

## CHAPTER 4

### THOUGHTS OF TEACHERS ON STUDENT/PARENT INVOLVEMENT IN INDIVIDUALIZED TRANSITION SUPPORT PLANS (STUDY 3)

In the previous chapter, we examined the thoughts of young adults with intellectual disabilities, their parents, and their supervising professionals. The results showed that the thoughts among them were not exactly the same. Therefore, it is also likely that teachers and parents of high school students with intellectual disabilities would have different thoughts regarding student involvement and parent involvement in transition planning. Clarifying the thoughts of teachers could be helpful in order to suggest strategies to improve student and parent participation in individualized transition support plans.

#### Purpose

As seen in the Introduction (Chapter 1), the individualized transition support plans have just been introduced, and therefore the purpose of Study 3 is to clarify the thoughts which special education teachers of students with intellectual disabilities have on student and parent participation in individualized transition support plans.

## Method

### *Participants*

Teachers at 24 special education schools for students with intellectual disabilities in Tokyo were surveyed. Twenty three schools were the Tokyo Metropolitan government's own and one was a national school. These 24 schools were the members of the Tokyo Public Special Schools for Intellectual Disabilities Research Association for Promoting Employment. The cluster random sampling method was used in this study and 5 classroom teachers or teachers in charge of career guidance were selected randomly from each school. Therefore a total of 120 teachers were asked to answer the questionnaire.

### *Questionnaire*

The questionnaire was developed based on that used in Study 1 (Chapter 2). The pilot study was conducted in special high schools in Tokyo and Hokkaido because those selected schools were in the process of trying to implement effective career guidance or individualized plans for transition, and also because Hokkaido has more special high schools with vocational courses than other prefectures. What is more, some of those programs were highly recognized by officers of the Japanese Ministry of Education, Culture, Sports, Science and Technology. Participants in the pilot study were 17 special education teachers and 4 parents of students with developmental

disabilities including intellectual disabilities (mental retardation), autism, and learning disabilities. The pilot study was conducted in May and June 2002 by interviews, regular mail, e-mails, or fax. The interviews were held with 2 teachers and 2 parents and each one took approximately 1 to 1 and a half hours.

The draft questionnaire for the pilot study included: (a) 7 items asking about the current practice of individualized plans for instruction; (b) 7 items on the current practice of individualized transition support plans; (c) 6 items asking about goals and objectives in the individualized plans; (d) 15 items on career counseling meetings; (e) 5 items asking about teachers' thoughts on student/parent involvement in transition planning; and (f) 9 items asking for demographic information about the respondents. In total there were 49 items on 8 pages, and the questionnaire also had notes on IEP and ITP in the United States on the front page, as well as other notes explaining about individualized plans for instruction, individualized transition support plans, student and parent involvement in the IEP/ITP in the United States and, lastly, how student/parent opinions could be input into the current individualized plans in Japan.

Due to the results of the pilot study, the questionnaire for study 3 was revised: (a) 7 items on the current practice of individualized plans for instruction were deleted; (b) 4

items regarding the roles of controlling meetings, deciding the meeting agenda, facilitating the meeting, and filling in the forms of the individualized plans were deleted in all items asking about career counseling meetings; (c) 1 item asking for respondents' thoughts on student-centered meetings was deleted. The explanations about IEP/ITP or student/parent involvement in the United States were also deleted since it was suspected to purposely lead the respondents to positive answers. Instead, a brief explanation about individualized transition support plans was included in the cover letter of the questionnaire. A photocopy of an example of individualized transition support plans (Japanese Association of Special School Principals, 2002a; 2002b) was also attached with the questionnaire to provide comprehensive information about the plans in case teachers or parents were not yet familiar with them.

The author then asked 4 special high school teachers in Tokyo and 4 graduate students majoring in disability sciences or human care sciences to evaluate the content validity of the questionnaire, and then further excluded all the items that were asking about the current practice of the transition plans as the time that the plans were introduced varied - some schools started their practices in the school year 2001 while others started in the school year 2002 or were planning to start in the school year 2003. Finally, 34 items were selected that asked only for the thoughts of the teachers, as well as 8 demographic

items which all the evaluators agreed had validity. Therefore, the questionnaire includes: (a) 7 items on teachers' thoughts about individualized transition support plans; (b) 15 items on thoughts about career counseling meetings; (c) 12 items on parent involvement and student involvement in transition planning; and (d) 8 demographic items. There were therefore a total of 42 items in the questionnaire for the teachers' survey (See Appendix 2).

#### *Data Collection*

In July 2002, packages were delivered to 24 teachers who had attended a conference for all the Tokyo Public Special Schools for Intellectual Disabilities Association for Research Promoting Employment. These packages included a cover letter to the principal and one to the teacher in charge of career guidance, 5 copies of the questionnaire, and stamped return envelopes. They were asked to return the questionnaire by the end of August either by mail or by handing it in at another divisional meeting of the Tokyo Public Special Schools for Intellectual Disabilities Association for Research Promoting Employment. In total, 101 (84%) of the returned questionnaires were considered as effective answers for analysis.

#### *Data Analysis*

For most questions in the questionnaire, respondents

were asked to check ○ if they thought it was "needed"; a maximum of 3 sub-items could be checked as ⊙, "very needed", and unmarked sub-items were processed as "not needed."

Descriptive statistics were examined concerning (1) thoughts on individualized transition support plans (7 items), (2) thoughts on career counseling (15 items), (3) thoughts on parent involvement in individualized transition support plans (5 items), and (4) thoughts on student involvement in individualized transition support plans (7 items). Moreover, contingency tables were developed regarding teachers' agreeableness with parent/student involvement and teachers' demographic information, and then further analyzed by residual analysis for the significance. The independent variables were the characteristics of the teachers and the dependent variables were all the sub-items in the questionnaire.

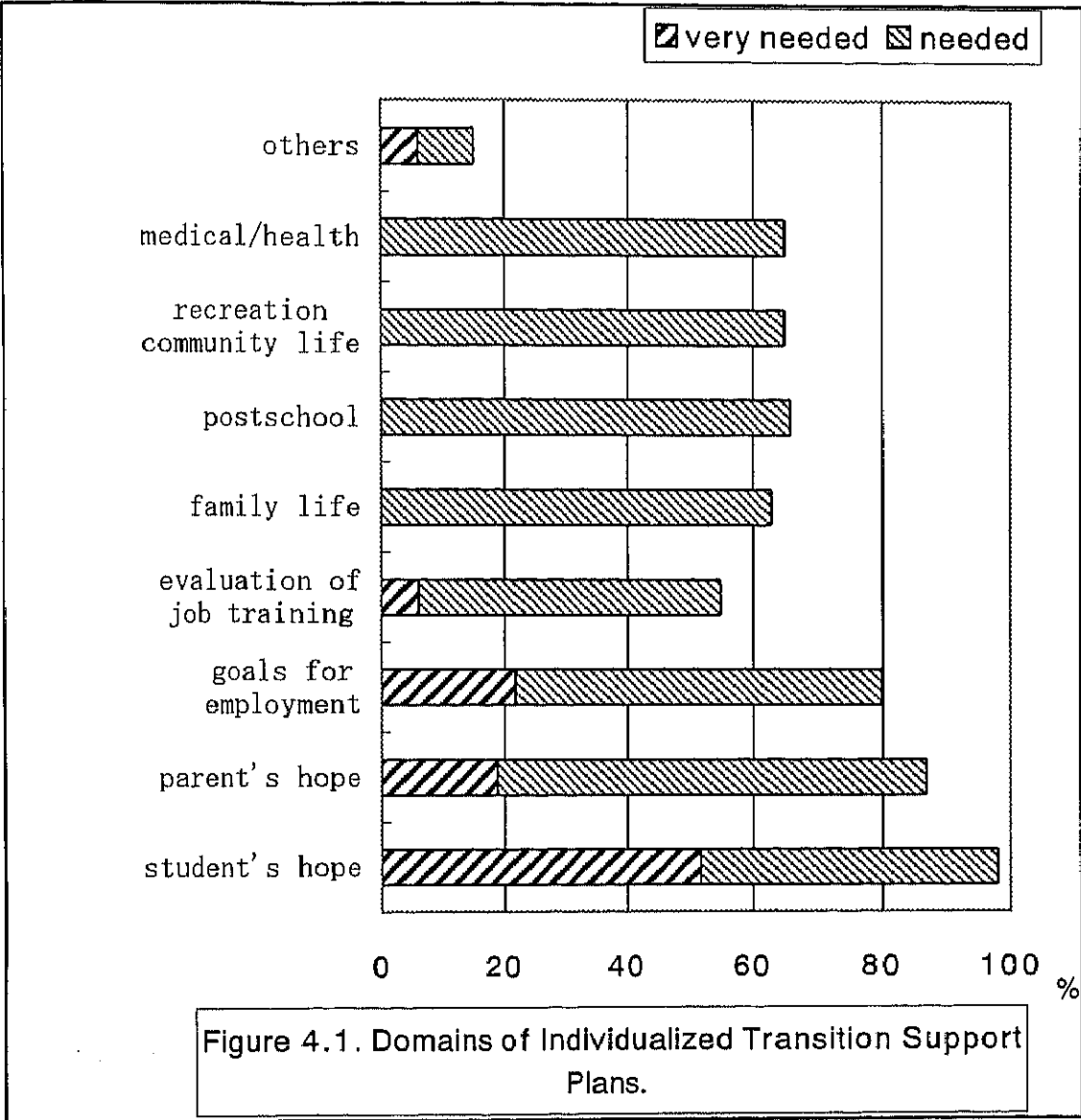
## Results

### *Teachers' Thoughts on the Individualized Transition Support Plans*

Most teachers thought that "student's hopes" were needed and this was the most popular answer among domains of the individualized transition support plans (Very needed at 52% or 53 out of 101 teachers' effective answers, needed at 46% or 46 out of 101 teachers, not needed at 2% or 2 out of 101 teachers). Other answers to this question were: parents (very needed at

19% or 19 out of 101 teachers, needed at 68% or 69 out of 101 teachers, not needed at 13% or 13 out of 101 teachers); employment goals (very needed at 23% or 23 out of 101 teachers, needed at 57 % or 58 out of 101 teachers, not needed at 20% or 20 out of 101 teachers); evaluation at job training (very needed at 6% or 6 out of 101 teachers, needed at 49% or 49 out of 101 teachers, not needed at 46% or 46 out of 101 teachers), family life (6% or 6 out of 101 teachers, 63% or 64 out of 101 teachers, 31% or 31 out of 101 teachers), post-secondary setting (very needed at 9% or 9 out of 101 teachers, needed at 66% or 67 out of 101 teachers, not needed at 25 % or 25 out of 101 teachers), recreation/leisure (very needed at 2% or 2 out of 101 teachers, needed at 65% or 66 out of 101 teachers, not needed at 33% or 33 out of 101 teachers), and others (very needed at 6% or 6 out of 100 teachers, needed at 9% or 9 out of 100 teachers, not needed at 85% or 85 out of 100 teachers) (figure 4.1). Many of them explained their reason for answering "students' hopes" was because the student was the main focus (43% or 43 out of 101 teachers).

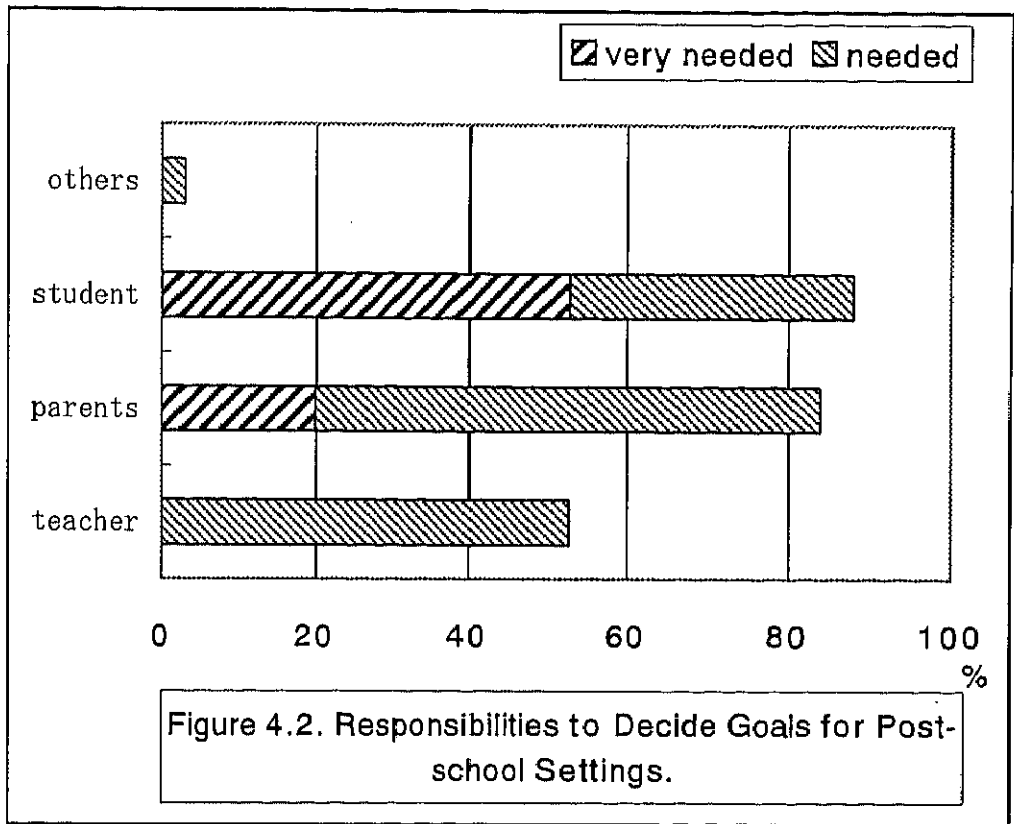
The answers to the question "Who do you think should be responsible for making decisions on goals about students' careers? (multiple answers accepted)" were: teachers (very needed at 7 % or 7 out of 99 teachers, needed at 46% or 46 out of 99 teachers, not needed at 46% or 46 out of 99 teachers); parents (very needed at 20% or 20 out of 99 teachers, needed





64% or 63 out of 99 teachers, 16% or 16 out of 99 teachers); students (very needed at 53% or 52 out of 99 teachers, needed at 36% or 35 out of 99 teachers, not needed at 12% or 12 out of 99 teachers); and others (very needed at 1% or 1 out of 99 teachers, needed at 7% or 7 out of 99 teachers, not needed at 92% or 91 out of 99 teachers, see figure 4.2).

