



Research on the Current Status and Issues of Work Support for Students with Developmental Disabilities through Cooperation between Universities and Employment Support Providers

(Research Report No. 166) Summary

[Keywords]

Students with developmental disabilities Cooperation between universities and work support providers
Work support for students with developmental disabilities Students with a diagnosis of developmental disabilities
Students with probable developmental disabilities

[Abstract]

This research study was conducted to understand the actual situation and examine future issues concerning work support for students with developmental disabilities through cooperation between universities, junior colleges, and technical colleges (hereafter referred to as "universities, etc.") and providers, and examined the current situation and issues regarding work support for students with developmental disabilities.

The results showed that many universities, etc. have students with a diagnosis of developmental disabilities, and nearly half of the students with developmental disabilities (without a diagnosis) are also enrolled, suggesting that students with developmental disabilities receive work support regardless of whether or not they have a diagnosis or need for study support. Students with developmental disabilities are highly individualized and show an extremely diverse picture of their condition, making it an important issue for universities, etc. to provide effective support for each student according to his or her individual condition.

Factors hindering cooperation between universities, etc. and employment support providers include the fact that few employment support providers target students from universities, etc. and the lack of information on employment support providers. To further expand the cooperative relationship, universities, etc. are expected to deepen their understanding of work support by providing information on employment support providers for students with developmental disabilities, and employment support providers are expected to expand the scope of their support services to include students with developmental disabilities.

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2 Research Period

FY2020 - FY2022

3 Composition of the Research Report

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4 Background and Purposes of the Research

According to the "survey on support for students with disabilities at universities, junior colleges, and colleges of technology" conducted by the Japan Student Services Organization (JASSO), the number of students with developmental disabilities (with diagnosis) has been increasing in recent years due to the development of support systems and initiatives for students with disabilities as well as further progress in understanding students with disabilities. However, according to the same survey, only about half of the students with developmental disabilities (with a diagnosis) who graduate are able to find employment immediately after graduation.

The survey also showed that there were students who were not diagnosed as having a developmental disability by a doctor, but whose schools were making educational accommodations for them because of their probable developmental disability. The survey is designed to capture a broad range of students with developmental disabilities due to support needs (see Table 1. Hereinafter referred to as "developmentally disabled students"). Furthermore, the expansion of work support initiatives for students with disabilities in cooperation with off-campus providers has been reported, indicating the difficulty of providing sufficient work support only through on-campus support systems at universities, etc..

Given these circumstances, the need for cooperation between universities, etc. and employment support providers has become even more important in providing work support for students with developmental disabilities.

Therefore, this research study was conducted to examine the current status and future issues of work support through cooperation between universities, etc. and employment support providers by grasping the actual status of work support for students with developmental disabilities, regardless of whether or not they have been diagnosed with developmental disabilities, in view of the need to provide work support.

5 Method

(1) Study by the Research Committee

In this research study, a "Research Committee for a survey on the current status and issues of work support for students with developmental disabilities through cooperation between universities, etc. and employment support providers" consisting of experts in employment support for students with developmental disabilities was established to study the methods and contents of the survey, the current status and issues of employment support, and to conduct research based on the results of the study.

Table 1: Definition of students with developmental disabilities in this research

Terminology	Definition
Students with developmental disabilities	A student who has a developmental disability as defined in Article 2 of the Developmental Disabilities Support Act and who is enrolled in a university, etc. Specifically, it refers to students who fall into any of the following categories (1) through (6) below.
(1) Students with a diagnosis of developmental disability (common to all surveys)	Students who have a doctor's note regarding developmental disabilities
(2) Students with probable developmental disabilities (survey of universities, etc. in 5(2)A)	Students who have not been diagnosed with a developmental disability, but whose schools are providing some support (educational accommodations, etc.) due to probable developmental disabilities.
(3) Students with indicated developmental disabilities (employment support provider survey in 5(2)A)	Students who do not have a diagnosis of developmental disability, but who have been indicated as having a developmental disability by a medical institution or other professional organization in the past, and who report this when using the consultation service.
(4) Students with communication challenges (Employment support provider survey in 5(2)A)	Students who have no developmental disabilities diagnosed or indicated, but have communication challenges due to developmental disability characteristics through counseling and support.
(5) Students with a chief complaint of developmental disability (Survey of employment support provider in 5(2)A)	Students who have not been diagnosed with a developmental disability, but have used a child guidance center or other public institution that provides consultation on medical treatment and education, and have been indicated as having a developmental disability by the institution or a medical institution referred by the institution prior to the enforcement of the act on support for persons with developmental disabilities.
(6) Students with apparent developmental disabilities (Survey of employment support providers in 5(2)(a))	Students who have neither a diagnosis nor a chief complaint of developmental disability, but who, through counseling and support, have significant communication and other issues that suggest the characteristics of a developmental disability.

