



# **Research on support for the promotion of self-understanding at vocational rehabilitation**

## **(Research Report No.140) Summary**

### **[Keywords]**

Support for self-understanding, vocational rehabilitation, persons with mental disorder, schizophrenia, mood disorder, persons with developmental disorder

### **[Usage of this report]**

For promoting self-understanding of persons to be supported at vocational rehabilitation, this Research has examined actions which supporters take and has proved characteristics and devises of the supports. The results are expected to be utilized as a hint or guidance for institutions to make supporting programs.

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## 2. Research Period

FY2016 to FY2017

## 3. Composition of the research report

Chapter 1: Introduction

Chapter 2: Concept Analysis of “Support for self-understanding” at vocational rehabilitation (Study 1)

Chapter 3: Mixed method research of support activities for “Support for self-understanding” at vocational rehabilitation (Study 2)

Chapter 4: Case study research of "Support for self-understanding" at vocational rehabilitation. (Study 3)

Chapter 5: Qualitative study on the implication of “self-understanding” for vocational rehabilitation clients. (Study 4)

Chapter 6: Conclusion

Appendix Materials

## 4. Background and Purpose of Research

Support for self-understanding has been recognized as important support activities in vocational rehabilitation. “Glossary of vocational rehabilitation 2<sup>nd</sup> Edi.” edited by Japan Soc. of Vocational Rehabilitation (2002) says in the explanation of “self-concept” that “ self-concept is a result from self-understanding, with much room for subjectivity comes in, tends not to accord with understandings of others and eventually leads persons to maladjustment.” It also says that to support the creation of self-concept “has an important implication for smooth implementation of vocational rehabilitation and for self-determination of persons to be supported.” “The Art and science of vocational Rehabilitation 2<sup>nd</sup> Edi.” written and edited by Matsui and Kikuchi(2006), which aims to systematize vocational rehabilitation activities in Japan, says that “it is necessary to have persons know self-understanding and understand their works for the purpose of implementing appropriate support for self-understanding,” and that “after the professional has understood the situation of persons, the explanation of it only will not serve for the development of self-understanding.” Subsequently to the above mentioned documents, “Basics and practices of Vocational Rehabilitation ” edited by Japan Soc. of Vocational Rehabilitation (2012) describes that, “under the circumstances of vocational rehabilitation in which persons have to conduct by themselves even though they receive supports, such supports are needed that lead persons to be supported to develop their self-understanding actively with their own initiative from the stage of collecting and organizing information and to deepen self-understanding.”

Accordingly, it is important to extend supports for the promotion of self-understanding in vocational rehabilitation fields and this understanding may be a basic standpoint of view of vocational rehabilitation. Actually, we see many descriptions of term “self-understanding” in practical reports etc. of support for vocational rehabilitation, and we think the importance of supports for self-understanding is widely

recognized. However, regarding what are the supports for promoting self-understanding and what actually should be done, they have not been fully clarified yet.

In this context, this Research has conducted the following 4 types of studies in order to organize supporting activities for the promotion of self-understanding in vocational rehabilitation and to clarify characteristics and devises of support for self-understanding;

## **5. Method**

### **(1) Study 1: Concept analysis**

We have examined all the abstracts for the period of the last 5 years (from 2011 to 2015) of Vocational Rehabilitation Research/Practice Report Meeting (which has changed the name from Vocational Rehabilitation Research Meeting from the 22nd session) organized by Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers (JEED) in which many practical reports of vocational rehabilitation are described, and have made an analysis for all abstract in which a keyword of “self-understanding” is noticed (even once).

### **(2) Study 2: Questionnaire study and interview research**

We have asked cooperation to 52 local vocational centers for persons with disabilities (including their branches) in Japan to select at least one respondent to questionnaire respectively among vocational counselors for persons with disabilities who have registered with them during the period of June 16, 2017 to July 31, 2017 and have finished the third study training. In addition, we have asked cooperation to 329 Employment and Life Support centers for Persons with disabilities (as of April 2017) to select at least one respondent to questionnaire respectively among personnel responsible for employment support in their institution.