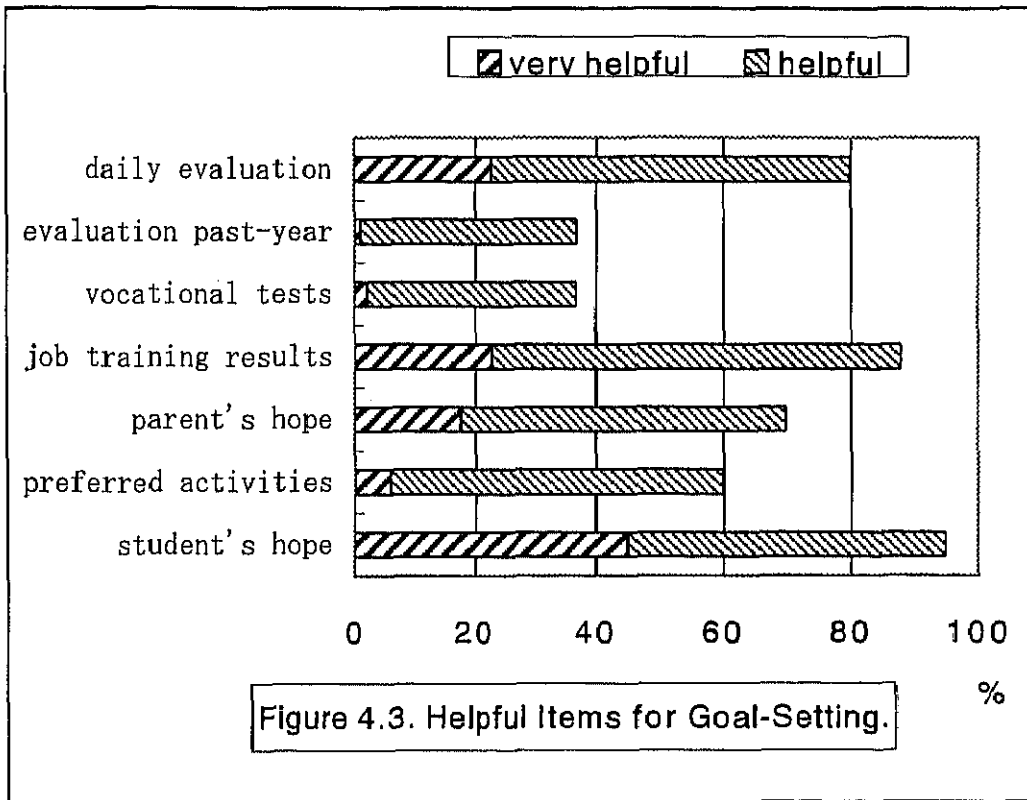
The items the teachers' used for reference to set up the student's career goals were: students' hopes (very needed at 45% or 45 out of 101 teachers, needed at 50% or 50 out of 101 teachers, not needed at 6% or 6 out of 101 teachers); evaluation from job training (very needed at 23% or 23 out of 101 teachers, 64% or 65 out of 101 teachers, 13% or 13 out of 101 teachers); evaluation from daily life (very needed at 23% or 23 out of 101 teachers; needed at 56% or 57 out of 101 teachers, not needed at 21% or 21 out of 101 teachers); parents' hopes (very needed at 18% or 18 out of 101 teachers, needed at 52% or 53 out of 101 teachers, not needed at 30% or 30 out of 101 teachers); students' likes and dislikes (very needed at 6% or 6 out of 101 teachers, needed at 54% or 55 out of 101 teachers, 40% or 40 out of 101 teachers); test results (very needed at 2% or 2 out of 101 teachers, needed at 35% or 35 out of 101 teachers, not needed at 63% or 64 out of 101 teachers); evaluation from the previous year (very needed at 1% or 1 out of 101 teachers, needed at 36% or 36 out of 101 teachers, not needed at 63% or 64 out of 101 teachers); and others (very needed at 1% or 1 out of 100

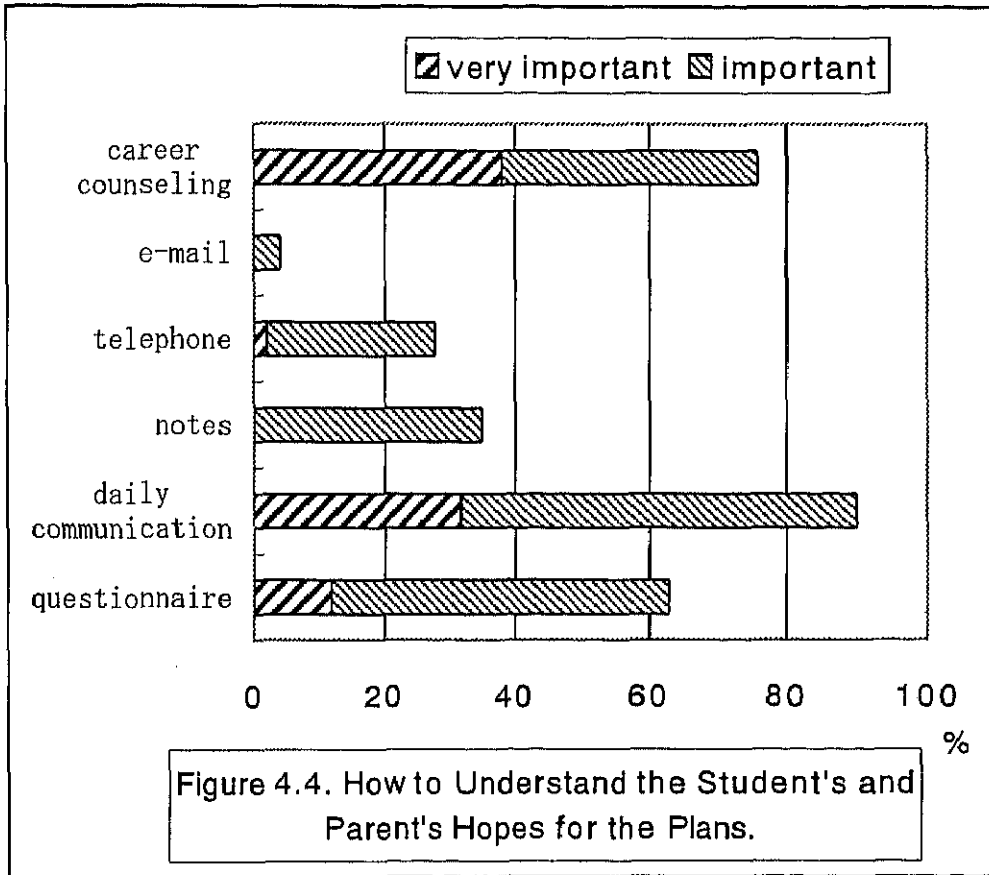


teachers, needed at 4% or 4 out of 100 teachers, not needed at 95% or 95 out of 100 teachers, see figure 4.3).

The methods of integrating the hopes of students/parents into the plans were: daily communication (very needed at 32% or 32 out of 101 teachers, needed at 57% or 58 out of 101 teachers, not needed at 11% or 11 out of 101 teachers); listening to their opinions at the meeting (very needed at 38% or 38 out of 101 teachers, needed at 38% or 38 out of 101 teachers, not needed at 25% or 25 out of 101 teachers); questionnaires (very needed at 12% or 12 out of 101 teachers, needed at 50% or 51 out of 101 teachers, not needed at 38% or 38 out of 101 teachers); communication through documents other than questionnaires (needed at 35 % or 35 out of 101 teachers, not needed at 65% or 66 out of 101 teachers); telephone conversations (very needed at 2% or 2 out of 101 teachers, 26% or 26 out of 101 teachers, 72% or 72 out of 101 teachers); e-mails (needed at 4% or 4 out of 101 teachers, not needed at 96% or 97 out of 101 teachers); and others (very needed at 3% or 3 out of 101 teachers, needed at 1% or 1 out of 101 teachers, not needed at 96% or 97 out of 101 teachers, see figure 4.4).

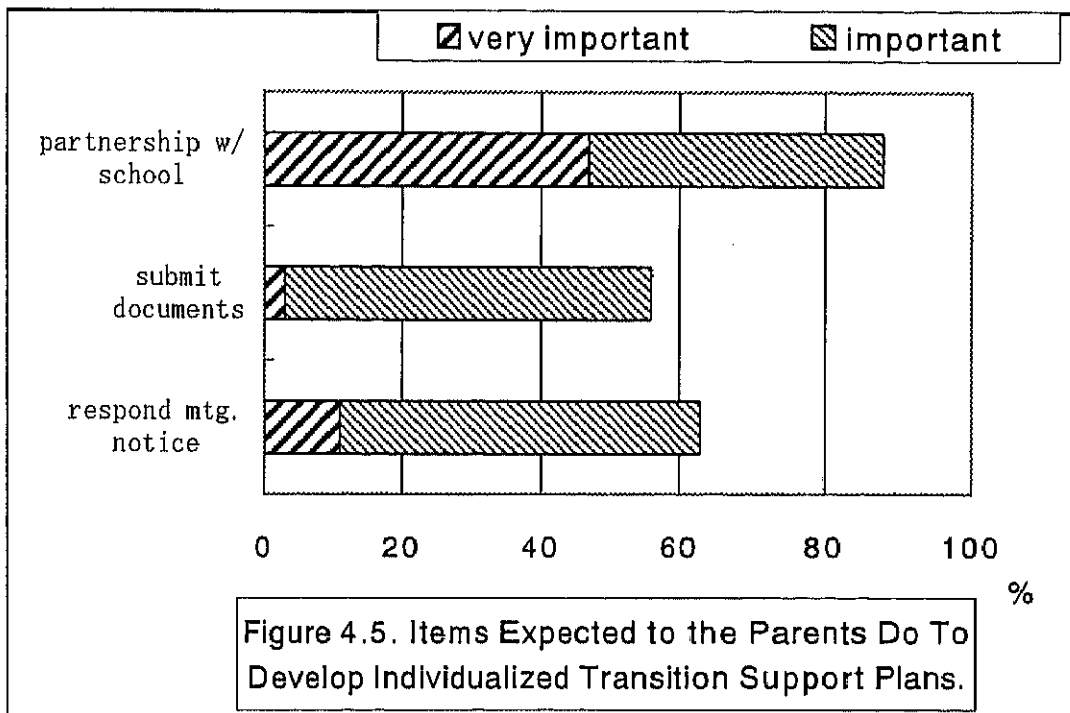
The items that the teachers hoped for with the parents were: reliable partnership with teachers (very needed at 47% or 47 out of 101 teachers, needed at 41% or 41 out of 101 teachers, not needed at 13% or 13 out of 101 teachers); attending meetings as requested (very needed at 11% or 11 out of 101 teachers, needed





at 51% or 52 out of 101 teachers, not needed at 38% or 38 out of 101 teachers); submitting the documents as requested (very needed at 3% or 3 out of 101 teachers, needed at 52% or 53 out of 101 teachers, not needed at 45% or 45 out of 101 teachers); and others (very needed at 5% or 5 out of 101 teachers, needed at 5% or 5 out of 101 teachers, not needed at 90% or 91 out of 101 teachers, see figure 4.5).

How the teachers wanted to confirm the consent of students and parents regarding the individualized plans were: showing the plans as they are at the meetings (very needed at 26% or 26 out of 101 teachers, needed at 35% or 35 out of 101 teachers, not needed at 40% or 40 out of 101 teachers); explaining about the plans orally at the meetings (very needed at 17% or 17 out of 101 teachers, needed at 34% or 34 out of 101 teachers, 50% or 50 out of 101 teachers); showing simplified plans at the meetings (very needed at 7% or 7 out of 101 teachers, needed at 21% or 21 out of 101 teachers, not needed at 72% or 73 out of 101 teachers); giving the plans to parents as they are (very needed at 5% or 5 out of 101 teachers, needed at 16% or 16 out of 101 teachers, not needed at 79% or 80 out of 101 teachers); giving simplified plans to parents (very needed at 1% or 1 out of 101 teachers, needed at 13% or 13 out of 101 teachers, not needed at 86% or 87 out of 101 teachers), and no teachers who answered this question thought they shouldn't confirm the plans with parents (not needed at 101% or 101 out of 101 teachers,

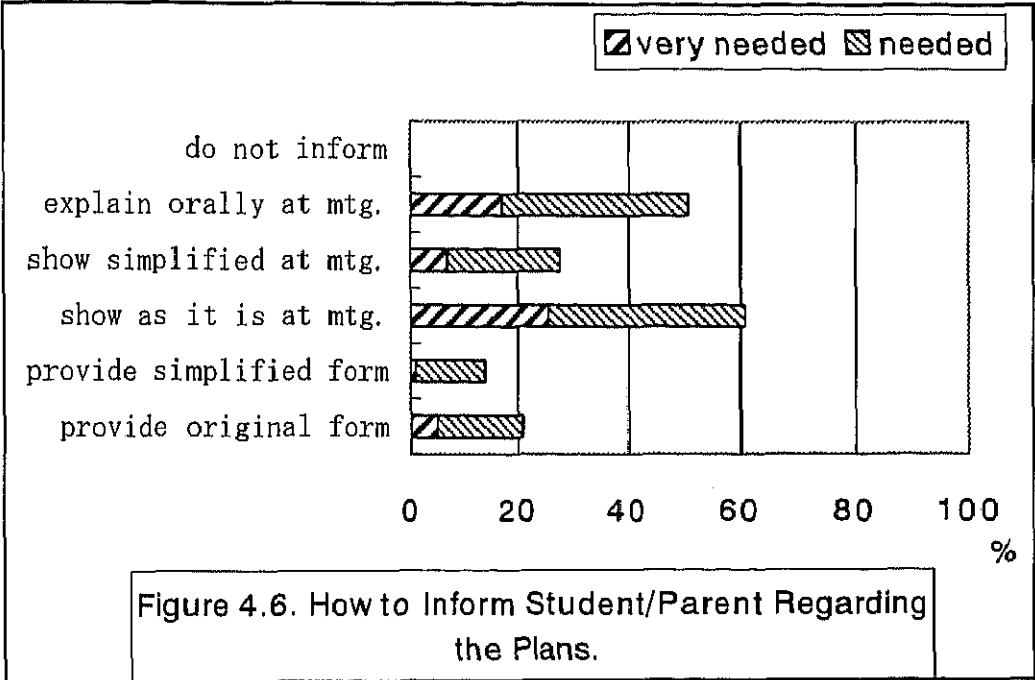


see figure 4.6).