(2) Surveys Aimed at Understanding the Actual Status and Issues of Work Support for Students with Developmental Disabilities

A Questionnaire survey and hearing survey targeting universities, etc.

A survey on work support for students with developmental disabilities was planned and conducted among 1,147 universities, etc., (783 universities, 307 junior colleges, and 57 technical colleges) nationwide. The survey period was approximately one month from early November to early December 2020. The collection rate was 39.3%.

Based on the results of the above questionnaire, the targets of the interview survey were selected with accommodation of school type, school size, region, and collaboration with external organizations. The hearing

survey was conducted with staff in charge of departments supporting students with disabilities and career support departments at 13 universities, etc. that agreed to cooperate in the survey. The survey period was approximately two months, from late August to late October 2021.

B Questionnaire survey and interview survey targeting employment support providers

A questionnaire survey on work support for students with developmental disabilities was planned and conducted at 56 Hello Work for New Graduates and 52 (including 5 branch offices) local vocational centers for persons with disabilities (hereinafter referred to as "vocational centers") nationwide. The survey period was approximately one month from early August to early September 2021. The collection rate was 64.3% for the Hello Work for New Graduates survey and 92.3% for the Vocational Center survey.

Based on the results of the above questionnaire, the target of the interview survey was selected by taking into account regional characteristics in addition to the actual use of the service by students with developmental disabilities, and interview survey was conducted with personnel at two public employment security offices, one Hello Work for New Graduates, and four vocational centers whose consent was obtained for cooperation in the survey. The survey period was approximately one month, from late December 2021 to late January 2022.

6 Summarized Results of the Study

(1) Questionnaire Survey on Work Support for Students with Developmental Disabilities at Universities, etc.

Two survey forms ("survey of departments in charge of support for students with disabilities" and "survey of departments in charge of career counseling, career support, and employment assistance") were used to ascertain the actual situation as of May 1, 2019.

A Support System

23.2% of the respondents answered that "the department in charge of supporting students with disabilities is a department specializing in supporting students with disabilities," while 72.0% answered that "they are not a department specializing in supporting students with disabilities, but they do respond to the needs of students with disabilities" (Table 2). 2.3% of the respondents answered that "the department in charge of career support is a department specializing in supporting students with disabilities," and 88.6% answered that "it is not a department specializing in supporting students with disabilities, but responds to them" (Table 3).

Table 2: Functional details of departments dealing with students with disabilities (departments supporting students with disabilities)

Functions of the responding departments	Department of Support for Students	
Specialized department for supporting students with disabilities	102	23.2%
Not a department specialized in supporting students with disabilities, but does support students with disabilities	317	72.0%
No department specialized in supporting students with disabilities and no support.	21	4.8%
Total	440	100.0%

Left side of the cell: Number of sheets / Right side of the cell: Percentage

Table 3: Functional Details of departments dealing with students with disabilities
(departments of career support)

Functions of the responding departments	Career Support Department	
Specialized department for supporting students with disabilities	10	2.3%
Not a department specialized in supporting students with disabilities, but does support students with disabilities	379	88.6%
No department specialized in supporting students with disabilities and no support	39	9.1%
Total	428	100.0%

Left side of the cell: Number of sheets / Right side of the cell: Percentage

B Support status

67.7% of schools reported the enrollment of one or more students with developmental disabilities by the disabled student services department, and 50.0% of schools reported the availability of students with developmental disabilities by the career services department.

Of the students with developmental disabilities (with a diagnosis) identified by the disabled students support department, only about 70% are eligible for support by the department, and 26.7% of the students eligible for support have been issued a disability certificate, the majority of which are the mental disabilities certificate.

Of the students with developmental disabilities (with diagnosis) identified by the career support department, 40.6% of the schools used the career support department for students who requested academic accommodation, and 33.9% used the career support department for students who did not request academic accommodation. It was confirmed that there are not a few cases where students with developmental disabilities who do not receive academic support use the career support department.

44.8% of the schools had one or more students with a possible developmental disability (undiagnosed) in their support departments for students with disabilities, confirming the existence of undiagnosed students with developmental disabilities in nearly half of the universities, etc..

In the career support departments, 43.4% of the schools reported the use of students with probable developmental disabilities (undiagnosed), confirming the existence of undiagnosed students with developmental disabilities in nearly half of the universities, etc..

C Status of work support

Regarding the implementation rate of career support departments in their own departments at each school, "individual counseling on employment" (65.3%), "information provision on employment" (61.4%), and "guidance in preparing resumes and other documents" (57.3%) were high, with counseling and information provision on employment at the top of the list of support contents.