We have conducted questionnaire composed with (i) question about the basic attributes (age, gender and years of work support experience), (ii) questionnaires requesting their response about frequency of implementation of support activities for 20 items selected through the concept analysis of study 1 and (iii) responding space to open-ended question about characteristics of “supports for self-understanding” and their devises.

To analyze the result of research, we have also made interview research to 5 members of local rehabilitation centers and 5 members of Employment and Life Support centers for Person with disabilities.

### **(3) Study 3: Case studies**

We have collected cases (6 cases in total.) of supports for promoting self-understanding in vocational rehabilitation.

### **(4) Study 4: Interview research**

In July and October 2017, we have made semi-structured interviews once every 60 minutes to 6 clients (3 persons with mental disorder and 3 persons with developmental disorder)

## **6. Summarized Results of the Study**

As a result of the questionnaire study, we have categorized support activities for self-understanding as shown in Table 1 below;

Table 1 Support activities for self-understanding

|                  | Persons with Mental Disorder                              |                                                           | Persons with Developmental Disorder                |
|------------------|-----------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------|
|                  | Schizophrenia                                             | Mood Disorder                                             |                                                    |
| Factor Structure | Promotion for recognition of the current situation        | Promotion for recognition of the current situation        | Devises for examination of the current situation   |
|                  | Provision of actual experiences                           | Provision of actual experiences                           | Promotion for recognition of the current situation |
|                  | Request for examination of the current situation          | Request for examination of the current situation          |                                                    |
|                  | Establishment of opportunities for collecting information | Establishment of opportunities for collecting information | Review based on the collection of information      |

The following Table 2 and Table 3 show examples of categorized support activities.

Table 2 Examples of support activities for self-understanding of persons with Mental Disorder(Schizophrenia, Mood Disorder)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Promotion for recognition of the current situation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• To take notice not only of results but of contents of the process which have led to results.</li> <li>• To pay attention to characteristics of disability and way of understanding of persons to be supported in advising current situation.</li> <li>• In order to have persons to be supported understand their own problems, to confirm their working environment up to now and difficult situation which they have experienced at the workplace at the time of counseling etc.</li> <li>• As a supporting staff, not to point out their defects or problems but to advise their strong points or advantages.</li> </ul>                                            |
| <b>Provision of actual experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Supporting staff shows preparation status (extent of work preparation and existence of requirements for operation techniques) to persons to be supported.</li> <li>• To provide supports directly useful for job hunting such as making curriculum vitae or training for the interview.</li> <li>• To have persons to be supported challenge various kind of work training, or to provide opportunities for the experience like workplace training, etc.</li> </ul>                                                                                                                                                                                                    |
| <b>Request for examination of the current situation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• At counseling, to request persons to be supported to think about what has changed for them from before or what has become possible for them to conduct.</li> <li>• To request a person to be supported to make a record of current daily life matters.</li> <li>• To request a person to be supported to examine their own problems.</li> <li>• At the counseling examining current problems, supporting staff persons try to devise a way like showing by literature or drawings.</li> <li>• At counseling, to request persons to be supported to consider the meaning of supports for them under the conditions and results of supports extended to them.</li> </ul> |
| <b>Establishment of opportunities for collecting information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• To establish training for obtaining necessary knowledge for works in order to have persons to be supported consider the meaning of working</li> <li>• To provide group work scenery which allows persons to be supported to exchange opinions with others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |

\* Results of factor analysis (Least squares method, Promax rotation, High-order items of each factor)

