in the participative groups which meant members would participate in collective decision making, although teachers and half of the parents hoped to be in consultative groups which meant teachers would solely perform decision making after some consultation with students and parents as seen in the current practice. Then, roles of students, parents, and teachers to promote student and parent participation in the transition planning were discussed. Students' self-determination and parents' advocacy should be the focus in the planning. A lesson plan was proposed based on the 5 steps of person-centered transition planning in the State of California. Teachers should provide sufficient information to facilitate their voluntary decision-making.

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