### *Thoughts on Career Counseling Meeting*

Most teachers agreed that "students' hopes" should be one of the things discussed at career counseling meetings (very needed 44% or 44 out of 101 teachers, needed 54% or 55 out of 101 teachers, not needed 2% or 2 out of 101 teachers). Other things needed to be discussed at these meetings were: parents' hopes (very needed at 19% or 19 out of 101 teachers, needed at 76% or 77 out of 101 teachers, not needed at 5% or 5 out of 101 teachers); goals and objectives for employment (very needed at 18% or 18 out of 101 teachers, needed at 56 % or 57 out of 101 teachers, not needed at 26% or 26 out of 101 teachers); evaluation from job training (very needed at 10% or 10 out of 101 teachers, 73% or 74 out of 101 teachers, not needed at 17% or 17 out of 101 teachers); family life (2% or 2 out of 101 teachers, 71% or 72 out of 101 teachers, 27% or 27 out of 101 teachers); post-secondary settings (very needed at 3% or 3 out of 101 teachers, needed at 68% or 69 out of 101 teachers, not needed at 29% or 29 out of 101 teachers); medical care and health (very needed at 1% or 1 out of 101 teachers, needed at 54% or 55 out of 101 teachers, not needed at 45% or 45 out of 101 teachers); recreation/leisure (very needed at 1% or 1 out of 101 teachers, needed at 52% or 53 out of 101 teachers, not needed at 47% or 47 of 101 teachers); others (very needed at 2% or 2



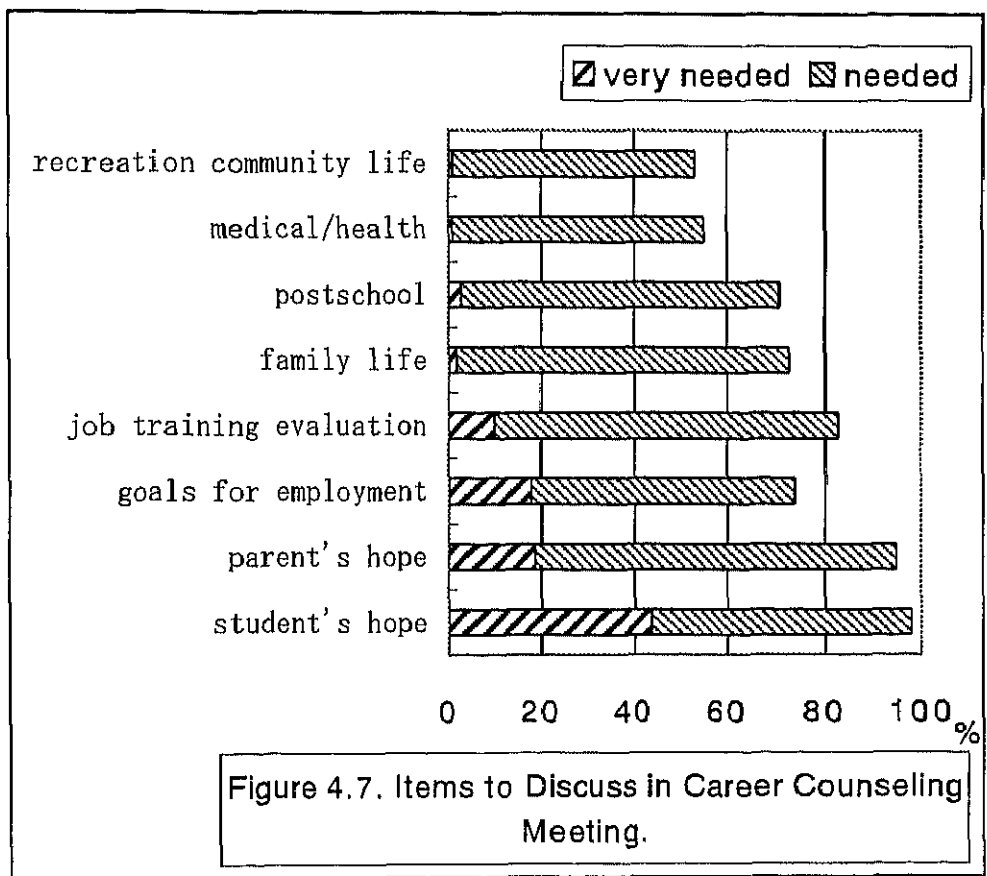


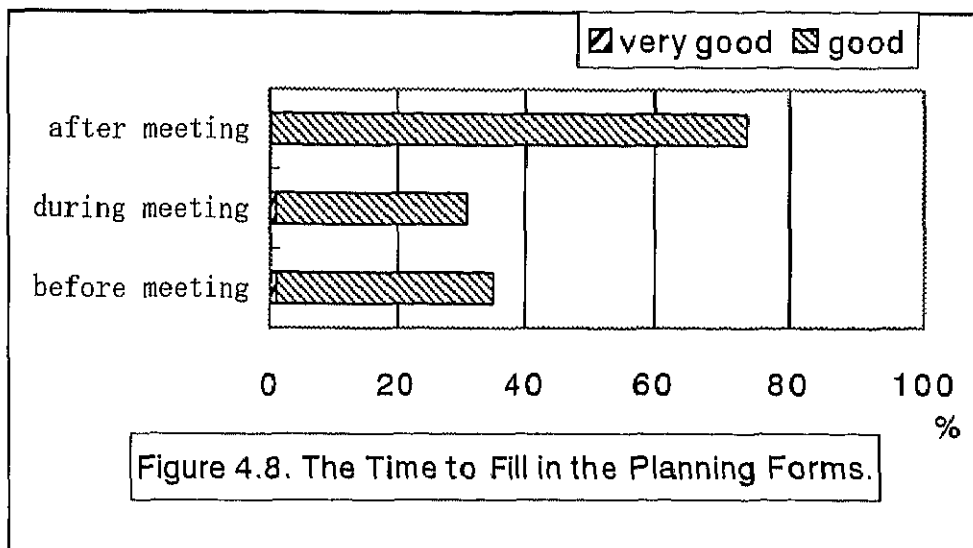
out of 101 teachers, needed at 7% or 7 out of 101 teachers, not needed at 91% or 92 of 101 teachers (figure 4.7).

The time when the individualized transition support plans' forms should be filled in was: after the career counseling meetings (needed by 73% or 74 out of 101 teachers, not needed by 27% or 27 out of 101 teachers); before career counseling meetings (very needed by 1% or 1 out of 101 teachers, needed by 34% or 34 out of 101 teachers, not needed by 65% or 66 out of 101 teachers); during the meetings (very needed by 1% or 1 out of 101 teachers, needed by 30% or 30 out of 101 teachers, not needed by 69% or 70 out of 101 teachers); and others (needed by 7% or 7 out of 101 teachers, not needed by 93% or 94 out of 101 teachers, see figure 4.8).

The arithmetic mean of the time that the teachers would like to spend on a session per student was 44 minutes (SD=17.4, minimum=20, maximum=120, medium=35, mode=30).

Persons whom the teachers thought should participate in sessions were: parents (very needed at 27% or 27 of 101 teachers, needed at 72% or 73 of 101 teachers, not needed at 1% or 1 of 101 teachers); students (very needed at 21% or 21 out of 101 teachers, needed at 75% or 76 out of 101 teachers, not needed at 4% or 4 out of 101 teachers); classroom teachers (very needed at 18% or 18 out of 101 teachers, needed at 81% or 82 of 101 teachers, not needed at 1% or 1 out of 101 teachers); teachers in charge of career guidance (very needed at 8% or 8 out of 101

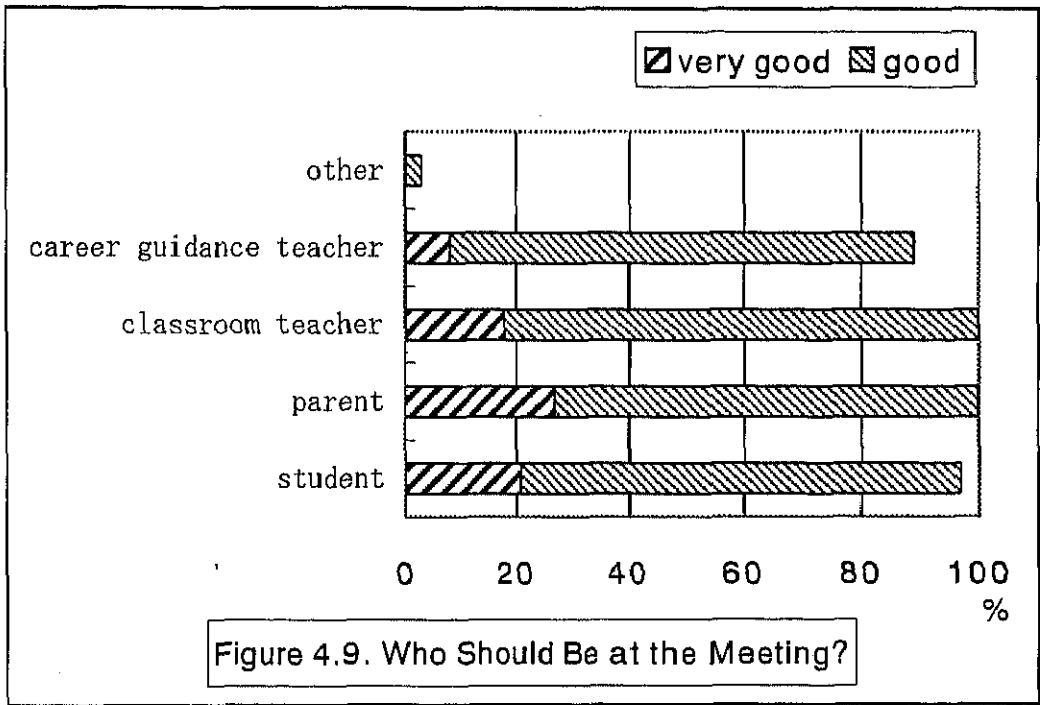


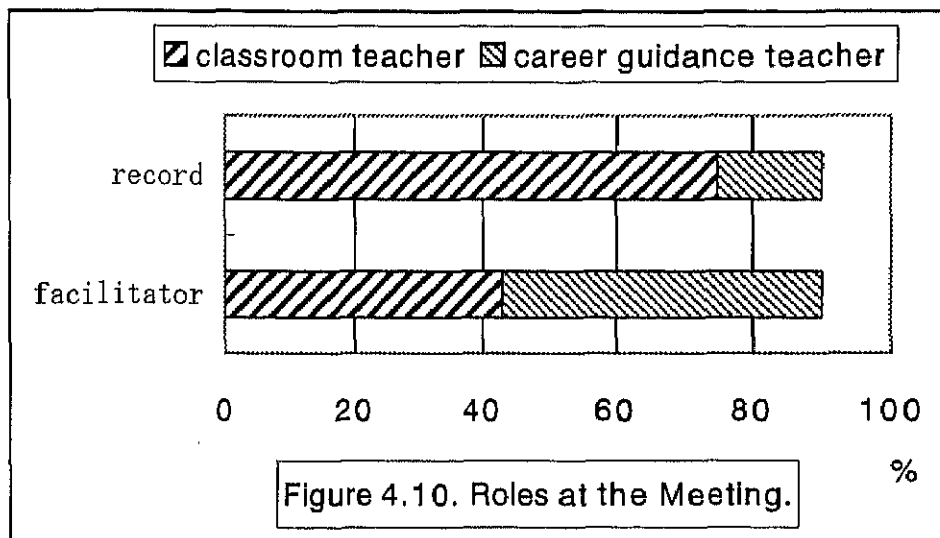


teachers, needed at 80% or 81 out of 101 teachers, not needed at 12% or 12 out of 101 teachers); and others (very needed at 1% or 1 out of 101 teachers, 9% or 9 out of 101 teachers, not needed at 90% or 91 out of 101 teachers, see figure 4.9).

The answers to the question asking who should be in the role of facilitator were: career guidance teachers (47% or 47 out of 99 teachers); classroom teachers (43% or 43 out of 99 teachers); teacher in general (4% or 4 out of 99 teachers); and others (5% or 5 out of 99 teachers, see figure 4.9). The answers to the question asking who should be in the role of recorder were: career guidance teachers (15% or 15 out of 99 teachers); classroom teachers (75% or 74 out of 99 teachers); teachers in general (6% or 6 out of 99 teachers); and others (4% or 4 out of 99 teachers, see figure 4.10).

Next we asked what should be each participant's role in the career counseling meeting. Teachers thought the classroom teachers' roles were to: listen to opinions or hopes of students and parents (very needed at 36% or 36 out of 101 teachers, needed at 60% or 61 out of 101 teachers, not needed at 4% or 4 out of 101 teachers); tell their own opinions or hopes to students and parents (very needed at 8% or 8 out of 101 teachers, needed at 58% or 59 out of 101 teachers, not needed at 34% or 34 out of 101 teachers); answer questions (very needed at 13% or 13 out of 101 teachers, needed at 57% or 58 out of 101 teachers, not needed at 30% or 30 out of 101 teachers); ask questions (very

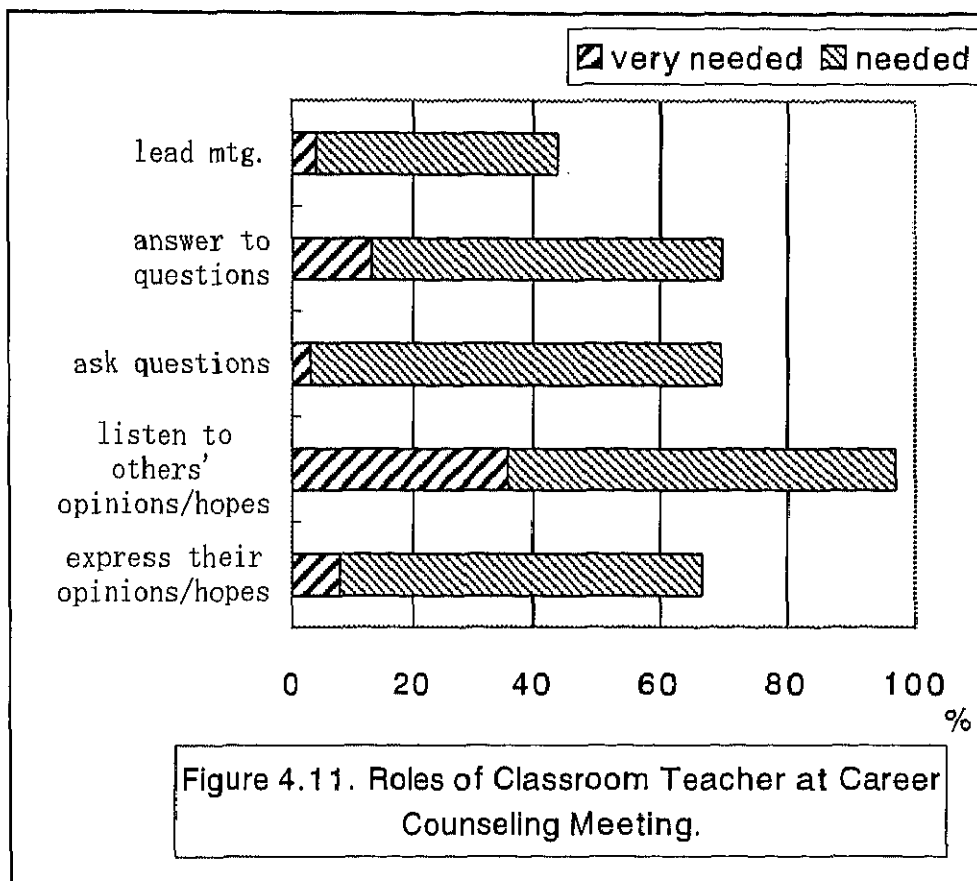


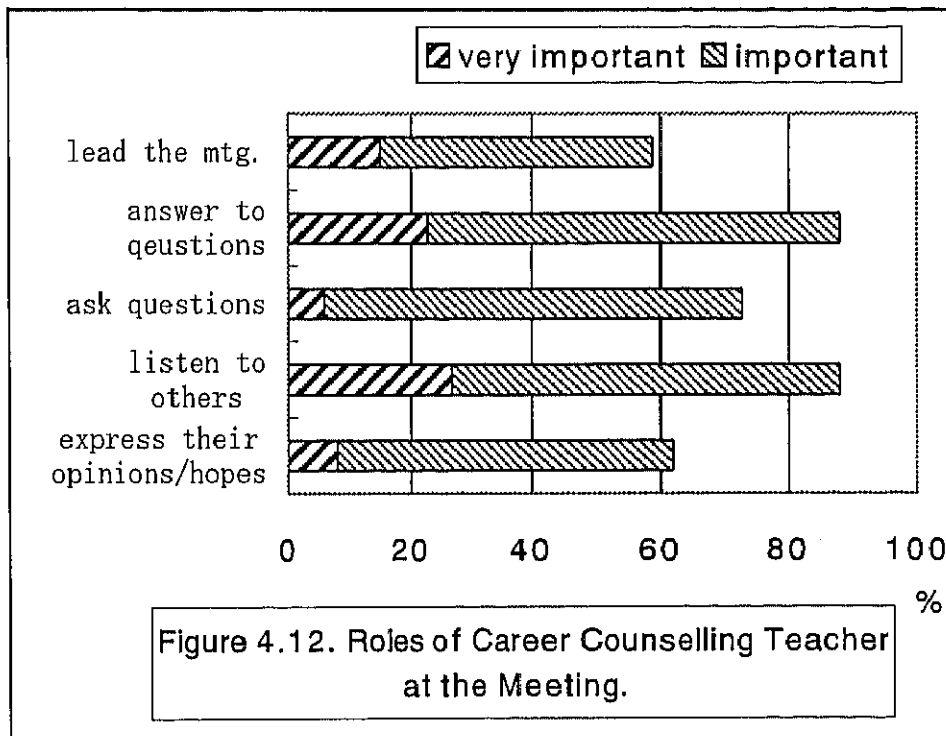


needed at 3% or 3 out of 101 teachers, needed at 67% or 68 out of 101 teachers, not needed at 30% or 30 out of 101 teachers); lead the meeting (very needed at 4% or 4 out of 101 teachers, needed at 40% or 40 out of 101 teachers, not needed at 56% or 57 out of 101 teachers); and others (very needed at 1% or 1 out of 101 teachers, needed at 3% or 3 out of 101 teachers, not needed at 96% or 97 out of 101 teachers, as shown in figure 4.11).