Table 3: Examples of supporting activities for self-understanding of persons with Developmental Disorder

| <b>Devises for examination of the current situation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• To devise a way for persons to be supported to have a positive prospect of receiving supports.</li> <li>• To provide comfortable circumstances under which persons to be supported feel that failure does not matter.</li> <li>• At the counseling examining current problems, supporting staff persons try to devise a way like showing by literature or drawings.</li> </ul>                                                                                              |
| <b>Promotion for recognition of the current situation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• To take notice not only of results but of contents of the process which have led to results.</li> <li>• In order to have persons to be supported understand their own problems, to confirm their working environment up to now and difficult situation which they have experienced at the workplace at the time of counseling etc.</li> <li>• As a supporting staff, not to point out their defects or problems but to advise their strong points or advantages.</li> </ul> |
| <b>Review based on the collection of information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• To establish training for obtaining necessary knowledge for works in order to have persons to be supported consider the meaning of working</li> <li>• To request a person to be supported to make a record of current daily life matters.</li> <li>• To provide group work scenery which allows persons to be supported to exchange opinions with others.</li> </ul>                                                                                                        |

\* Results of factor analysis (Least squares method, Promax rotation, 3 high-order items of each factor)

As characteristics of the factor structure of support activities for respective disabilities, the following 2 are considered; the first characteristic is a similarity of the factor structure for schizophrenia and mood disorder. Through interview research to the member of vocational rehabilitation institution, we have been able to know the difference of concepts in substance of intervention, i.e. interventions are made (i) for persons with schizophrenia “to have them recognize the difference between images they have about their work and the actual status”, on the other hand, they are made (ii) for persons with mood disorder “to have them realize rhythms and duration of sleep and manage their illness”. The second characteristic is the difference of factor structure between Mental Disorder and Developmental Disorder. The difference of approaches is considered to exist between them. Supporting activities for persons with Mental Disorder are the activities which emphasize providing places for actual experience and opportunities for collecting information. On the other hand, those for persons with Developmental Disorder are activities which, not only have them understand the current situation but have them examine the situation by themselves. This can be shown in Figure 1.

Moreover, from the results of this research, as a factor to assist supporting activities for self-understanding, the existence of experience of support for vocational rehabilitation and that of the framework such as programs to provide supports are considered to affect much to implement supports.

Figure 2 shows practical measures to provide supports for self-understanding which we have organized from supporting cases collected based on the result of case study research.

