

GLOSSARY

Career Counseling Meeting (Shinro Sodan). A component of Career Guidance in Japanese schools. Meetings are usually held at least once a year with at least one teacher and a parent. Participants and frequency vary depending on the schools.

Career Guidance (Shinro Shido). A series of instruction for students to select their post-secondary settings. In Japan, it generally includes career education, job-training and career counseling meetings.

Career Education (Shokugyo or Shinro Gakushu). A part of career guidance in Japanese special schools. It may or may not be included in annual curriculum.

Collective Decision Making (Shudanteki Ishikettei). Decision making made by a group of people. Japanese business management is characterized by the collective decision making process with "nemawashi" and "ringi" rather than the top down management.

Competitive Employment (Ippan Shuro). Jobs at regular worksite for individuals with disabilities without any formal support services to accommodate their special needs due to their disabilities.

IEP (Individualized Educational Programs). Individually tailored educational program for students with disabilities that have been mandated by PL94-142 of 1975 in the United States.

Independence (Jiritsu). Generally, an attitude in which one is free of the influence of the judgments, opinions, or beliefs of others.

Individualized Plans for Instruction (Kobetsu no Shido Keikaku). Individually tailored plans for instructing students with severe and multiple disabilities or for instructing students who take the class called training for independent activity (jiritsu katsudo) in Japanese special school which have been mandated by Japanese educational regulations of 1999.

Individualized Transition Support Plans (Kobetsu Iko Shien Keikaku). Documents for students with disabilities aiming to support smooth transition from school to community that was introduced in 2001 with the report of action research by Tokyo's special high schools for students with intellectual disabilities.

Informed Consent (Setsumei to Doi). Clients' voluntarily consents with the professionals' proposals after hearing sufficient information about the nature of the procedure, both potential risk and benefits for the procedures, and any other alternative procedures.

Intellectual Disabilities (Chiteki Shogai). A category of disability established to describe a type of special education schools by the Japanese Ministry of Education, Culture, Sports, Science and Technology which includes mental retardation and other developmental disabilities such as autism and Down Syndrome. There is no definition to describe the intellectual disabilities in Japan, although Tokyo Department of Welfare's criteria, for example, is a modified version of the American Association on Mental Retardation's 1992 classifications. They distinguished the disabilities 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 their demographic information.

Involvement. Taking part, being included or engaged in an area of life, being accepted, or having access to needed resources such as actions related to decision making of student/parent involvement for the student's transition planning process spending some degrees of time and energy.

ITP (Individualized Transition Plans). Transition service statement pages in IEP that have been mandated by the Individuals with Disabilities Education Act, PL101-476 of 1990 in the United States.

Job Training (Internship or Genba Jisshu). Special high school students are dispatched to worksites for training work skills without pay in their local community for a few weeks period. The time or frequency varies depending on the schools or the students' conditions.

Mental Retardation. See intellectual disabilities.

Parent. Legal guardians including grandparents, stepparents, surrogate parents, and guardians who may not be biological father or mother.

Participation. Taking an active role in decision making, sharing part in a group, an activity, etc., or involvement in a life situation (please see *Involvement*).

Participative Groups (Shudan Sankaku-gata). Likert (1961; 1967) argues a type of business management that has decision making throughout their employees consequently is characterized as greater productivity and moral compared with the authoritative management types.

Partnership. Collaborative relationship based on the equal rights and shared responsibility, respecting each other's roles.

Person-Centered Planning. The concept that clients' future plans should be made based on their own hopes and dreams. There are a variety of approaches under this concept including student-centered planning, personal future planning, MAPS, and so on.

Post-School Assistance (After Care). Assisting service provided by the special high schools that young adults with disabilities graduated from. It is not mandatory by any laws or educational regulations so the contents or terms and frequency of services vary depending on the schools or the teachers.

Professionals (Senmonka). Persons who have expertise for certain things. It usually means ones such as teachers, doctors, supervisors or managers. In special education in the United States, however, the concept may includes parents since they know the students the best and may be encouraged to share responsibilities with other professionals in IEP/ITP teams.

Regional Work Support Centers (Chiiki Shuryo Shien Center). Providing "job coach" services for adults with developmental disabilities to work at regular worksites in their local community. "Rainbow Work" in Nerima, Tokyo, or "Yamabiko no Sato" in Yokohama City were among the first established centers in 1990's.

Self-determination (Jiko Kettei or Jiketsu). One's internal control based on a personal belief rather than norms of groups or societies. John Stewart Mill argues that self-determination must be respected as long as it's no harmless to the others, and the Pragmatists such as George Herbert Mead and Existentialists such as Jean Paul Sartre further argue the concept. It is a synonym of de-colonization of underdeveloped countries from colonizing countries or independence of ethnic minorities from the mainstream government in political context.

Special High Schools. Upper-secondary department of Japanese special education schools serving students with intellectual disabilities, students with physical disabilities, and students with other health impairments normally aged at 15-18. Established mostly after 1980's, most special high schools are public, but they are not as mandatory as elementary (age 6-12) and lower-secondary (age 12-15) departments. These departments of special schools have been mandatory since 1979.

Stakeholders. The concept that all people who have interests in a company may participate in decision making for the company (Freeman, 1993). Stakeholders include stockholders, employees, clients, managers, suppliers, and people who live in the community. In special education, stakeholders may mean students' families, professionals at schools and other agencies, and people in the community.

Supported Employment (Enjotsuki Shuro). Employment support service system for individuals with disabilities provided by job coaches or career development specialists to facilitate their work in regular worksites. Japanese Vocational Rehabilitation Centers began to apply this system since 2002, and other regional work support centers in Tokyo or Yokohama have been offering the services for individuals with intellectual disabilities in Japan.

Tokyo Public Special Schools for Intellectual Disabilities (Research) Association Promoting Employment (Tokyo-to Chiteki Shogai Yogogakko Shugyo Sokushin (Kenkyu) Kyogikai). The study group of career guidance teachers at special schools for students with intellectual disabilities organized by Seicho Special High School in Tokyo. Their current theme is the development of individualized transition support plans as of 2001-2003. They added "Research (Kenkyu)" within the name since 2002.

TPI (Transition Planning Inventory). Developed and standardized by Gary M. Clark and James R. Patton (1997) mainly for students with mild to moderate disabilities to check their transition related behaviors or abilities.

Transition (Ikoh). Movement from one area to another or change from one place to another. The term generally used freely, although the biggest transition discussed in special education in the United States is the transition from school to work or school to adulthood/adult life in community since 1980's.

Transition Planning (Process). The process usually includes 3 phases: (a) before meeting phase. Students identify their hopes and dreams for the future goals, preferences and dislikes, assessment and self-awareness/evaluation; (b) during the meeting phase. Students, parents, and teachers and others related to the students' make the transition plans together; and (c) after meeting phase. Evaluates the outcomes to revise the plans.

Vocational Rehabilitation Centers (Shokugyo Rehabilitation Center). One center in one 47 prefectures (prefectures are equivalent with states in the United States) is located throughout Japan. They began providing "job coach" services in 2002.