



Research on Effective Use of “Assessment Sheet for Work Support”

(Research Report No. 185) Summary

[Keywords]

Work assessment

Assessment Sheet

Assessment tool

Wishes and needs for work

Basic matters for employment

Environment for continuation of work

Interaction between individual and environment

Collaborative assessment

[Abstract]

As for the “Assessment Sheet for Work Support,” one of the challenges is that practical knowledge for its effective utilization has not been sufficiently accumulated. Given the current situation, the purpose of this research was to consider how to effectively use the Assessment Sheet by collecting practical knowledge on how to use it and examples of its use.

In this research, how to effectively use the Assessment Sheet was examined based on case information provided by work support providers and the results of a questionnaire survey for supporters.

As a result, effective utilization methods were presented, such as preparation and information collection before conducting the assessment, explanation of contents, selection of assessment items and areas, method of joint assessment, and tips for efficient implementation.

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2 Research period

FY 2024 to 2025

3 Composition of the research report

Chapter 1: Background, purpose, and methods of the research

Chapter 2: Survey to collect practical knowledge about the Assessment Sheet

Chapter 3: Preparation of Utilization Guide

Chapter 4: Comprehensive consideration

Appendix

4 Background and purpose of the research

(1) Background of the research

Assessment Sheet for Work Support (hereinafter referred to as “Assessment Sheet”) is an assessment tool developed by the National Institute of Vocational Rehabilitation in 2023. Assessment in this context means “to conduct an objective evaluation of the individual’s ability and aptitude for work, and to collaborate with the individual in identifying their work-related needs, strengths, and vocational challenges, and to organize the support and accommodation necessary to meet their needs.”¹

The Assessment Sheet is designed to enable both the person conducting the assessment (hereinafter referred to as “supporter”) and the persons with disabilities who wish to work (hereinafter referred to as “participant”) to collaboratively collect and organize information on the following: (1) the participant’s wishes and needs for work, (2) the current state of the participant’s work performance, working life, and interpersonal relationships necessary for work (basic matters for employment), and (3) the desirable environment for continuing work from the perspective of the interaction between the participant and the work environment. Through this process, both parties aim to properly understand the participant’s work-related strengths, growth potential, and challenges, and consider necessary support

¹ “Enhancement of Future Measures for Employment of Persons with Disabilities (Report by the Committee on Employment of Persons with Disabilities, Labour Policy Council, Ministry of Health, Labour and Welfare (MHLW) 2022)”

and accommodation for work.

(2) Purpose of the research

As for the “Assessment Sheet,” one of the challenges is that practical knowledge for its effective utilization has not been sufficiently accumulated. Given the current situation, the purpose of this research is to consider how to effectively use the Assessment Sheet by collecting practical knowledge on how to use it and examples of its use.

5 Methods

(1) Collection of information on the utilization status and the case examples of the Assessment Sheet

Information was collected by requesting work support providers nationwide that are using or planning to use the Assessment Sheet to provide information about how to use the sheet and case examples through questionnaire surveys.

(2) Study of effective utilization methods

Based on the results of the questionnaire survey, etc., supporters who conducted assessments at work support providers were interviewed to collect information about the tips and challenges in the utilization of the Assessment Sheet. Based on the results, and obtaining advice from academic experts and assessment practitioners as necessary, effective utilization methods were examined and a “Utilization Guide (trial version)” was created.

(3) Compilation of effective utilization methods

Opinions were collected from work support providers where interview survey had been conducted, and through the improvement of the “Utilization Guide” based on the feedback, a “Utilization Guide” was created, presenting the utilization methods for the Assessment Sheet in a concrete and easy-to-understand manner.

6 Summarized results of the study

(1) Disability status, etc.

Looking at the diagnoses, etc. of the 43 cases collected, approximately 1 in 2 participants (48.8%) had a developmental disability, and 1 in 3 participants (32.6%) had a mental disability and an intellectual disability, respectively. Most of the diagnoses, etc. of the collected cases were developmental disability, mental disability, and intellectual disability.

Regarding the types and grades of disability certificates, mental disabilities certificate accounted for 67.4%, intellectual disabilities certificate for 32.6%, and physical disability certificate for 2.3% (internal disabilities). The cases collected did not include mental disabilities certificate (class 1) or severe intellectual disabilities certificate (grade A).