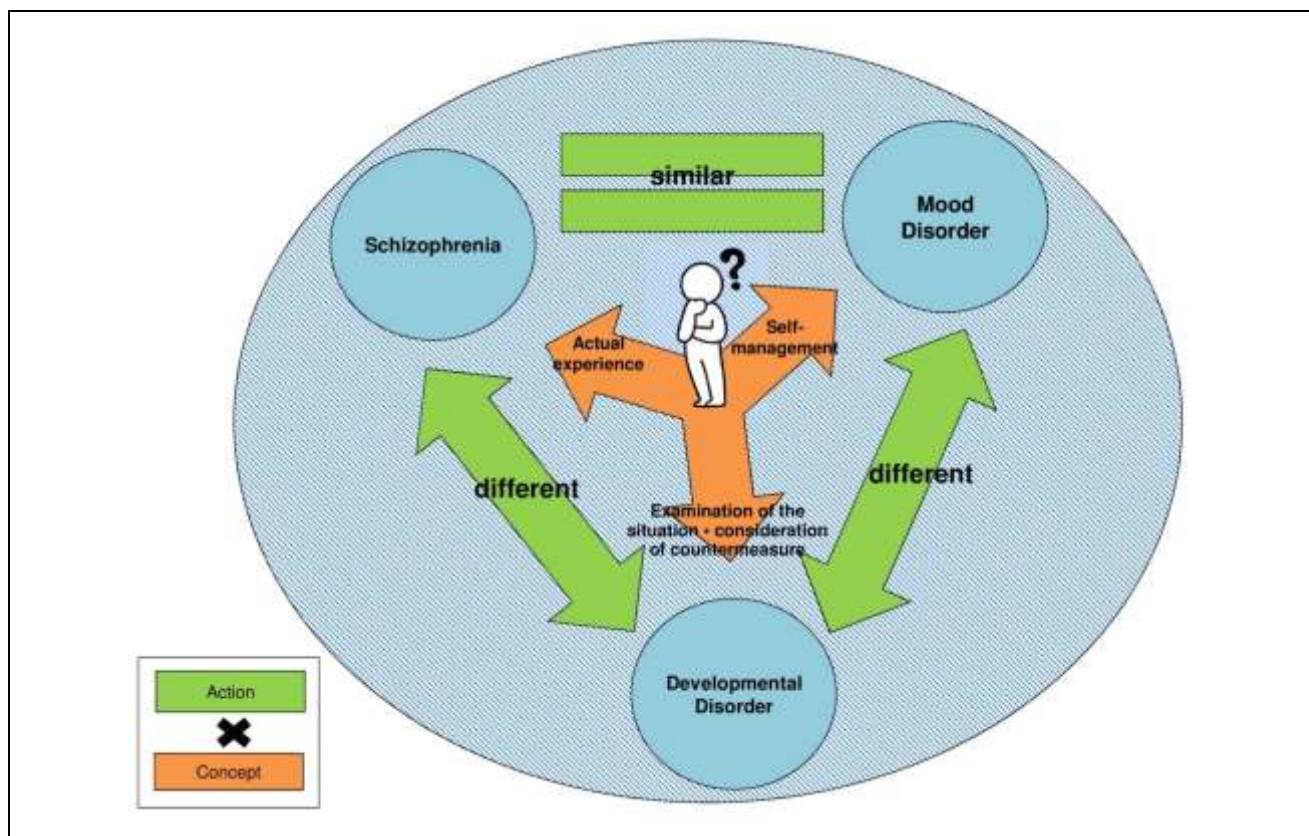


Figure 1 Schematic chart of supporting activity for self-understanding

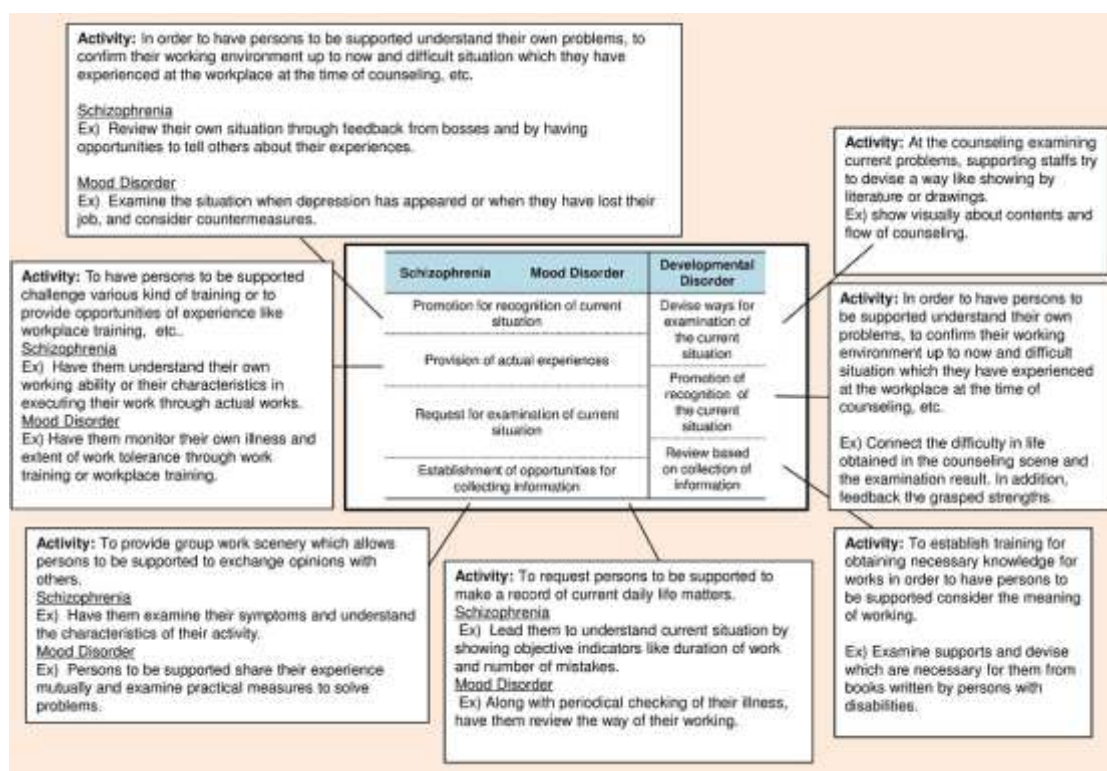


Figure 2 Practical measures of supporting activities of self-understanding

Results of interview research have been analyzed in the following Table 4 and 5.

Table 4 Results of researches to persons with Mental Disorder

| Category                                                      | Sub-Category                                              |
|---------------------------------------------------------------|-----------------------------------------------------------|
| To understand the current daily life situation                | To retrieve life rhythm                                   |
| To understand illness                                         | To examine ways to cope with changes in illness           |
| To undertake to reconstruct self-understanding                | To support their challenges                               |
|                                                               | To have them gain self-confidence again                   |
| To understand the current situation through actual experience | To grasp current situation through actual experience      |
| Changes of self-understanding through working                 | To obtain broad perspectives through working              |
|                                                               | To organize persons' own thought and to eliminate anxiety |
|                                                               | To understand the current situation for employment        |

Table 5 Results of research on persons with Developmental Disorder

| Category                                            | Sub-Category                                                                                 |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------|
| To review persons' own self-understanding           | To change persons' own understanding about themselves                                        |
| To understand the current situation through working | To review as issues on working                                                               |
|                                                     | To examine ways to cope with by reviewing                                                    |
|                                                     | To understand objectively                                                                    |
|                                                     | A gap between diagnosis and difficulty of its prescription                                   |
|                                                     | Anxiety to unknown circumstances                                                             |
| Supports based on self-understanding                | Difficulty to let supporting staff understand the characteristics of persons to be supported |
|                                                     | Supports from the workplace                                                                  |
