



# **A Study on the Development of the Vocational Rehabilitation Method for Persons with Disabilities who need special care during their Transition period from Training Institutions to the Workplace (Vol.1 (Work-Support))**

**[Research Reports No.93 (Vol.1)] Summary**

## **【Keywords】**

Total-Package, Work-support, Cooperation among parties involved

## **【Points for using the findings】**

The purpose of this study is to develop a more effective work-support system for persons with mental or developmental disabilities who need special care. In this study, “Total-Package”, a supporting tool for vocational rehabilitation, was applied to the processes of work-support. It was done by the educational, medical, welfare or vocational rehabilitation institutions, and corporations. We examined the effective uses of the Package at each institution mentioned above. We have verified that the Package is effective for improving vocational-assessment, training, and cooperation for all the parties involved. Furthermore, the procedure to systematical use of the Package was suggested.

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## **2. Period**

Fiscal 2007 to 2009

## **3. Composition of the research report**

Overview

Introductory Chapter Framework of research concerning support for employment and workplace adjustment

Chapter 1 Systematic use of the Total Package (TP) at the related institutions

Chapter 2 Present status of the use of the Total Package (TP) at the related institutions

Chapter 3 Collaboration among the related institutions through the use of the Total Package (TP)

Final Chapter Final goals of the research concerning support for employment and workplace adjustment

References

## **4. Background and Purpose**

In order to effectively support persons with disabilities who need special care, e.g. those with a mental disorder or development disabilities or higher brain dysfunction, in their process of vocational rehabilitation (employment and workplace adjustment), it is essential for all of the parties concerned, namely, wide-area and local vocational rehabilitation centers for persons with disabilities and other vocational rehabilitation institutions, as well as educational, welfare and medical institutions, to establish methodologies for providing such work support depending on the actual conditions and needs of the respective institutions and the

characteristics of disabilities of the persons who need support. In addition, it is also an important approach for these institutions to collaborate with one another in building a support network aimed at facilitating the transition of those who need work support from the rehabilitation phase to the workplaces and enabling them to adjust to working environments after receiving employment or returning to work.

The National Institute of Vocational Rehabilitation (NIVR) has developed integrated supporting tools for vocational rehabilitation named *Total Package* (hereinafter referred to as the "TP").<sup>1</sup> In this study, by applying the TP systematically, the researchers aimed at inquiring into specific support methods that are suitable to be applied by the respective institutions concerned, thereby contributing to the establishment of a platform for providing work support for persons with disabilities who need special care.

The research concerning support for employment and workplace adjustment focuses on the following three targets:

- (i) consider the position of the vocational rehabilitation tools developed by the NIVR in the work support programs that are currently in operation at the related institutions and business establishments; identify the needs of the respective institutions and business establishments and sort out problems in developing an environment for supporting their systematic use of the TP, while providing training programs and assistance for human resources development;
- (ii) ascertain the status of use of the TP in the process of providing support for employment and workplace adjustment at each institution and business establishment, so as to find a method for providing more effective support; and
- (iii) consider frameworks whereby the rehabilitation and other institutions and business establishments concerned can collaborate with one another in providing support for employment and workplace adjustment through the use of the TP, and collect examples of systematic support programs implemented on a regional basis.

## 5. Method

Prior to this study, the "Comprehensive Study on Vocational Rehabilitation Techniques through Cooperation with Employers, Families etc." (conducted in FY2004 to FY2006) indicated the status of use of the TP by medical institutions for persons with higher brain dysfunction, by educational institutions for persons with intellectual retardation or development disabilities, and by welfare institutions for persons with a mental disorder, respectively. Based on the findings in that study, the present study focused on ascertaining the status of use of the TP at various institutions and business establishments that are engaged in providing employment support for those persons in need of special care, while carrying out a new trial of the TP.