The work experience of the 43 cases collected showed 81.4% of “experience” and 18.6% of “no

experience” (including high school students of special needs schools). The most common desire for work was “general employment” (88.4%).

(2) Preparation and information gathering before conducting the assessment

A. Observation of the workplace

The results of the questionnaire survey for supporters found that 83.7% “observed” the work of the participants and 16.3% “did not observe” it. In the cases of “observed,” some work support providers primarily “observed” their work during workplace training. The cases of “not observed” were those from public employment security offices, where it was difficult for staff in charge to directly observe.

Observation time of “less than 10 hours” accounted for 51.5%, and the average observation time was 13.3 hours.

Interviews with supporters revealed that “It was helpful to observe not only their work in the workshops but also their workplace training in companies,” and “It takes a limited amount of time (in the case of workplace training), but since the condition of the participants may change, it is necessary to observe them twice (two days).”

B. Sheet completion by participants prior to individual interview

The results of the questionnaire survey for supporters found that 34.9% of the cases had the participants fill out all or part of the sheet before the individual interview. The most common reason for this was to shorten the time for individual interviews. However, some cases were found where writing answers were considered more appropriate for the participants because it was difficult for them to answer verbally due to their disability characteristics.

(3) Explanation of the contents of the Assessment Sheet

A. Words and sentences that are particularly difficult for the participants to understand

In Sheet I (Wishes and Needs for Work), many terms related to work and labor are included in the response options to understand their wishes and needs. Therefore, participants without work experience sometimes found it difficult to understand the options related to work (“general employment,” “support program for continuation of work (Type A) (A welfare service that is also employment that provides employment opportunities based on employment contracts to persons with disabilities who have difficulty working in ordinary business establishments and provides necessary training to improve their knowledge and abilities.),” “work transition support providers,” etc.) and terms related to labor (“Regular employees” and “non-regular employees,” “two days off per week” and “two days off a week (six days off every four weeks),” etc.).

In Sheet II (Basic Matters for Employment), it seemed sometimes difficult to understand the standard text for evaluation criteria involved in assessment items, specifically (1) numerical values (e.g., “errors less than 5%”), (2) requirements (e.g., “within a set time”), and (3) terminology of labor and workplace (e.g., “Wages and working conditions” and “daily work report”).

In Sheet III (Environment for Continuation of Work), there seemed to be some difficult terms relating

to labor and workplace (e.g., “setting/changing of work style (shift system, telework (work from home), etc.)” or ‘interpersonal manners’).

As for the tendency by type of disability, persons with intellectual disabilities sometimes have difficulty understanding the written words and sentences themselves. In the case of persons with mental disabilities, “It may be difficult to determine under what conditions an assessment should be conducted, because their mental condition fluctuates.” Some persons with developmental disability had difficulty interpreting sentences or situations, such as “What level of ability is needed to write a daily work report.”

B. How to explain words or sentences that are particularly difficult to understand in an easy-to-understand way

- Systems and terms related to employment and labor are explained using explanatory materials.
[Example] Regarding employment other than general employment, explaining using materials of work-related welfare service
- Regarding the benchmark scores for evaluation, the degree of performance required is explained by replacing the numerical values with actual tasks and situations that the participants experienced.
[Example] The degree of performance required is explained by using examples of the work that the participants experienced in the workplace training
- The necessary support and accommodation is explained using examples of the participant’s work training and daily life.
[Example] Regarding the accommodation considered necessary in the workplace, questions are asked in the format of “In the case of~, would you like to have~?”

For words and sentences that are particularly difficult to understand, easy-to-understand “examples” will be provided in the “Utilization Guide” based on the answers to the questionnaire survey for supporters.

(4) Selection of assessment items and areas

A. Evaluation items in Sheet II (Basic Matters for Employment)

With regard to the rate at which items were selected for evaluation in Sheet II (Basic Matters for Employment) from the 43 collected cases, all items exceeded 75%, showing a tendency that many evaluation items are selected and assessed.

Among the evaluation items, 16 of 17 had a selection rate of 90% or above, except for “[Recommended -7] Activities of Daily Living.”

By area, 10 out of 14 items in vocational life and 7 out of 9 items in interpersonal relationships had a selection evaluation rate of 90% or above, respectively, with many items having higher selection evaluation rates than work performance (5 out of 21 items).