|                                                     | Recognition of necessity of accommodation                                                    |
|                                                     | To remove and organize their sufferings by supporting staff                                  |

Through interview research, we could get narratives of clients about what they could have obtained in the course of receiving supports or about difficulties they had. In addition, by narratives from clients, we could confirm that the support for self-understanding had shown results. Based on the above-mentioned situation, the results suggest that it is important to implement supports with understanding i) of timing of change of their recognition which has mentioned in their narratives that they have recognized their own disabilities through diagnosis have recognized their disabilities as an issue of their work, ii) of the will for challenges of persons to be supported which has appeared in their narratives that have referred to their solving problems on their initiative or to supports extended to them for their endeavor. We think that in implementing supports for self-understanding, it is necessary to conduct supports, not only from the standpoint of view of supporting staff but also from the view to give consideration for delicate matters relating above-mentioned change of recognition of clients.

We summarize the results of this Research as follows;



- Supports for self-understanding in vocational rehabilitation are extended in the case clients have difficulty in understanding their own disabilities because of the lack of such opportunities to receive supports.
- By providing supports for self-understanding, supporting staff can make preparations and materials for extending employment supports, and thus the staff members serve efficiently in their work of supports for employment.
- Supports for self-understanding are extended practically in different viewpoints of intervention and in different approaches according to the extent of disabilities.
- For extending supports for self-understanding, the existence of not only experiences in vocational rehabilitation but of programs or systems for extending supports makes it function efficiently. Accordingly, training for compensating experience of supports or coordination among institutions has a good effect.
- Because of their lack of work experience, clients have an anxiety and feel difficulty in coping with problems for employment. By receiving supports for self-understanding, it is possible to eliminate such anxiety and difficulty.
- In support of self-understanding, it is necessary to give consideration for delicate psychological matters of clients when they have changed the recognition of their endeavor.

## 7. Related Research report

Basic Research on intervention behavior concerning “the support for self-understanding” for persons with mental disabilities, Material Series No. 91, 2016