Teachers thought that the roles of teachers in charge of career guidance were to: listen to the opinions and hopes of students and parents (very needed at 27% or 27 out of 101 teachers, needed at 61% or 62 out of 101 teachers, not needed at 12% or 12 out of 101 teachers); answer questions (very needed at 23% or 23 out of 101 teachers, needed at 65% or 66 out of 101 teachers, not needed at 12% or 12 out of 101 teachers); ask questions (very needed at 6% or 6 out of 101 teachers, needed at 67% or 68 out of 101 teachers, not needed at 27% or 27 out of 101 teachers); lead the meeting (very needed at 15% or 15 out of 101 teachers, needed at 44% or 44 out of 101 teachers, not needed at 42% or 42 out of 101 teachers); tell students and parents their own opinions and hopes (very needed at 8% or 8 out of 101 teachers, needed at 54% or 55 out of 101 teachers, not needed at 38% or 38 out of 101 teachers); and others (very needed at 1% or 1 out of 101 teachers, needed at 6% or 6 out of 101 teachers, not needed at 93% or 94 out of 101 teachers, as shown in figure 4.12).

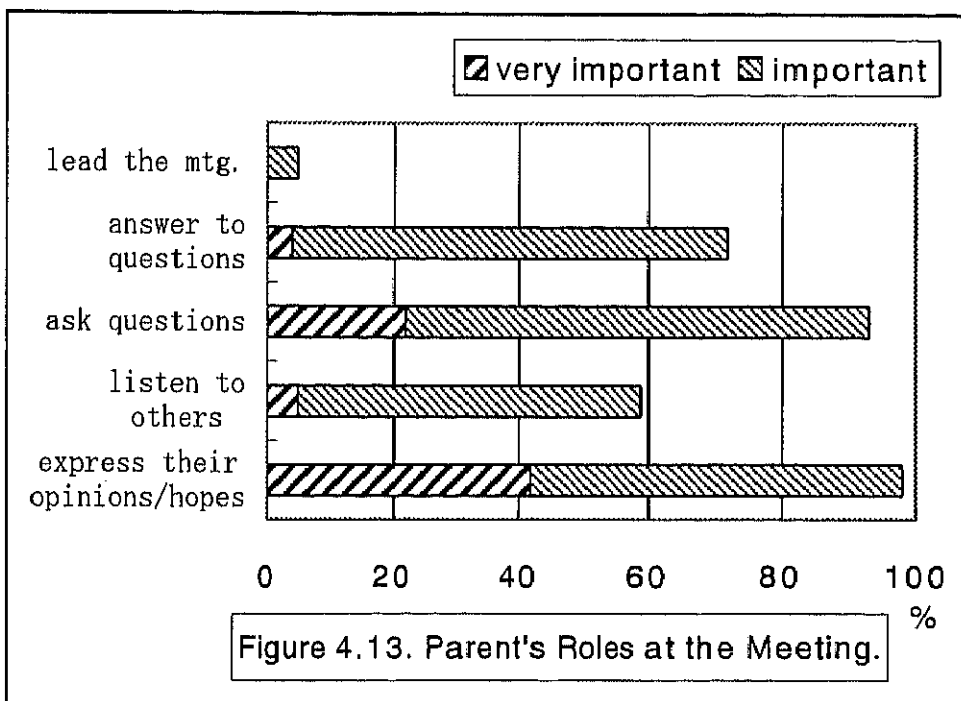






Teachers thought that parents' roles at career counseling meetings were to: tell teachers their opinions and hopes (very needed at 42% or 42 out of 101 teachers, needed at 56% or 57 out of 101 teachers, not needed at 2% or 2 out of 101 teachers); ask teachers questions (very needed at 22% or 22 out of 101 teachers, needed at 71% or 72 out of 101 teachers, not needed at 7% or 7 out of 101 teachers); answer questions (very needed at 4% or 4 out of 101 teachers, needed at 68% or 69 out of 101 teachers, not needed at 28% or 28 out of 101 teachers); listen to other people at the meeting (very needed at 5% or 5 out of 101 teachers, needed at 54% or 55 out of 101 teachers, not needed at 41% or 41 out of 101 teachers); lead the meetings (needed at 5% or 5 out of 101 teachers, not needed at 95% or 96 out of 101 teachers); and others (needed at 3% or 3 out of 101 teachers, not needed at 97% or 98 out of 101 teachers, see figure 4.13).

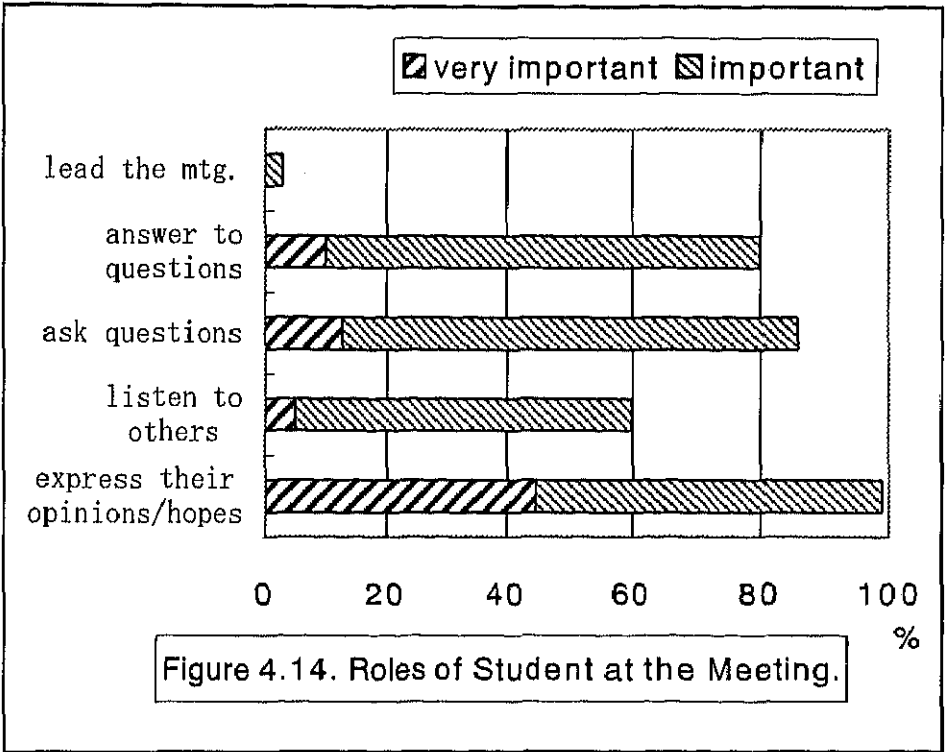
Teachers thought that the students' roles at were to: speak about their opinions and hopes (very needed at 45% or 45 out of 101 teachers, needed at 54% or 55 out of 101 teachers, not needed at 1% or 1 out of 101 teachers); ask questions (very needed at 13% or 13 out of 101 teachers, needed at 73% or 74 out of 101 teachers, not needed at 14% or 14 out of 101 teachers); answer questions (very needed at 10% or 10 out of 101 teachers, needed at 70% or 71 out of 101 teachers, not needed at 20% or 20 of 101 teachers); listen to others at the meeting (very needed

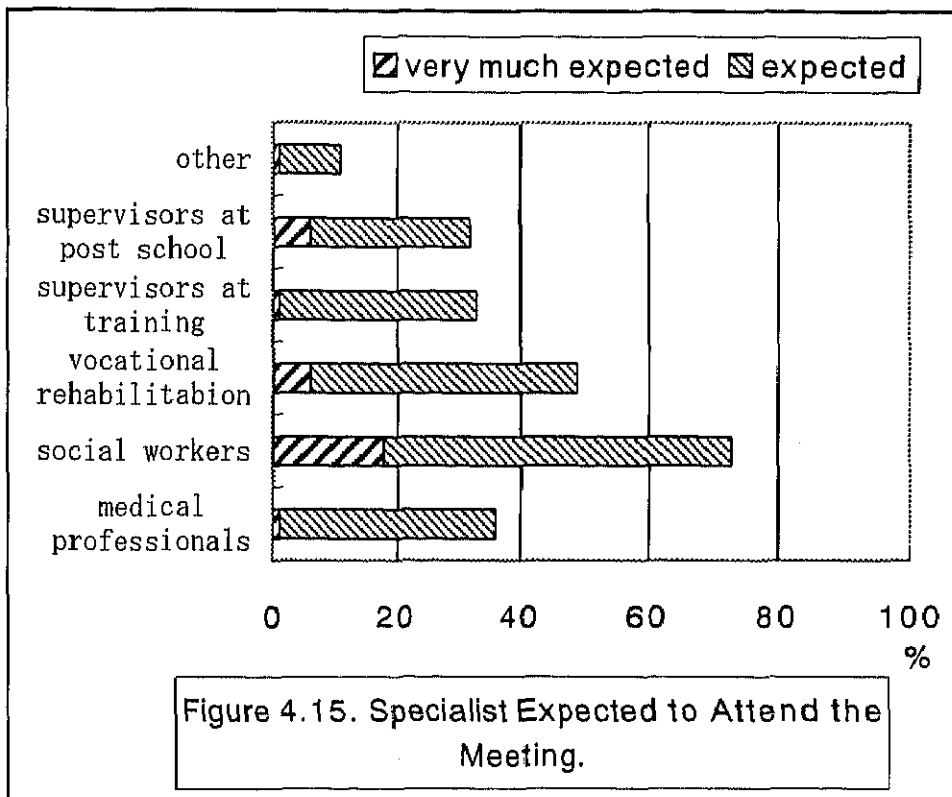


at 4% or 4 out of 101 teachers, needed at 55% or 56 out of 101 teachers, not needed at 41% or 41 out of 101 teachers); lead the meetings (needed at 3% or 3 out of 101 teachers, not needed at 97% or 98 out of 101 teachers); and others (needed at 3% or 3 out of 101 teachers, not needed at 97% or 98 out of 101 teachers, see figure 4.14).

Teachers thought that the specialists who should attend the career counseling meetings were: social workers (very needed by 18% or 18 out of 100 teachers, needed by 55% or 55 out of 100 teachers, not needed by 27% or 27 out of 100 teachers); vocational rehabilitation counselors (very needed by 6% or 6 out of 100 teachers, needed by 43% or 43 out of 100 teachers, not needed by 51% or 51 out of 100 teachers); medical professionals (very needed by 1% or 1 out of 99 teachers, needed by 35% or 35 out of 99 teachers, not needed by 64% or 63 out of 99 teachers); supervisors at job training (very needed by 1% or 1 out of 100 teachers, needed by 32% or 32 out of 100 teachers, not needed by 67% or 67 out of 100 teachers); supervisors at post-secondary settings (very needed by 6% or 6 out of 100 teachers, needed by 26% or 26 out of 100 teachers, not needed by 68% or 68 out of 100 teachers); others (very needed by 1% or 1 out of 100 teachers, needed by 10% or 10 out of 100 teachers, not needed by 89% or 89 out of 100 teachers, see figure 4.15).

The teachers prioritized the order for deciding the time

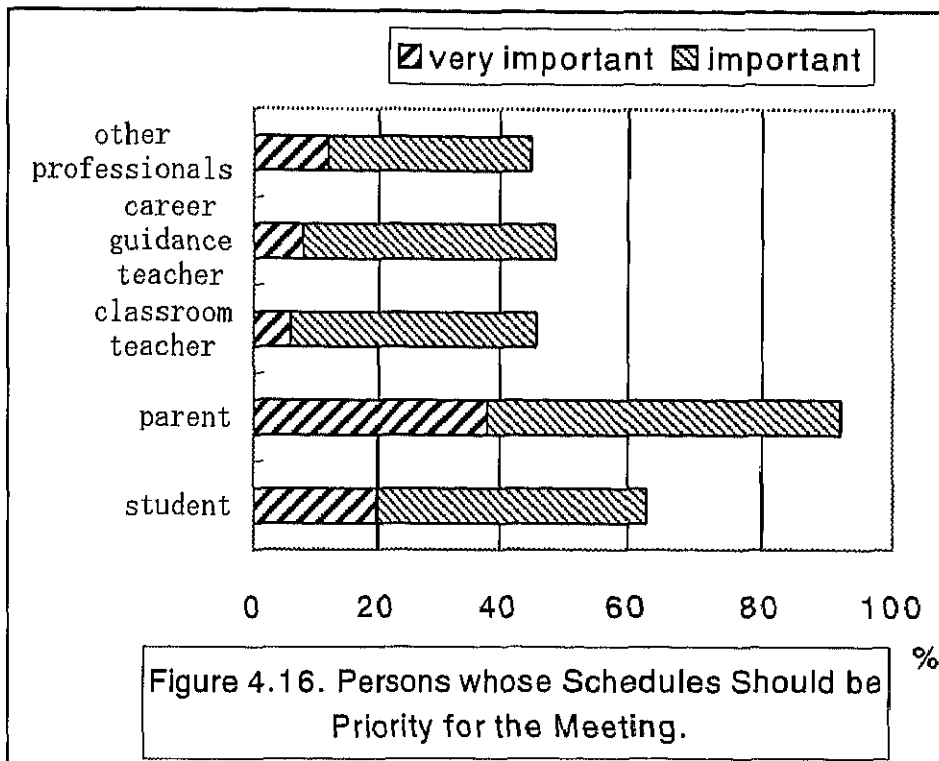




and place for the meeting as: parents' schedules (very needed at 48% or 38 out of 101 teachers, needed at 54% or 55 out of 101 teachers, not needed at 8% or 8 out of 101 teachers); students schedules (very needed at 20% or 20 out of 101 teachers, needed at 43% or 43 out of 101 teachers, not needed at 38% or 38 out of 101 teachers); schedules of professionals from out of school (very needed at 12% or 12 out of 101 teachers, needed at 33% or 33 out of 101 teachers, not needed at 55% or 56 out of 101 teachers); schedules of career guidance teachers (very needed at 8% or 8 out of 101 teachers, needed at 41% or 41 out of 101 teachers, not needed at 51% or 52 out of 101 teachers); schedules of classroom teachers (very needed at 6% or 6 out of 101 teachers, needed at 40% or 40 out of 101 teachers, not needed at 54% or 55 out of 101 teachers); and others (needed at 4% or 4 out of 101 teachers, not needed at 96% or 97 out of 101 teachers, see figure 4.16).