B. Assessment areas in Sheet III (Environment for Continuation of Work)

A review of the selection check rate for each evaluation area (percentage of at least 1 check item in

each evaluation area) in Sheet III (Environment for Continuation of Work) of the collected 43 cases revealed a variation of 34.9% to 100%.

Five assessment areas had a selection check rate of 80% or more.

C. Method for selecting assessment items and areas

There is a tendency that many evaluation items in Sheet II (Basic Matters for Employment) are selected and evaluated. While supporters say that “All items are necessary to get a job,” it is possible that the selection is not desirable when considering necessary support and accommodation based on the wishes and needs of the participants.

Therefore, the selection method of desirable assessment items and areas was examined, and the following principles and countermeasures depending on the situation were described in the “Utilization Guide.”

(a) Selection of evaluation items in Sheet II (Basic Matters for Employment)

[Principle] Evaluation items specifically required for the participant’s desired job, work environment, and living environment are selected.

[Context-sensitive measures]

- If the participant’s desired job or work environment is not clear, recommended items are primarily selected.
- If there are items for which the participant and the supporter lack sufficient information to conduct a collaborative assessment, the items are excluded and only those items for which both have the necessary information are selected.
- If the participant has a wide range of preferences regarding jobs and work environment, items are selected broadly according to the need for support and accommodation.

(b) Selection of assessment areas in sheet III (Environment for Continuation of Work)

[Principle] Evaluation areas requiring accommodation are selected for the participant’s desired job, work environment, and living environment.

[Context-sensitive measures]

- If there are areas for which the participant and the supporter lack sufficient information to conduct a collaborative assessment, the items are excluded and only those areas for which both have the necessary information are selected.
- If the participant’s preferences regarding job or work environment are unclear or broad, assessment areas should not be selected in advance; rather, the needs for support and accommodation are examined by checking all items in all areas in order from the top.

(5) Collaborative assessment

In the assessment based on the Assessment Sheet, the evaluation items of the selected Sheet II (Basic Matters for Employment) and the evaluation areas of Sheet III (Environment for Continuation of Work) are jointly evaluated by the participant and the supporter.

A. Current status of collaborative assessment in Sheet II (Basic Matters for Employment)

The results of the questionnaire survey for supporters revealed that when the assessment of the participant and the supporter did not agree, as many as 74.4% of cases “Adopted one of the evaluations through discussions between the supporter and participant,” 20.9% were such that “The supporter explained the assessment and the participant generally evaluated in accordance with it,” and 9.3% reported that “Participant’s self-assessment was prioritized and evaluation was generally conducted in accordance with it,” indicating that importance is placed on agreement through discussion between the participant and the supporter.

B. Current status of collaborative assessment in sheet III (Environment for Continuation of Work)

According to the results of the questionnaire survey for supporters, “The evaluations of the participant and supporter generally agreed and were assessed accordingly.” is the most common at 51.2%. When the evaluations of the participant and supporter did not agree, a relatively high 46.5% of the cases were such that “The supporter and participant adopted one of the evaluations through discussions,” followed by 23.3% for “The participant’s assessment was prioritized and evaluation was generally conducted accordingly,” and 4.7% reported that “The supporter explained the assessment and the participant evaluated generally in accordance with it.” When the evaluations of both parties did not agree, a tendency was observed to prioritize agreement through discussions, while avoiding evaluation only from the viewpoint of the supporter.

C. Method of collaborative assessment

In light of the current situation of collaborative evaluation, desirable methods of collaborative evaluation were examined, and the following important points were described in the “Utilization Guide.”

(a) Method of collaborative assessment in sheet II (Basic matters for Employment)

- For each evaluation item, the reasons for the participant’s self-assessment are confirmed, and then the supporter’s evaluation and its reasons are explained.
- If the evaluations of the participant and supporter do not agree, the difference in perceptions of the current situation based on their specific experiences and observations should be confirmed, the specific situation or scenario to be evaluated should be assumed, and evaluation through discussion regarding the participant’s adaptive state in that situation should be determined.
- If it is still difficult to determine the evaluation, it should be discussed and decided which evaluation to adopt (Adopted assessment is to be recorded in the remarks.).

(b) Method of collaborative assessment in sheet III (Environment for continuation of work)

- For each check item, the items that the participant considers necessary for support and accommodation, and the reasons for these, and then the supporter’s thoughts and opinions are explained.
- If the items that the participant and supporter consider necessary for support and accommodation do not agree, the differences in their perceptions of the current situation are confirmed, the specific

situations and scenarios to be evaluated are assumed, and then the evaluation (necessary support and accommodation) is determined through discussion regarding the necessity of the support and accommodation in that situation.