### (1) Outline of the participant institutions

A total of 22 institutions participated in the survey, ranging over six sectors, namely, education, welfare, medical, business, capacity building, and employment support. Table 1 shows the categories of support

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<sup>1</sup> The *Total Package*, which has been under development since FY1999, consists of tools such as Makuhari Work Sample (MWS), Makuhari Memory Note (M-MN), Makuhari Stress and Fatigue Assessment Sheet (MSFAS), and Wisconsin Card Sorting Test (WCST).

recipients through the practical and trial use of the TP and the types of tools applied.

**Table 1 Categories of major support recipients through the use of the TP and the types of tools applied**

Welfare	8	4	4	6	6	1	4	8	3
Corporation	2	2	2	1	1	0	1	2	1
Medical	5	0	1	2	2	1	2	5	0
Job training	2	0	2	0	2	1	1	2	1
Support for Youth	1	0	1	0	1	0	0	1	0
Total	22	10	14	10	12	4	10	22	7

Note: Multiple answers for both the categories of support recipients and the types of tools.

## **(2) Methods**

### **A. Survey on actual conditions**

#### **(a) Status of use of the TP at Vocational Rehabilitation Centers for Persons with Disabilities**

A questionnaire survey was conducted in FY2007 via email, targeting 55 Vocational Rehabilitation Centers for Persons with Disabilities.

#### **(b) Status of use of the TP at medical institutions**

A questionnaire survey was conducted in FY2008 via email, targeting medical institutions that applied the TP to persons with higher brain dysfunction, as a leading case of the use of the TP.

### **B. Interview survey**

Reports were received from the participant institutions regarding their actual practices of using the TP, and interview survey was conducted with other TP users.

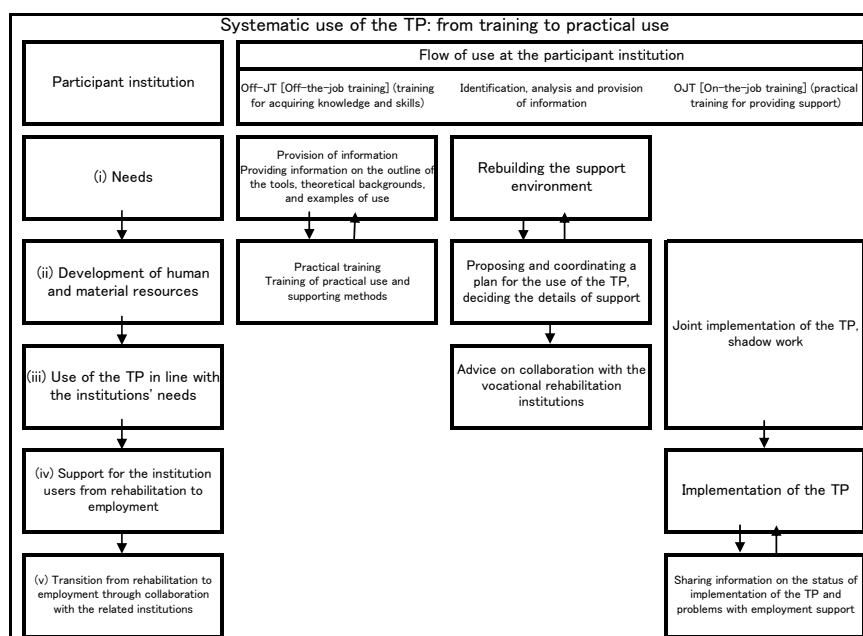
### **C. Trials**

The researchers, with cooperation from the participant institutions which wish to use the TP systematically, transferred the relevant technology to these institutions depending on their actual conditions and carried out trials in the pursuit of a systematic use of the TP.

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

### **(1) Process toward the systematic use of the TP**

This study set a process toward the systematic use of the TP by the participant institutions as indicated in Figure 1. The vertical axis indicates the timeline of the process of introduction of the TP, while the horizontal axis indicates the flow in which the researchers convey information on how to use the TP.



**Figure 1 Process toward the systematic use of the TP**

The process of the introduction of the TP starts with off-the-job training, then after discussing and coordinating the support recipients and implementation methods of the TP depending on the needs and actual conditions of each participant institution, moves on to joint implementation of the TP as on-the-job training. Following this, environmental adjustments are made in consideration of the challenges to be overcome by the participant institution in its efforts toward independent implementation of the TP and the possibility of its successful use of the TP, as found in the joint implementation phase. Through this process, the TP is to be put into practical use.