The author asked whether teachers and parents should discuss the individualized plans, goals, and careers of the student at opportunities other than the counseling meeting. Most teachers answered 'yes' for that question (95% or 92 out of 97 teachers) and 4% or 4 out of 97 teachers answered 'no' and 1% or 1 out of 97 teachers said 'hard to tell which'. The methods for these discussions were: parents' visits to school (very needed at 18% or 18 of 99 teachers, needed at 61% or 60 out of 99 teachers, not needed at 21% or 21 out of 99 teachers);



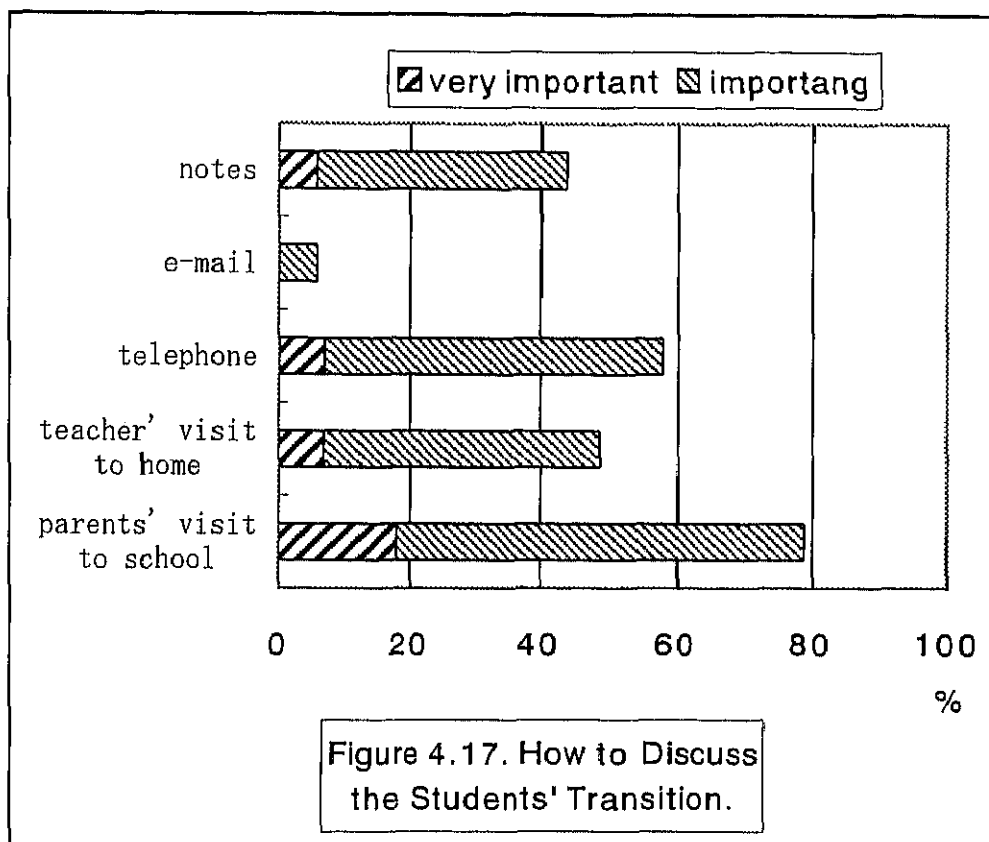


telephone conversations (very needed at 7% or 7 out of 99 teachers, needed at 51% or 50 out of 99 teachers, not needed at 42% or 42 out of 99 teachers); teachers' home visits (very needed at 7% or 7 out of 99 teachers, needed at 42% or 42 out of 99 teachers, not needed at 51% or 50 out of 99 teachers); letters or notes (very needed at 6% or 6 out of 99 teachers, needed at 38% or 38 out of 99 teachers, not needed at 56% or 55 out of 99 teachers); e-mails (needed at 6% or 6 out of 99 teachers, not needed at 94% or 93 out of 99 teachers); and others (needed at 8% or 8 out of 98 teachers, not needed at 92 % or 90 out of 98 teachers, see figure 4.17).

The arithmetic mean of the ideal percentages of talking time of the different participants in the meetings were: 25% by the classroom teacher (SD=9.01, minimum=5, maximum=50, medium=25, mode=20), 21% by the teacher in charge of career guidance (SD=10.22, minimum=0, maximum=50, medium=20, mode=20), 28% by parents (SD=7.85, minimum=5, maximum=60, medium=30, mode=30), and 25% by students (SD=10.46, minimum=10, maximum=70, medium=20, mode=20) (figure 4.18).

### *Thoughts on Parent Involvement*

Most of the teachers agreed with parent involvement in the transition planning process: 33% or 33 out of 99 teachers strongly agreed; 45% or 45 out of 99 teachers agreed; 19% or 19 out of 99 teachers didn't know;



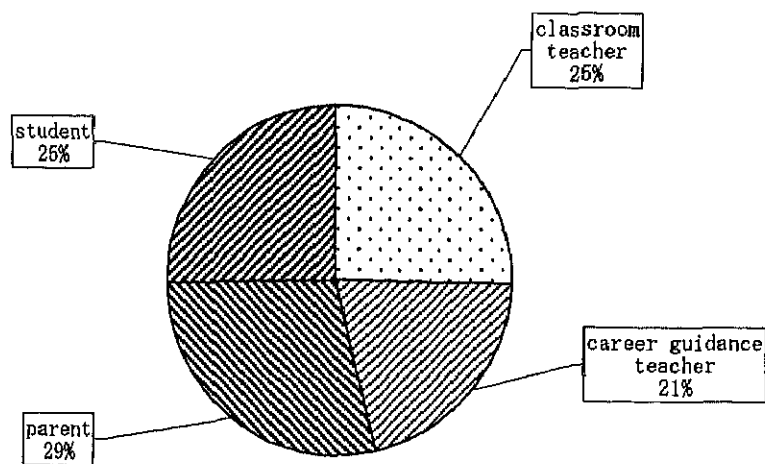


Figure 4.18. Who speaks at the meeting?

2% or 2 out of 99 teachers disagreed (figure 4.19). The reasons that they listed were; "the family should be the focus" (31% or 31 out of 101 teachers), "it's just natural" (7% or 7 out of 101 teachers), "information should be open to the public" (2% or 2 out of 101 teachers), "we can develop better plans together with the parents" (6% or 7 out of 101 teachers), "parents should be supported, too" (2% or 2 out of 101 teachers) as the positive opinions; while the negative opinions were: "the form has problems" (3% or 3 out of 101 teachers), "the student should be the focus, not the parent" (3% or 3 out of 101 teachers), and "they tend to follow the plans and not try any other efforts" (1% or 1 out of 101 teachers).

The answer to the question "what exactly is your image of parents who are actively involved in the individualized transition support planning process? (multiple answers accepted)" were that parents: express about their opinions about the plans (very needed at 21% or 21 out of 99 teachers); ask for explanations about the plans (very needed at 7% or 7 out of 99 teachers, needed at 63% or 62 out of 99 teachers, not needed at 30% or 30 out of 99 teachers); answer questionnaires (very needed at 6% or 6 out of 99 teachers, needed at 49% or 49 out of 99 teachers, not needed at 44% or 44 out of 99 teachers); ask for meetings to discuss planning (very needed at 4% or 4 out of 99 teachers, needed at 44% or 44 of 99 teachers, not needed at 52% or 51 out of 99 teachers); ask for revisions to the plans

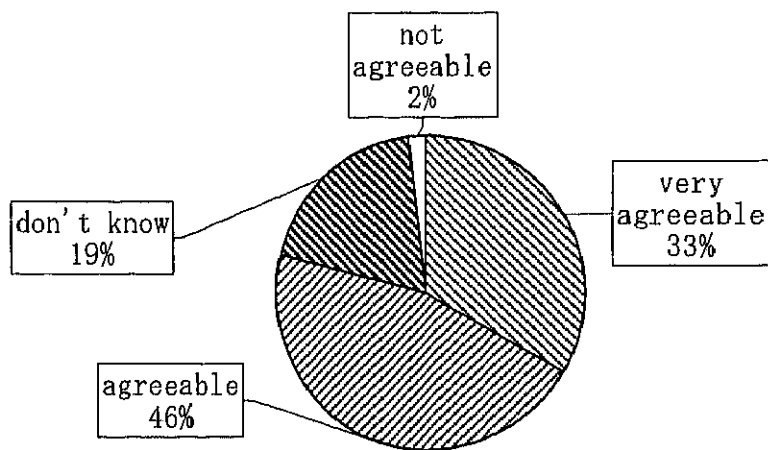
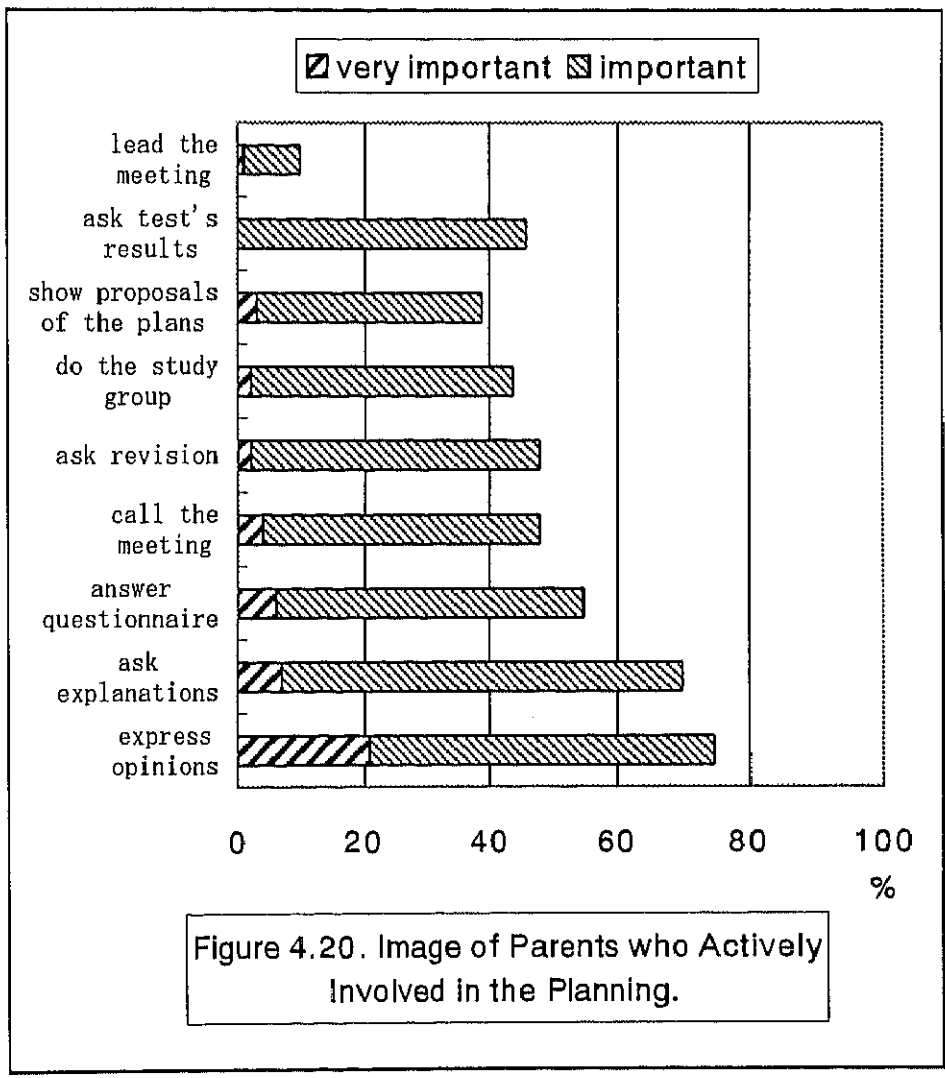


Figure 4.19. Parent's Involvement in the Planning.

(very needed at 2% or 2 out of 99 teachers, needed at 46% or 46 out of 99 teachers, not needed at 52% or 51 out of 99 teachers); hold study groups about individualized transition support plans (very needed at 2% or 2 out of 99 teachers, needed at 42% or 42 out of 99 teachers, not needed at 56% or 55 out of 99 teachers); make proposals about the contents of the plans (very needed at 3% or 3 out of 99 teachers, needed at 36% or 36 out of 99 teachers, not needed at 61% or 60 out of 99 teachers); ask for the assessment results of the planning (needed at 46% or 46 out of 99 teachers, not needed at 54% or 53 out of 99 teachers); lead the planning meetings (very needed at 1% or 1 out of 99 teachers, needed at 9% or 9 out of 99 teachers, not needed at 90% or 89 out of 99 teachers), and others (needed at 2% or 2 out of 99 teachers, not needed at 98% or 97 teachers, as shown in figure 4.20).

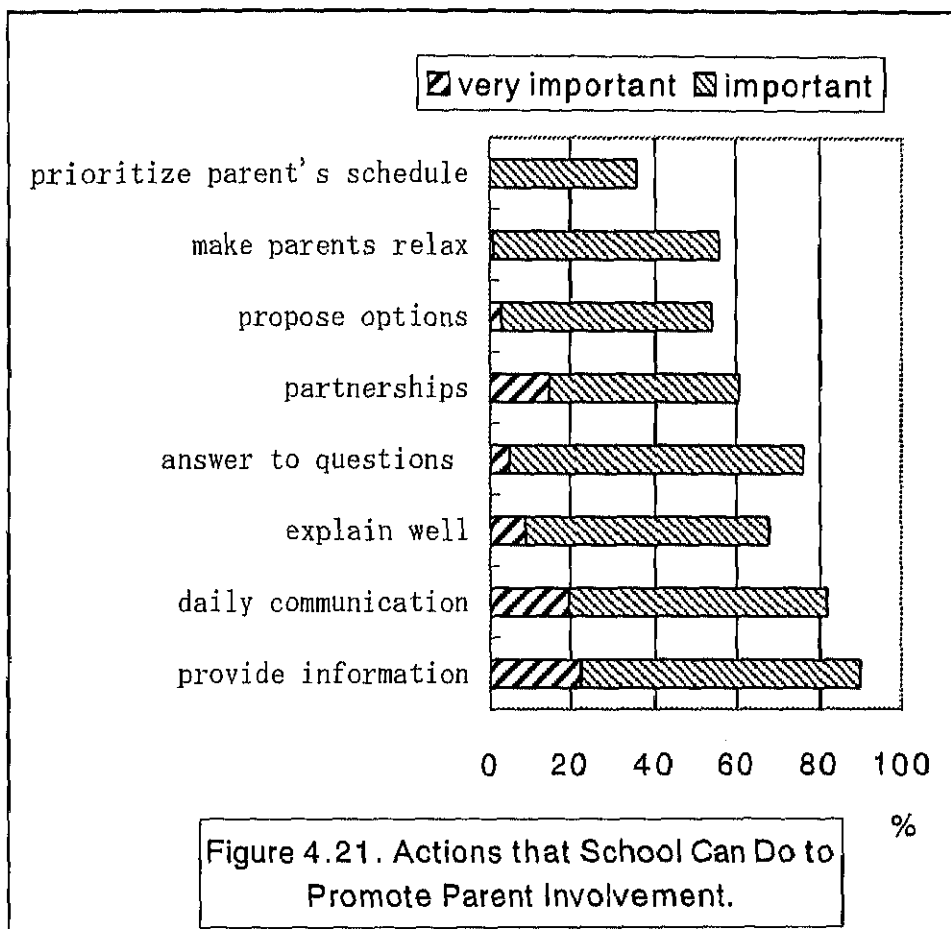
The answer to the question "what do you think the school could do to further facilitate parent involvement?" were to: provide more information on individualized plans or career guidance (very needed at 23% or 23 of 100 teachers, needed at 67% or 67 of 100 teachers, not needed at 10% or 10 out of 100 teachers); daily parent-teacher communication (very needed at 20% or 20 of 100 teachers, needed at 62% or 62 out of 100 teachers, not needed at 18% or 18 of 100 teachers); listen to parents (very needed at 10% or 10 out of 100 teachers, needed at 74% or 74 of 100 teachers, not needed at 16% or 16 out of 100 teachers);





avoid jargons and explain simply and easily to parents about the plans (very needed at 9% or 9 out of 100 teachers, needed at 59% or 59 out of 100 teachers, not needed at 32% or 32 out of 100 teachers); answer the parents' questions politely (very needed at 5% or 5 out of 100 teachers, needed at 71% or 71 out of 100 teachers, not needed at 24% or 24 out of 100 teachers); recognize parents as professionals and equal partners who know the students the best (very needed at 15% or 15 out of 100 teachers, needed at 46% or 46 out of 100 teachers, not needed at 39% or 39 out of 100 teachers); propose options for the contents of the plans (very needed at 3% or 3 out of 100 teachers, needed at 51% or 51 out of 100 teachers, not needed at 46% or 46 out of 100 teachers); consider how parents can be relaxed in discussions with teachers (very needed at 1% or 1 out of 100 teachers, needed at 55% or 55 out of 100 teachers, not needed at 44% or 44 out of 100 teachers); prioritize parents' schedules for meetings (needed at 36% or 36 out of 100 teachers, not needed at 64% or 64 out of 100 teachers); and others (needed at 2% or 2 out of 100 teachers, not needed at 98% or 98 out of 100 teachers, see figure 4.21).