- If it is still difficult to determine the evaluation, the evaluation should be based on the opinions of the participant.
- After deciding the evaluation, the supporter should reconfirm the support and accommodation to the participant.

D. Preparation of comprehensive collaborative observations

According to the results of the questionnaire survey for supporters, in the most common case (69.8%) “The supporter explained their assessment view to the participant, and then confirmed the participant’s idea and wrote it,” followed by “The supporter explained their assessment view to the participant, and generally wrote it accordingly” at 27.9%. In the case of comprehensive collaborative observations, the supporters’ ideas are explained first and then confirmed with the participant.

(6) Tips for efficient implementation

According to the results of the questionnaire survey for supporters, regarding the current situation and challenge in creating the Assessment Sheet, the response “Preparation before implementation and individual interviews took time, and it placed a heavy burden on the person in charge” had the highest selection rate of 75.9%, indicating that efficient implementation is an issue.

A. Current status on the duration and number of individual interviews

The results of the questionnaire survey for supporters found that the most common duration of individual interviews (or the total duration of multiple interviews) was 2.5 hours to less than 3 hours, and when interviews lasting 2 hours to less than 4 hours are combined, it accounted for the majority (51.2%). On the other hand, there are not a few cases in which it takes more than five hours or finishes in less than two hours. It can thus be said that the interview time is greatly affected by the understanding and difficulty in expression of intention of the participant.

With regard to the number of individual interviews conducted, only 14.0% of the cases were completed in one session (one day), and three sessions (three days) was the most common, accounting for 34.9%. When three sessions (three days) or more were combined, they accounted for approximately 60%. The reasons for conducting multiple sessions include the prevention of a decrease in the concentration of the participant due to fatigue, and on the part of the supporter, there is a constraint on the duration of each session due to the supporters’ schedules. Based on these results, it is estimated that multiple interviews are conducted in about three parts (three days), and the time per session is usually about one hour.

B. Specific tips

First, there is the sheet entry by the participant before the individual interview described in (2) B.

Second, the following efforts were mentioned in the responses to the questionnaire survey for

supporters.

- Reflect on the situation with the participant at the stage of observing the work and workplace training, and share information leading to the assessment.
- Prepare the supporter's thoughts on the selection of evaluation items for Sheet II (Basic Matters for Employment) and the selection of evaluation areas for Sheet III (Environment for Continuation of Work) before the individual interview.
- Correlate the information shared in Sheet I (Wishes and Needs for Employment) and Sheet II (Basic Matters for Employment) that leads to necessary support and accommodation, with the areas and check items in Sheet III (Environment for Continuation of Work) in advance.

(7) Skills required for individual interviews

The results of the questionnaire survey for supporters found that supporters identified multiple skills necessary to conduct individual interviews effectively. These were summarized into “explaining skills,” “asking skills,” and “suggesting skills.”

A. Explaining skills

- Explain words and sentences that are difficult for the participant to understand in a concrete and easy-to-understand manner.
- If the situation written is difficult for the participant to understand, replace it with an easy-to-understand situation (by giving an example).
- Appropriately explain the evaluation and ideas of supporters while taking into account the participant's characteristics.

B. Asking skills

- Ask questions to help the participant understand, recognize, and notice.
- Ask questions to elicit the participant's thoughts and ideas.

C. Suggesting skills

- Determine and suggest the situation and scenario for collaborative evaluation.
- Determine and suggest necessary support and accommodation in working situations.

(8) Preparation of Utilization Guide

Information obtained from case collection, questionnaire survey, and interview survey was organized for each challenge, the effective utilization methods of the Assessment Sheet was examined, and the “Utilization Guide (trial version)” was created.

Interviews with the supporters that handled the collected cases, experts in work assessment, and experts in motivational interviewing were conducted, necessary improvements were added to the Utilization Guide (trial version), and the “Utilization Guide” was completed.

The Utilization Guide will be used in promotion for work support providers.

7 Relevant research outputs

- Utilization Guide for Assessment Sheet for Work Support, 2026



<https://www.nivr.jeed.go.jp/research/kyouzai/kyouzai87.html>