The support with a high rate of cooperation with off-campus organizations at each school unit was "individual counseling on employment" (27.2%) and "information provision on employment" (22.4%), with "Hello Work for New Graduates" and "public employment security office" being relatively common as the main cooperation partners.

D Work support issues

With regard to the students with developmental disabilities' responses to adjustment issues, the percentage of students with difficulties (very much or somewhat) was generally high, and particularly high in such areas as "task performance (work and behavioral aspects)" and "interpersonal relationships". There were situations in which it was difficult for the department to deal with the task performance and interpersonal issues of students with developmental disabilities on its own.

With regard to the response to adjustment issues, it was found that the support department for students with disabilities needed to collaborate with other departments in providing individualized services related to career options and careers, and the career support department needed to collaborate with other departments in providing individualized services to create an environment conducive to job search preparation and job hunting.

From the reports of support case examples for collaboration with other departments within the university or with external institutions for adjustment issues of students with developmental disabilities, other than "learning and teaching aspects," "decision making of career options and career," "understanding and explanation of reasonable accommodation," "knowledge and understanding of employment of persons with disabilities," and "understanding of working" were relatively common as effective response case examples. On the other hand, "adjustment and maintenance of life rhythm," "self-understanding of disability characteristics," "acquisition of daily living skills," and "understanding and cooperation of family members with disabilities" were relatively common among the case examples that were difficult to deal with. In addition, case examples of institutional and environmental issues that were difficult to deal with included "lack of local resources and limited access to services," "lack of information on support," "universities, etc. (e.g., educational institutions) unable to provide sufficient support," and "difficulty in coordinating opinions and sharing information."

(2) Interview Survey on Work Support for Students with Developmental Disabilities at Universities, etc.

A Support system

Nine of the 12 universities, excluding technical colleges, have departments specializing in support for students with disabilities, which are found to be involved in supporting students with disabilities in their studies as well as in providing work support for students with developmental disabilities in cooperation with the career support departments. In some universities that do not have a department specializing in support for students with disabilities and where the student support department provides support for students with disabilities, work support for students with developmental disabilities is mainly handled by the career support department, and in some cases, the career support department has a staff member who is mainly in charge of students with disabilities.

B Support Status

At many universities, etc., undiagnosed students with developmental disabilities were pointed out to have difficulties in supporting them with regard to self-understanding and task improvement.

Some of the departments specializing in support for students with disabilities are leading their own programs to promote self-understanding and provide work experience and employment information for students with developmental disabilities. In addition, the technical colleges reported that they are developing individual support plans for students eligible for support, with advice from outside experts.

C Cooperation with off-campus employment support providers

Public employment security office (including Hello Work for New Graduates) was listed as a partner of employment support providers at many universities, etc. The content of the cooperation includes individual

counseling and provision of job information by public employment security office, and there are also reports of the staffs of public employment security office visiting universities, etc. and to provide counseling, as well as the use of courses offered by Hello Work for New Graduates.

A number of partnerships with work transition support providers were also reported, and it was reported that in some cases, depending on the region, work transition support providers become available in the latter half of the graduation year.

D Work support Issues

Regarding the issue of work support, it was found that promoting self-understanding of disability is a fundamental issue for work support, given the current situation in which many students are undiagnosed. It was noted by many that it is important for not only the students themselves, but also their parents to understand the importance of the program. In particular, many universities, etc. reported the existence of students whose developmental disabilities became apparent when they stumbled in their job search, highlighting the difficulty of providing work support while promoting self-understanding of disabilities in the short time available before graduation.

As for institutional and environmental issues, the lack of information and limited access to employment support providers, insufficient staffing of the campus support system, and the lack of knowledge and understanding of developmental disabilities among faculty and staff were reported.

(3) Questionnaire Survey of Work Support for Students with Developmental Disabilities at Employment Support Providers

In the Hello Work for New Graduates survey, the period covered was from FY 2019 onward. For the Vocational Center survey, the period covered was from September 2020 to March 2021 (the actual status of partner institutions, etc. was from FY 2019 onward).

A Availability of students with developmental disabilities

At the Hello Work for New Graduates, 83.3% of the respondents reported that "students with a diagnosis of developmental disability" used the service, 80.6% reported that "students with an indicated developmental disability" used the service, and 86.1% reported that "students with communication challenges" used the service.

At the Vocational Centers, 85.4% of the respondents reported that "students with a diagnosis of developmental disability" used the service, 27.1% reported that "students with a primary complaint of developmental disability" used the service, and 22.9% reported that "students with a hint of developmental disability" used the service. Compared to the use of the Hello Work for New Graduates, students without a diagnosis were found to use it in fewer places, suggesting the influence of the fact that it is an institution targeting persons with disabilities.