The answers to the question "what do you expect parents to actually do as part of their active involvement in the individualized transition support planning process? (multiple answers accepted)" were to: express their own opinions about the plans (very needed at 13% or 13 out of 100 teachers, needed



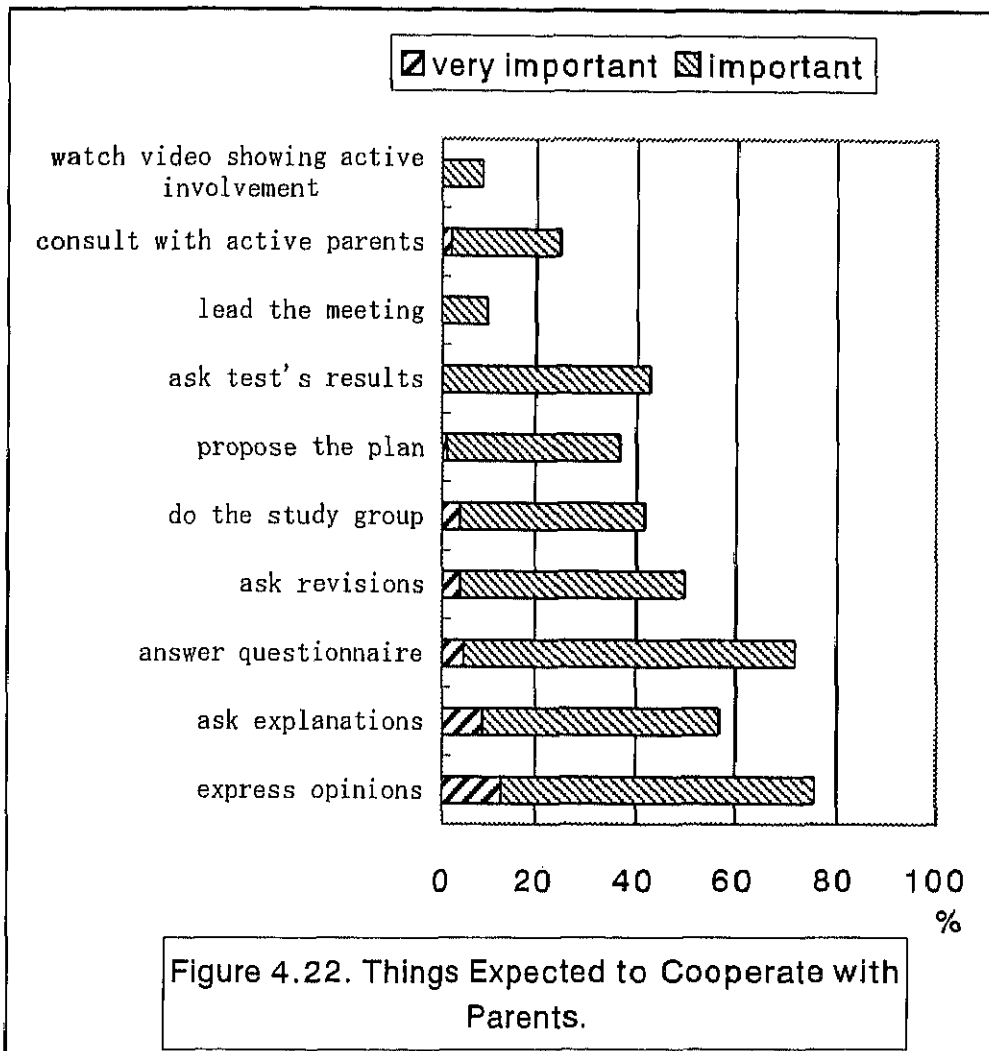
at 63% or 63 out of 100 teachers, not needed at 24% or 24 out of 100 teachers); answer questionnaires about their hopes regarding the plans (very needed at 5% or 5 out of 100 teachers, needed at 67% or 67 out of 100 teachers, not needed at 28% or 28 out of 100 teachers); ask for explanations about the plans (very needed at 9% or 9 out of 100 teachers, needed at 48% or 48 out of 100 teachers, not needed at 43% or 43 out of 100 teachers); ask for revisions to plans if they don't like them (very needed at 4% or 4 out of 100 teachers, needed at 46% or 46 out of 100 teachers, not needed at 50% or 50 out of 100 teachers); hold parents' study groups on the individualized transition support plans (very needed at 4% or 4 out of 99 teachers, needed at 38% or 38 out of 99 teachers, not needed at 58% or 57 out of 99 teachers); ask for the assessment results on the planning (needed at 43% or 43 out of 100 teachers, not needed at 57% or 57 out of 100 teachers); make proposals about the contents of the plans (very needed at 1% or 1 out of 100 teachers, needed at 36% or 36 out of 100 teachers, not needed at 63% or 63 out of 100 teachers); learn from the parents who do actively participate and act like them (very needed at 2% or 2 out of 100 teachers, needed at 23% or 23 out of 100 teachers, not needed at 75% or 75 of 100 teachers); lead career counseling meetings (needed at 10% or 10 out of 100 teachers, not needed at 90% or 90 out of 100 teachers); watch VTR introducing parents who actively participate (needed at 9% or 9 out of 100 teachers,

not needed at 91% or 91 out of 100 teachers); and others (very needed at 1% or 1 out of 100 teachers, needed at 4% or 4 out of 100 teachers, not needed at 95% or 95 out of 100 teachers, see figure 4.22).

### *Thoughts on Student Involvement*

Many teachers supported the active involvement of students in the individualized transition support planning process: 42% or 42 out of 99 teachers very agreed; 41 or 41 out of 99 teachers agreed; 14% or 41 out of 99 teachers did not agree or disagree; 1% or 1 out of 99 teachers disagreed (figure 4.23). Positive reasons were "the plans are for the student themselves and their self-determination is the most important", (46% or 46 out of 101 teachers) "it's just natural", (6% or 6 out of 101 teachers), "being involved is what the student should do", (1% or 1 out of 101 teachers); the negative reason was "it depends on the student's ability", (1% or 1 of 101 teachers).

The answers to the question "how do you imagine students who are actively involved with the individualized transition support planning process? (multiple answers accepted)" were that they: express their opinions about the plans (very needed at 14% or 14 out of 100 teachers, 61% or 61 out of 100 teachers, 25% or 25 out of 100 teachers); take classes that teach them how to make plans (very needed at 7% or 7 out of 100 teachers, needed at 55% or 55 of 100 teachers, not needed at 38% or 38



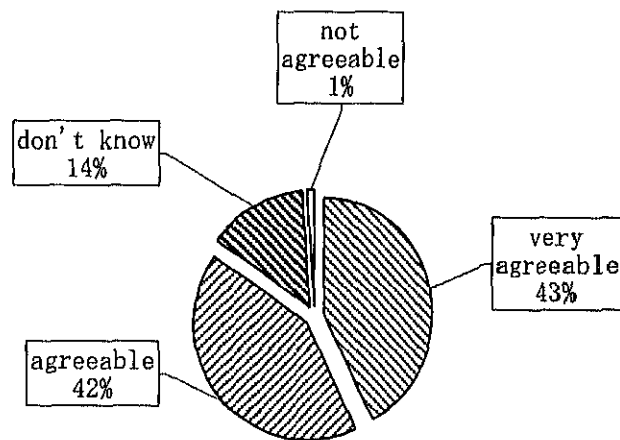
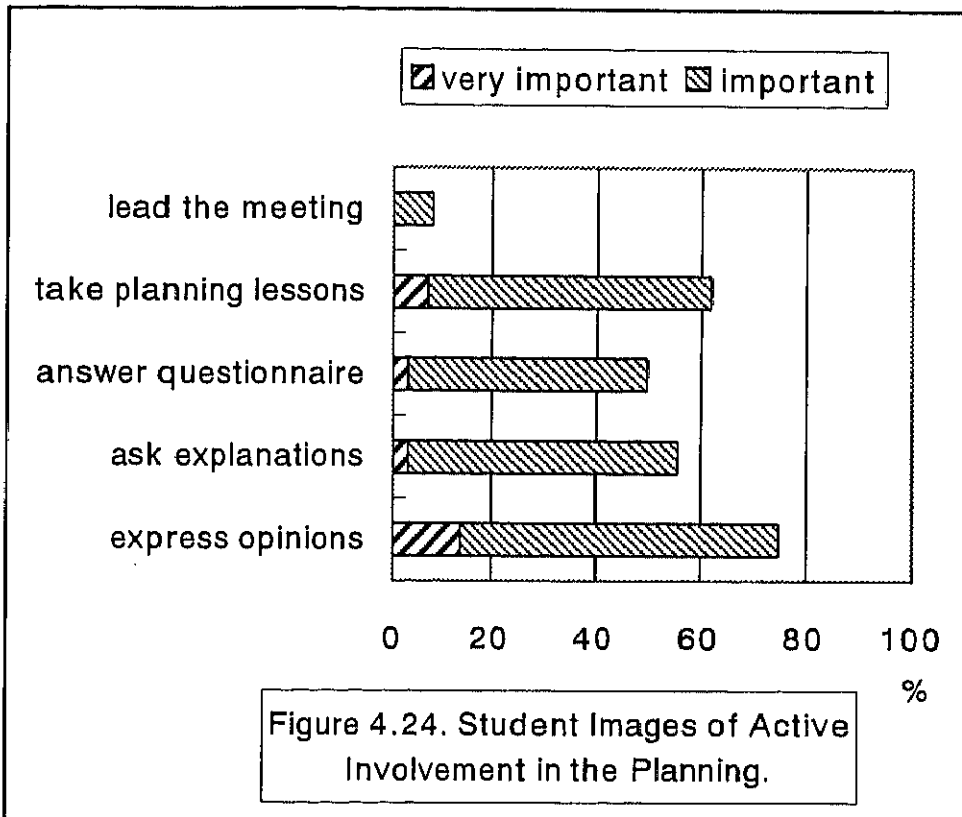


Figure 4.23. Student Involvement in the Planning Process

out of 100 teachers); ask for explanations about the plans (very needed at 3% or 3 out of 100 teachers, needed at 53% or 53 out of 100 teachers, not needed at 44% or 44 out of 100 teachers); answer questionnaires (very needed at 3% or 3 out of 100 teachers, needed at 47% or 47 out of 100 teachers, not needed at 50% or 50 out of 100 teachers); lead the planning meetings (needed at 8% or 8 out of 100 teachers, not needed at 92% or 92 out of 100 teachers); and others (needed at 5% or 5 out of 100 teachers, not needed at 95% or 95 out of 100 teachers, see figure 4.24).

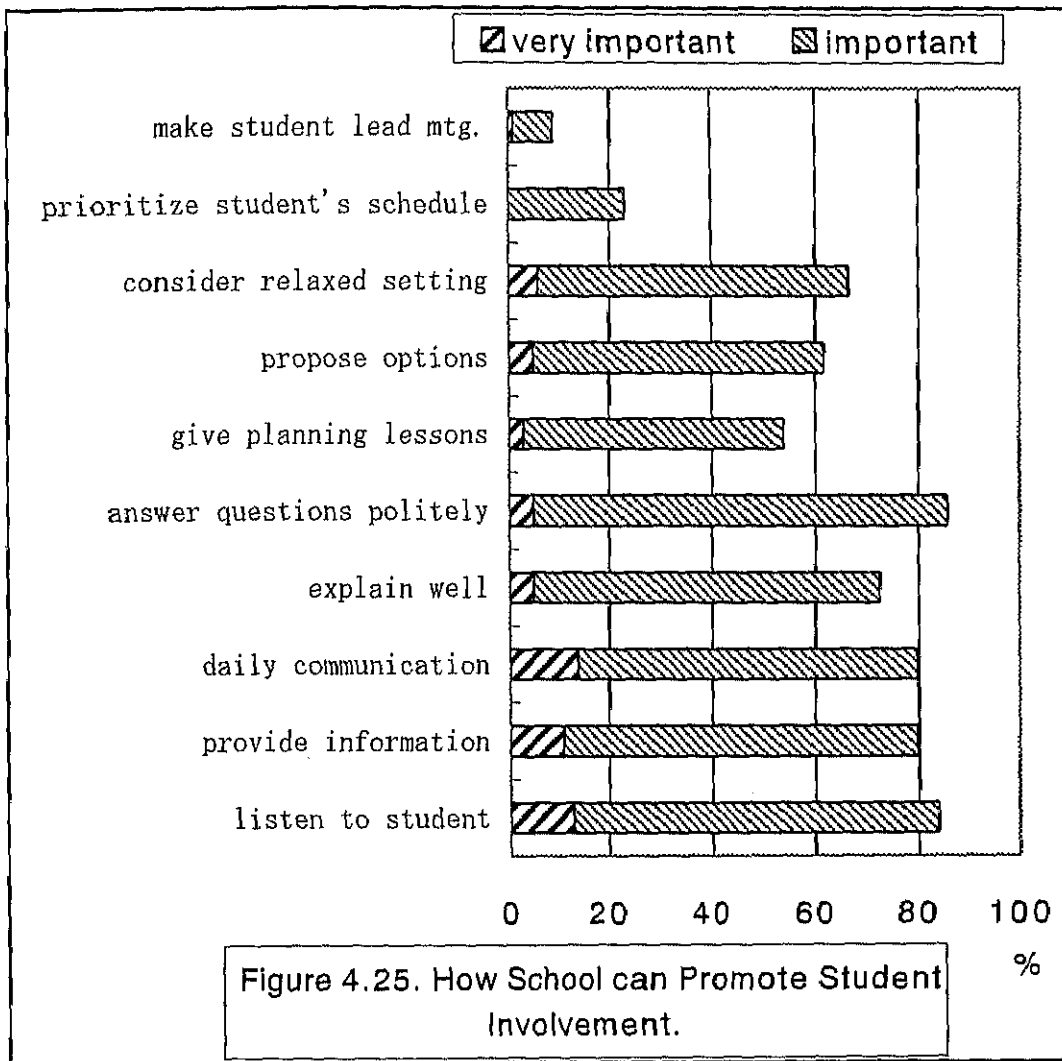
The answers for strategies the schools can do to promote students active involvement in the individualized transition support planning process were to: listen to students (very needed at 13% or 13 out of 100 teachers, needed at 71% or 71 out of 100 teachers, not needed at 16% or 16 out of 100 teachers); provide information about individualized plans or career guidance (very needed at 11% or 11 out of 100 teachers, needed at 69% or 69 out of 100 teachers, not needed at 20% or 20 out of 100 teachers); answer the students' questions politely (very needed at 5% or 5 out of 100 teachers, needed at 81% or 81 out of 100 teachers, not needed at 14% or 14 out of 100 teachers); communicate with students daily (very needed at 14% or 14 out of 100 teachers, needed at 66% or 66 out of 100 teachers, not needed at 20% or 20 out of 100 teachers); avoid the use of jargons and explain easily about the plans (very needed at 5% or 5 out of 100 teachers, needed at 68% or 68 out of 100 teachers, and