B Status of work support

The top areas of support provided by the Hello Work for New Graduates were "individual counseling on employment," "guidance in preparing resumes and other documents and entry sheets," "interview guidance and mock interviews," "self-promotion and self-introduction methods," and "information provision on employment (information on local job openings, etc.)."

The top support services provided at vocational centers were "individual counseling on employment," "evaluation and assessment of disability characteristics," "aptitude evaluation and vocational aptitude testing," "evaluation and training in work performance," "general job readiness training," and "evaluation and training in interpersonal skills and social skills."

(4) Work support Interview Survey of Students with Developmental Disabilities at Employment Support Providers

A Availability of students with developmental disabilities

The most common time for students with developmental disabilities to start using public employment security office was from April to May of their graduation year, and many students started job hunting but did not know how to proceed with their job search. The next most common time was in the fall of their graduation year, and the public employment security office reported that they began using the service after receiving numerous rejection letters due to unsuccessful job searches up to that point.

It was reported that, in general, students with developmental disabilities at vocational centers begin using the centers during their graduation year, when they have begun their job search.

B Details of work support and cooperation with related providers

The public employment security office emphasized the need for ongoing vocational counseling. It was also reported that it is necessary to provide guidance to young job seekers by using a reference booklet for job hunting, starting with what it means to work, the job hunting process, self-analysis, how to prepare application documents, and how to handle interviews, etc.

The Vocational Center reported that vocational evaluation is conducted first, and after providing feedback on the results of the evaluation, the center provides consultation on how to proceed with job hunting activities, followed by vocational preparation support to improve issues and prepare for job hunting for those cases that wish to do so.

C Challenges and future of work support

As issues in work support, it was reported that those with undiagnosed developmental disabilities are reluctant to obtain a disability certificate or use facilities for persons with disabilities, that they may not be able to use work support because it is difficult to balance their studies, that vocational guidance is difficult because they have little work experience, that many of them use work support later in their graduation year, and that there is a lack of time to work on self-understanding and improvement of their problems, and universities need to be made aware of employment support providers.

Regarding the future, both institutions have expressed the opinion that it is necessary to start providing counseling and support before the graduation year and to support the students step by step over time to deepen their self-understanding and improve their problems.

(5) Overall Discussion

A Necessity of work support for students with developmental disabilities according to their diverse state profile

Students with developmental disabilities are highly individualized and exhibit an extremely diverse range of conditions, depending on whether they have a developmental disability diagnosis, their self-understanding of their disability, and their understanding of work and occupational readiness. Therefore, it is an important issue for universities, etc. to provide effective work support based on the individual conditions of students with developmental disabilities. In particular, handling students with probable undiagnosed developmental disabilities is even more complicated, and difficulties in providing work support have been pointed out.

B Early start of work support that gives accommodations to developmental disabilities

It was confirmed that the support system for students with developmental disabilities varies according to the attributes, organization, and size of the university, etc. The issue is how to develop a cooperative system among related departments within the university for the early start of work support according to each situation.

C Expansion of cooperation between universities,etc. and employment support providers

To further expand the cooperative relationship between universities,etc. and employment support providers, it is expected that universities will deepen their understanding of work support by providing information on employment support providers for students with developmental disabilities to universities,etc. and that employment support providers will expand the scope of their support services to cover students with developmental disabilities as well.

D Implementation of effective work support with a view to workplace adaptation after employment

Since work support at universities,etc. is based on providing work support while students are still in school, there is an apparent tendency to place emphasis on whether or not students are able to find employment. However, work support is originally intended not only to help students find employment, but also to enable them to fully demonstrate their abilities in the workplace and lead a stable professional life. To implement effective work support with a view to adapting to the workplace after employment, it is necessary to provide step-by-step continuous support from the early stage through cooperation between universities,etc. and employment support providers, depending on the individual conditions of students with developmental disabilities.

7 Related Research Deliverables

- Toward work support for students with developmental disabilities - case examples of initiatives of Cooperative Initiatives between Universities,etc. and employment support providers-,2023
- Research on stress perception and support for workplace adjustment of persons with developmental disabilities - with a focus on those with coexisting mental disorders -, Research Report No.150, 2020
- Research on understanding the current status of regional work support networks for persons with developmental disabilities - 10 years after the enactment of the Act on Support for Persons with Developmental Disabilities -, Research Report No.135,2017
- Research on satisfaction with professional life and workplace conditions of persons with developmental disabilities, Research Report No.125, 2015
- Research on issues of work support for persons with developmental disabilities, Research Report No. 88, 2009
- Study on issues of school-to-work transition support for young people with mild developmental disabilities, Research Report No.71, 2006

Toward work support for students with developmental disabilities
-case examples of initiatives for support through cooperation between universities,etc. and work support providers- (2023.3)