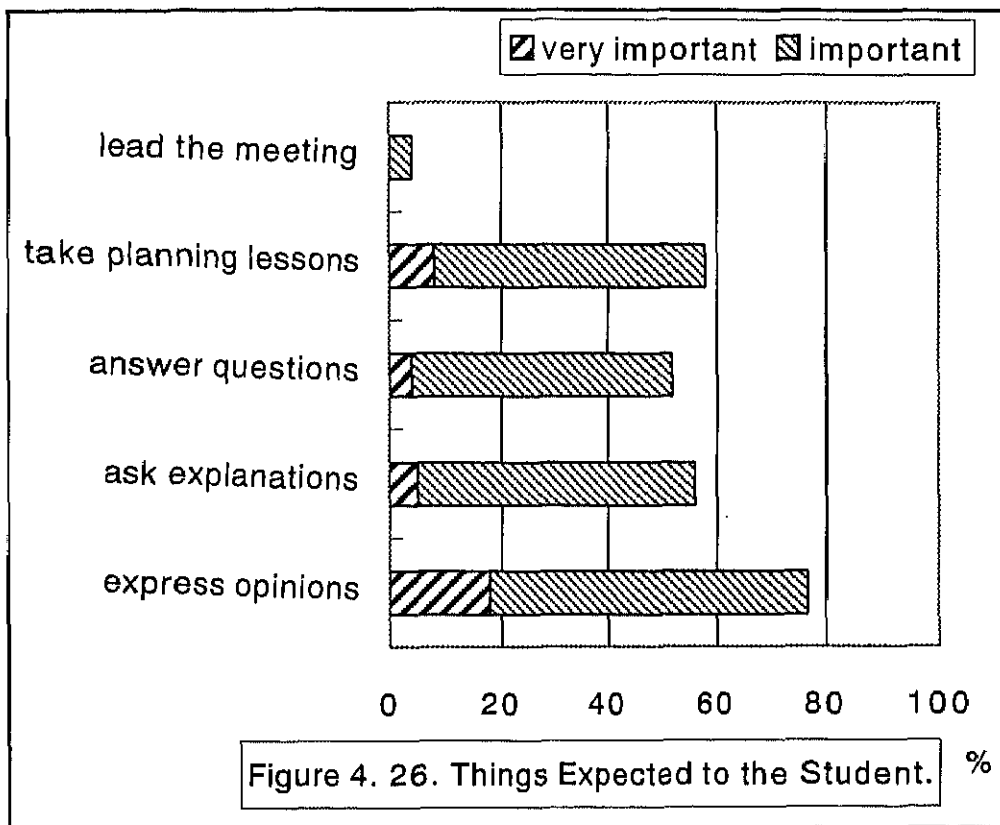
not needed at 27% or 27 out of 100 teachers); consider how students can discuss the plans in relaxed settings (very needed at 6% or 6 out of 100 teachers, needed at 61% or 61 out of 100 teachers, not needed at 33% or 33 out of 100 teachers); propose options about the contents of the plans (very needed at 5% or 5 out of 100 teachers, needed at 57% or 57 out of 100 teachers, not needed at 38% or 38 out of 100 teachers); teach students how to be actively involved in the class (very needed at 3% or 3 out of 100 teachers, needed at 51% or 51 out of 100 teachers, not needed at 46% or 46 out of 100 teachers); prioritize the students' schedules (needed at 23% or 23 out of 100 teachers, not needed at 77% or 77 out of 100 teachers); make students lead the planning meetings (very needed at 1% or 1 out of 100 teachers, needed at 8% or 8 out of 100 teachers, 91% or 91 out of 100 teachers); and others (needed at 1% or 1 out of 100 teachers, not needed at 99% or 99 out of 100 teachers, see figure 4.25).

The answers to the question "what do you want students to actually do to be actively involved in their own individualized transition support planning process (multiple answers accepted)?" were to: express their opinions (very needed at 18% or 18 of 100 teachers, needed at 59% or 59 out of 100 teachers, not needed at 23% or 23 out of 100 teachers); take classes that teach them how to be actively involved (very



needed at 8% or 8 out of 100 teachers, needed at 50% or 50 out of 100 teachers, not needed at 42% or 42 out of 100 teachers); ask for explanations about the plans (very needed at 5% or 5 out of 100 teachers, needed at 51% or 51 out of 100 teachers, not needed at 44% or 44 out of 100 teachers); answer questionnaires (very needed at 4% or 4 out of 100 teachers, needed at 48% or 48 out of 100 teachers, not needed at 48% or 48 out of 100 teachers); and lead the planning meetings (needed at 4% or 4 out of 100 teachers, not needed at 96% or 96 out of 100 teachers) shown in figure 4.26.

Finally, the answer to the question "Parent and student participation as equal partners with schools is regulated by the federal law in the United States. What do you think about this?" were: 77% (76 out of 99 teachers) said "It should be gradually introduced into the practice rather than forcing its implementation by laws or regulations"; and 8% (8 out of 99 teachers) said: "Student/parent participation should be regulated by the Japanese regulations for instructions on learning." Also, we asked for teachers' thoughts on approaches or programs used to promote student-centered planning in the United States. Forty-five percent (43 out of 95) of the teachers wanted to teach that in their classes at school and 24% (23 out of 95 teachers) wanted the seminars to be held outside the school so that the students could take a course to learn it, and some others answered: "Teachers want to learn them first", "We need



to be familiar with the approach by books or VTR."

### *Teachers' Agreeableness with Parent Involvement and Their Thoughts*

Contingency tables of 3X3 or 3X2 of teachers' thoughts on parent involvement and all the questions' sub-items were examined by using chi-square test, and then further examined by residual analysis for the items that showed significance. Significance at .01 level was seen in 2 items: (a) making transition plans together at the career counseling meetings ( $\chi^2=15.7$ ,  $df=4$ ,  $p<.01$ ), and (b) the school's role was to promote parent involvement by recognizing parents as professionals and equal partners who know the students the best ( $\chi^2=20.2$ ,  $df=2$ ,  $p<.01$ ). Teachers who strongly agreed with parent involvement in transition planning also felt that hearing students'/ parents' opinions at the career counseling meetings were very needed rather than teachers who did not agree with parent involvement (Table 4.1). Teachers who strongly agreed with parent involvement also recognized parents as equal partners with themselves and as professionals who know the students the best (Table 4.2).

Significance at .05 level was seen in 2 items as follows: (a) showing the plans as they are to the parents at the meeting ( $\chi^2=10.8$ ,  $df=4$ ,  $p<.05$ ) and (b) prioritizing students' schedules for the planning meetings ( $\chi^2=10.0$ ,  $df=4$ ,  $p<.05$ ).

Table 4.1. Teachers' Agreeableness with Parent Involvement and Making Transition Plans Together.

		Listening to Students/Parents' Opinions at the Meetings			
		not needed	needed	very needed	total
Agreeableness	strongly agreed	1 (8)	15 (12.3)	17 (12.7)	33
with Parent		-3.5 **	1.2	1.9 †	
Involvement	agreed	13 (10.9)	15 (16.8)	17 (17.3)	45
		1	-0.8	-0.1	
	disagreed	10 (5.1)	7 (7.8)	4 (8.1)	21
		2.8 **	-0.4	-2.1 *	
<b>total</b>		<b>24</b>	<b>37</b>	<b>38</b>	<b>99</b>

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- significance/significant tendencies as results of residual analysis

Table 4.2. Teachers' Agreeableness w/ Parent Involvement and Recognition of Parents as Equal Partners.

		Recognition of Parents as Equal Partners		
		not needed	needed	total
Agreeableness	strongly agreed	5 (12.7)	28 (20.3)	33
with Parent		-3.4 **	3.4 **	
Involvement	agreed	17 (17.3)	28 (27.7)	45
		-0.1	0.1	
	disagreed	16 (8.1)	5 (12.9)	21
		4 **	-4 **	
total		38	61	99

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- — significance/significant tendencies as results of residual analysis

Teachers who strongly agreed with parent involvement in transition planning thought that they should present the plans to the parents as they were at the meetings (Table 4.3), and also thought they should prioritize students' schedules for when to hold the planning meetings (Table 4.4).

### ***Teachers' Agreeableness with Student Involvement and Their Thoughts***

The contingency tables of 3×3 of teachers' thoughts on student involvement and all the questions' sub-items were examined by using the chi-square test and then further examined by residual analysis. Significance at .01 level was seen in 2 items as follows: (a) the individualized plans should be made together with students and parents at the career counseling meetings ( $\chi^2=14.5$ ,  $df=4$ ,  $p<.01$ ) and (b) parent involvement in the transition planning ( $\chi^2=42.0$ ,  $df=4$ ,  $p<.01$ ). Teachers who strongly agreed with student involvement wanted to make the individualized plans together with students and parents (Table 4.5). Teachers who "strongly agreed" with student involvement did not "strongly agree" with parent involvement, although teachers who "agreed" with student involvement also "agreed" with parent involvement (Table 4.6). Significance at .05 level was seen in 0 items.



**Table 4.3. Teachers' Agreeableness with Parent Involvement and Presenting the Plans as They Are.**

		Presenting the Plans as They Are at the Meetings			
		not needed	needed	very needed	total
Agreeableness with Parent	strongly agreed	8 (13)	14 (11.3)	11 (8.7)	33
		-2.2 *	1.2	1.1	
Involvement	agreed	18 (17.7)	18 (15.5)	9 (11.8)	45
		0.1	1.1	-1.3	
	disagreed	13 (8.3)	2 (7.2)	6 (5.5)	21
		2.4 *	-2.7 **	0.3	
<b>total</b>		<b>39</b>	<b>34</b>	<b>26</b>	<b>99</b>

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- significance/significant tendencies as results of residual analysis

**Table 4.4. Teachers' Agreeableness with Parent Involvement and Prioritising Students' Schedules.**

		Prioritising Students' Schedules for the Planning Meetings			
		not needed	needed	very needed	total
Agreeableness with Parent	strongly agreed	7 (12.3)	16 (14.0)	10 (6.7)	33
		-2.4 *	0.9	1.8 †	
Involvement	agreed	17 (16.8)	20 (19.1)	8 (9.1)	45
		0.1	0.4	-0.5	
	disagreed	13 (7.8)	6 (8.9)	2 (4.2)	21
		2.6 **	-1.4	-1.4	
<b>total</b>		<b>37</b>	<b>42</b>	<b>20</b>	<b>99</b>

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\* p<.01, \* p<.05, † p<.10 +/- significance/significant tendencies as results of residual analysis

Table 4.5. Teachers' Agreeableness with Student Involvement and Making Plans Together.

		Making Transition Plans Together with Students/Parents at Mtg			
		not needed	needed	very needed	total
Agreeableness	strongly agreed	5 (10.4)	13 (15.8)	24 (15.8)	42
	with Student	-2.5 *	-1.2	3.4 **	
Involvement	agreed	12 (10.1)	18 (15.4)	11 (15.4)	41
		0.9	1.1	-1.9	
	disagreed	8 (4.5)	7 (6.8)	3 (6.8)	16
		2.1 *	0.1	-2 *	
<b>total</b>		<b>25</b>	<b>38</b>	<b>38</b>	<b>99</b>

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- significance/significant tendencies as results of residual analysis

Table 4.6. Teachers' Agreeableness with Student Involvement and Parent Involvement.

		Parent Involvement			
		not needed	needed	very needed	total
Agreeableness with Student Involvement	strongly agreed	26 (14.0)	12 (19.1)	4 (8.9)	42
		5.2 **	-2.9 **	-2.4 *	
	agreed	6 (13.7)	28 (18.6)	7 (8.7)	41
		-3.3 **	3.8 **	-0.8	
	disagreed	1 (5.3)	5 (7.3)	10 (3.4)	16
		-2.5 *	-1.2	4.4 **	
total		33	45	38	99

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- significance/significant tendencies as results of residual analysis

### *Teachers of Students with Mild Intellectual Disabilities and Their Thoughts*

The contingency tables of 3×2 or 2×2 of teachers' thoughts on all the questions, characteristics of teachers and whether their students had mild intellectual disabilities or not were examined by using chi-square test and then further examined by residual analysis. Significance at .01 level was in 0 items and significance at .05 level was seen in 2 items: (a) expecting student involvement by taking classes to learn how to be actively involved ( $\chi^2=6.4$ ,  $df=2$ ,  $p<.05$ ); (b) whether the teacher is in charge of career guidance or not ( $\chi^2=4.4$ ,  $df=1$ ,  $p<.05$ ). Teachers who teach students with mild mental retardation thought the students should take classes to learn skills helping them to become more involved in transition planning (Table 4.7). More career guidance teachers were teaching students with mild mental retardation than other teachers (Table 4.8).

### *Teachers of Students with Moderate Intellectual Disabilities and Their Thoughts*

The contingency tables of 3×2 of teachers' thoughts on all the questions' sub-items and if the students they teach had moderate intellectual disabilities or not were examined by using the chi-square test and further examined by residual analysis. Significance at .01 level was seen in 0 items and

**Table 4.7. Teachers of Students with Mild MR and Expecting Students at the Class to Learn Planning.**

		Expecting Students at the Class to Learn the Planning			total
		not needed	needed	very needed	
Teachers of Mild MR	No	12 (7.3)	5 (9.2)	1 (1.5)	18
		2.5 *	-2.2 *	-0.5	
	Yes	26 (30.7)	43 (38.8)	7 (6.5)	76
		-2.5 *	2.2 *	0.5	
total		38	48	8	94

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- significance/significant tendencies as results of residual analysis

Table 4.8. Teachers of Students with Mild MR and Career Guidance.

		Being in Charge of Career Guidance		
		No	Yes	total
Teachers of Mild MR	No	12 (8)	6 (10)	18
		2.1 *	-2.1 *	
	Yes	30 (34)	46 (42)	76
		-2.1 *	2.1 *	
total		42	52	94

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/— significance/significant tendencies as results of residual analysis

significance at .05 level was seen in 1 item: classroom teachers should express their opinions and hopes at career guidance meetings ( $\chi^2 = 7.0$ ,  $df=2$ ,  $p < .05$ ). Teachers of students with moderate mental retardation thought classroom teachers should express their opinions and hopes at meetings (Table 4.9).

#### ***Teachers of Students with Severe Intellectual Disabilities and Their Thoughts***

The contingency tables of 3×2 of teachers' thoughts on all the questions' sub-items and whether the students they teach had severe intellectual disabilities or not were examined by using chi-square test and further examined by residual analysis. Significance at .01 level was seen in 2 items: (a) parents should be responsible for the students' future goals ( $\chi^2 = 10.8$ ,  $df=2$ ,  $p < .01$ ); (b) actively involved parents are expected to express their opinions about the individualized transition support plans ( $\chi^2 = 10.6$ ,  $df=2$ ,  $p < .01$ ). Teachers of students with severe intellectual disabilities thought that parents should be responsible for the students' future goals (Table 4.10) and also expected that, as part of being actively involved, parents should speak up about their opinions regarding individualized transition support plans (Table 4.11).

Significance at .05 level was seen in 3 items: (a) parents are expected to attend the meetings as requested ( $\chi^2 = 7.3$ ,  $df=2$ ,  $p < .05$ ); (b) career guidance teachers should listen to parents'



**Table 4.9. Teachers of Students with Moderate MR and Teacher Should Express Opinions at the Mtg.**

		Classroom Teacher Should Express Their Opinions/Hopes at Mtg.			
		not needed	needed	very needed	total
Teachers of Moderate MR	No	13 (8.4)	8 (13.5)	3 (2.0)	24
		2.3 *	-2.6 **	0.8	
	Yes	20 (24.6)	45 (39.5)	5 (6.0)	70
		-2.3 *	2.6 **	-0.8	
<b>total</b>		<b>33</b>	<b>53</b>	<b>8</b>	<b>94</b>

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- significance/significant tendencies as results of residual analysis

**Table 4.10. Teachers of Students with Severe MR and Parents' Responsibility on Goal-Settings.**

		Parents' Responsibility on Students' Future Goal-Settings			
		not needed	needed	very needed	total
Teachers of	No	9 (4.3)	12 (18.0)	7 (5.8)	28
Severe MR		3 **	-2.8 **	0.7	
	Yes	5 (9.7)	47 (41.0)	12 (13.2)	64
		-3 **	2.8 **	-0.7	
<b>total</b>		14	59	19	92

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- significance/significant tendencies as results of residual analysis

Table 4.11. Teachers of Students with Severe MR and Parents Expected to Speak Opinions at Mtg.

		Parents Are Expected to Speak Opinions and Hopes at the Mtg.			
		not needed	needed	very needed	total
Teachers of	No	19 (12.4)	11 (14.7)	1 (3.0)	31
Severe MR		2.9 **	-1.6	-2 *	
	Yes	20 (26.6)	35 (31.3)	8 (6.0)	63
		-2.9 **	1.6	2 *	
total		39	46	9	94

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\* p<.01, \* p<.05, † p<.10 +/- significance/significant tendencies as results of residual analysis

opinions and hopes at the career counseling meetings ( $\chi^2=7.0$ ,  $df=2$ ,  $p<.05$ ); and (c) the image of actively involved parents is that they are those who speak out about the plans ( $\chi^2=8.2$ ,  $df=2$ ,  $p<.05$ ). Teachers of students with severe intellectual disabilities expected parents to attend meetings as requested (Table 4.12). They thought that parents should be actively involved and talk about their opinions of the plans (Table 4.13). Teachers of students with severe intellectual disabilities thought career guidance teachers should listen to others' opinions and hopes at the meetings (Table 4.14).

#### *Classroom Teachers and Their Thoughts*

The contingency tables of  $3 \times 2$  of teachers' thoughts on all the questions' sub-items and whether they were the classroom teachers were not were examined by using chi-square test and further examined by residual analysis. Significance at .01 level was not seen but significance at .05 level was seen in 3 items: (a) students and parents should confirm and consent to the plans after they are explained orally at the meetings ( $\chi^2=7.0$ ,  $df=2$ ,  $p<.05$ ); (b) classroom teachers should talk about their opinions and hopes at the career counseling meetings ( $\chi^2=8.2$ ,  $df=2$ ,  $p<.05$ ); (c) the image of actively involved students is that they are the ones who speak up about their opinions of the plans ( $\chi^2=6.4$ ,  $df=2$ ,  $p<.05$ ). Classroom teachers thought they should explain orally about the individualized

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

		Parents Expected to Attend the Meeting as Requested			
		not needed	needed	very needed	total
Teachers of Severe MR	No	17 (11.2)	10 (15.3)	3 (3.5)	30
		2.7 **	-2.4 *	-0.4	
	Yes	18 (23.8)	38 (32.7)	8 (7.5)	64
		-2.7 **	2.4 *	0.4	
total		35	48	11	94

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- — significance/significant tendencies as results of residual analysis

Table 4.13. Teachers of Students with Severe MR and the Image of Actively Involved Parents.

		the Image of the Parents Is Speaking Their Opinions			
		not needed	needed	very needed	total
Teachers of	No	12 (7.5)	15 (15.3)	2 (6.2)	29
Severe MR		2.3 *	-0.1	-2.3 *	
	Yes	12 (16.5)	34 (33.7)	18 (13.8)	64
		-2.3 *	0.1	2.3 *	
<b>total</b>		24	49	20	93

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- significance/significant tendencies as results of residual analysis

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

		Career Guidance Teachers Should Listen To Parents' Opinions			
		not needed	needed	very needed	total
Teachers of Severe MR	No	6 (3.8)	21 (18.2)	3 (8.0)	30
		1.4	1.3	-2.5 *	
	Yes	6 (8.2)	36 (38.8)	22 (17.0)	64
		-1.4	-1.3	2.5 *	
total		12	57	25	94

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\*  $p < .01$ , \*  $p < .05$ , †  $p < .10$  +/- significance/significant tendencies as results of residual analysis

plans to students and parents at the meetings (Table 4.15), but that they should not mention their own opinions at the career counseling meetings (Table 4.16). Also, classroom teachers thought that the image of actively involved students' actively was not that they spoke out or not about their opinions of their plans (Table 4.17).

### ***Career Guidance Teachers***

The contingency tables of 2×2 of career guidance teachers' characteristics and other items were examined by using the chi-square test and further examined by residual analysis. Significance at .01 level was seen in 2 items: (a) classroom teaching ( $\chi^2=25.3$ ,  $df=1$ ,  $p<.01$ ) and (b) gender ( $\chi^2=7.1$ ,  $df=1$ ,  $p<.01$ ). It is the case that career guidance teachers do not teach as classroom teachers more so than it is that classroom teachers are not in charge of career guidance (Table 4.18).

## **Discussion**

### ***Teachers' Thoughts***

The results of the descriptive statistics indicated that the teachers' thoughts on student involvement in individualized transition support planning process were highly positive. Teachers thought that parent involvement in the planning process was favorable although the focus should always be on the student. Parents were more expected to maintain possibly



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

		Explaining Orally About the Transition Plans at the Mtgs.			
		not needed	needed	very needed	total
Classroom	No	13 (13.9)	14 (9.5)	1 (4.6)	28
Teachers		-0.4	2.1 *	-2.2 *	
	Yes	35 (34.1)	19 (23.5)	15 (11.4)	69
		0.4	-2.1 *	2.2 *	
<b>total</b>		<b>48</b>	<b>33</b>	<b>16</b>	<b>97</b>

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\* p<.01, \* p<.05, † p<.10 +/- significance/significant tendencies as results of residual analysis

Table 4.16. Classroom Teachers and If They Express Their Opinions at the Meetings.

		Classroom Teachers Express Their Opinions at the Mtg.			
		not needed	needed	very needed	total
Classroom	No	4 (9.8)	22 (15.9)	2 (2.3)	28
Teachers		-2.7 **	2.8 **	-0.3	
	Yes	30 (24.2)	33 (39.1)	6 (5.7)	69
		2.7 **	-2.8 **	0.3	
total		34	55	8	97

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\* p<.01, \*p<.05, †p<.10 +/- significance/significant tendencies as results of residual analysis

Table 4.17. Classroom Teachers and Image of Actively Involved Students in Transition Planning.

		Students Express their Opinions about their Transition Plans			
		not needed	needed	very needed	total
Classroom	No	6 (7.2)	14 (16.7)	8 (4.0)	28
Teachers		-0.6	-1.3	2.5 *	
	Yes	19 (17.8)	44 (41.3)	6 (10.0)	69
		0.6	1.3	-2.5 *	
total		25	58	14	97

Note. Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\* p<.01, \*p<.05, †p<.10 +/- significance/significant tendencies as results of residual analysis

Table 4.18. Career Guidance and Classroom Teachers.

		Career Guidance Teachers		
		No	Yes	total
Classroom Teachers	No	1 (12.1)	27 (15.9)	28
		-5 **	5 **	
	Yes	41 (29.9)	28 (39.1)	69
		5 **	-5 **	
total		42	55	97

*Note.* Numbers in left of the parenthesis are observed values in the questionnaire answers.

Numbers in parenthesis are expected values and the numbers below those are adjusted residuals.

\*\* p<.01, \*p<.05, †p<.10 +/- significance/significant tendencies as results of residual analysis

equal partnerships with the teachers. Career counseling meetings are recognized as being closely associated with the individualized transition support planning process. Teachers thought that consideration of the parents' schedules should be the main priority when setting up the time and place for career counseling meetings. Classroom teachers and teachers in charge of career guidance would play the role of facilitator and recorder in the meetings and would rather listen to the opinions and hopes of the students and parents, and answer their questions rather than the teachers talking or asking questions. They supported promoting further participation of students and parents in the planning process by providing information, making an effort to communicate with them in daily life and really listening to them. They also wanted to implement approaches or programs in their classrooms at school which would promote student participation in the transition planning process, as well as wanting to learn the student-centered planning approach themselves.

***Teachers Who Agreed with Parent Involvement and Their Thoughts***

Teachers who strongly agreed with parent involvement tended to think that it was necessary to recognize parents as equal partners and professionals who knew the students the best, they wanted to hear students/parents' opinions at career counseling meetings, and tended to think that prioritizing

students' schedules when setting up transition planning meetings. Teachers who recognized the students' and parents' right to be involved in the transition planning generally answered "strongly agreed" to the basic question that was asked on whether they agreed or disagreed with parent involvement in individualized transition support plans.

#### *Teachers Who Agreed with Student Involvement and Their Thoughts*

Teachers who 'strongly agreed' with student involvement also tended to think it was 'very needed' to make transition plans together with students and parents at the meetings. However, teachers who 'agreed' with student involvement 'disagreed' with parent involvement. Those teachers might have neglected parent involvement because they thought that either their opinions and parents' opinions could not be the same (Ikeda, 1997), or that the parents would be likely to be overprotective (Nishimura, 1991), or that parents may violate the rights of their sons or daughters (Ota, 1991).

Special high school teachers might think that, rather than prioritizing students' self-determination, collective decision-making is either traditional or more effective in the Japanese special high schools' cultural context.

*Teachers of Students with Mild Intellectual Disabilities and Their Thoughts*

Teachers of students with mild intellectual disabilities tended to think it was needed to expect students to learn how to make transition plans in their class, probably because the teachers thought they were capable. These teachers tended to answer that they were in charge of career guidance, probably because the current practice of career guidance for students with intellectual disabilities at Japanese special highschools emphasizes employment (see the results of Study 1, Chapter 2) and they thought that students with mild intellectual disabilities were capable for competitive employment.

*Teachers of Students with Severe Intellectual Disabilities and Their Thoughts*

Teachers of students with severe intellectual disabilities thought that parents' needed to be responsible for students' future goal setting and that parents needed to attend meetings as requested. They also thought that it was 'very needed' for parents to express their opinions and hopes at the meetings and that the role of career guidance teachers at the career counseling meetings was to listen to parents' opinions. Their image of actively involved parents is of those who speak their opinions. Thus, teachers of students with severe

disabilities seemed to have more respect for parent involvement, probably because they tended to think that parents were the main advocates for their children since those with severe intellectual disabilities have difficulty communicating with teachers regarding their post-school settings (Mizutani, et al., 2003).

### *Classroom Teachers and Their Thoughts*

Some classroom teachers tended to think it was 'very needed' to explain orally about the transition plans at the meetings although others tended to think it was 'not needed.' Those who thought oral explanation was 'very needed' might think that they could better facilitate parents' understanding by oral communication, although teachers who thought oral explanation was 'not needed' might think that another communication system such as notes or telephone conversations might be sufficient. Classroom teachers tended to think they should not express their opinions at the meeting probably either because they felt they should listen to the students and parents' opinions rather than impose their own opinion, or they might prefer the career guidance teachers to express opinions about post-secondary issues rather than themselves. Classroom teachers tended to think it was 'not needed' for students to express their opinions about the transition plans, probably because they felt that students might not have fully learned



what the transition plans were and might feel, possibly correctly, that the students would not be able to speak about them.

#### *Career Guidance Teachers*

Career guidance teachers tended to be relieved from classroom teaching obligations and supported the results of Study 1. They tended to male rather than female as in previous studies of Hayashi's (1995). There were a variety of assignments for the career guidance teachers, from job/training-site search, career education, career counseling, and post-school assistance. Hayashi (1995) stated that career guidance teachers were required to do a lot of hard work and were often in isolated situations without much communication with students or other teachers.

#### *Classification by System 4*

When the teachers answered the 7 question items related to the System 4 Theory (Likert, 1967), as for the communication process and goal setting, it is shown that teachers prefer to be in the participative groups. Many teachers like to integrate the hopes and opinions of students and parents through daily communication (89%) or questionnaires (62%) as well as listening to them in career counseling meetings (76%). Overall, teachers thought students' roles (99%) and parents' roles (98%)

were to express their hopes and opinions at the career counseling meetings, although their own roles were to listen (96% classroom teachers; 88% career guidance teachers), facilitate (94%) and/or record (96%). Thus, the type of System 4 was considered as the participative group as for the communication. Ninety-five percent of teachers thought that the most helpful item for goal setting in individualized transition support plans was the students' hopes. They also answered that the person who should be most responsible for goal setting was the student (89%) while 84% thought parents and 53% thought teachers themselves should be most responsible (multiple answer accepted). Thus, the teachers were also considered to hope to be in the participative group for goal setting.

As for the decision making process, however, it is thought that they prefer to be in the consultative group. One question (regarding the time to fill in the planning form, see figure 4.8) was analyzed as the decision making process. Seventy-three percent of teachers preferred to fill in the plans after the career counseling meeting, although 34% preferred to do so before the meeting. This means that those teachers would be the decision makers for the plans, although they might already know the hopes and opinions of their students and parents through daily communication or questionnaires.

## Summary

Teachers who agreed with parent participation hoped to make transition plans together with parents because they thought of parents as equal partners. Teachers who strongly agreed with student participation were more likely to disregard parent involvement, perhaps because they felt that their opinions couldn't be the same as the parents', or that parents might be overprotective, or even that they may violate the rights of students. Teachers were hoped that students with mild disabilities would learn more about participation skills but also that parents, especially the ones of students with severe disabilities, would actively participate in the planning process. This is probably because students with mild disabilities are felt to be capable to participate in their transition planning and thus need participative skills, whereas parents of students with severe disabilities were considered as their advocates, as their children were, perhaps, less able to participate. As for the classification by System 4 (Likert, 1967), teachers preferred to be in the participative groups for the communication process and goal setting but in the consultative group for the decision making process.