## **(2) Practical and trial use of the TP**

### **A. Educational institutions**

In an example case at the upper secondary department of a school for special needs education, the MWS was introduced for work study at school to develop an appropriate work environment, with the aim of increasing students' ability to execute work and self-management ability. With regard to students who have difficulty in controlling their emotions, check sheets for self-reflection, prepared based on the M-Memory Note, as well as the MSFAS, were applied so as to make these students more aware of their own feelings and conscious of stress and fatigue and enable them to learn how to cope with such problems. Given the same work and guidance environment at the place of on-the-job training following such work study at school, students received training continuously, even in different situations, for acquiring appropriate coping behavior and self-management skills, and they ultimately succeeded in finding employment after graduation. The same approach was tried after they started to work, aiming to enhance their ability to adjust to the workplace and expanding their occupational areas.

As example cases of application on a regional scale, following the leading case of the use of the TP at two

schools for special needs education, the MWS was introduced at five schools for special needs education and one educational center in the same region, and was put into practical use as a tool for career study in that region.

#### B. Welfare institutions

At the institutions for persons with higher brain dysfunction which have already launched the practical use of the TP, the M-Memory Note is being used as a means to cover defects in memory and disturbance of executive function, and the MWS is being applied to work assessment and training. Through this approach, the institutions aim to make persons with higher brain dysfunction gain better understanding of the influence of their own disabilities on their work life and execution of work and improve their ability to execute work so as to receive employment or return to work.

The corporation which operates more than one institution for persons with mental disabilities carries out an intensive support program using the MWS in combination with the MFSAS and WCST and provides such program not only for users of its own institutions but also as regional employment guidance services open to the public. Also in the process of supporting employment for persons who wish to work at ordinary companies, that corporation uses the MWS for both assessment and training, while using the revised MSFAS in the consultation phase, thereby helping the support recipients understand themselves as well as assisting the related institutions in sharing the platform for providing work support.

The business establishments engaged in supporting persons with physical, intellectual or mental disabilities in the process of transition from rehabilitation to employment started to use the MWS when they accepted students with development disabilities from schools for special needs education for on-the-job training. These establishments now use the MWS for work training for such persons with disabilities so as to increase their ability to execute work, and also apply it in combination with the MSFAS and a work note (an upgraded version of the M-Memory Note), as a means to help those persons acquire self-management ability.

At the vocational institutions for persons with a mental disorder, following two trials of joint implementation, organization-wide measures were taken to introduce the MWS. As a result, the simplified MWS is now applied upon trial admission, and the training MWS is also used for making assessments to be taken into account when developing individual support plans after admission.

#### C. Medical institutions

According to the responses to the survey on actual conditions targeting the medical institutions which have introduced the TP for providing rehabilitation services for persons with higher brain dysfunction ahead of those with other disabilities, the purposes of the use of the MWS frequently heard were, to identify and improve the support recipients' ability to execute work, promote their self-cognition in terms of execution of work, and encourage them to accept their own disabilities. Among these institutions, popular work samples executed with the use of the MWS were "checking numerical data," "making out bills," "making an entry in work journals," "inputting numerical data," "inputting text data," and "picking." They also suggested that feedback of the work results from the free-entry section enabled the support recipients to develop their "understanding of their own disabilities and work characteristics," and that by using the MWS in their actual work, the support recipients were able to "improve their ability to work." Furthermore, the survey revealed that these institutions use the

findings in the implementation of the MWS in the collaborative initiatives with local vocational rehabilitation centers, indicating the possibility of the TP for a collaboration tool.

The interview with one of the surveyed medical institutions clarified the method of applying the MWS in the training process at the rehabilitation ward of a general hospital rather than at a rehabilitation hospital, making the best use of the expertise of occupational therapists, and also suggested that it can be used to promote collaboration with the related institutions, with a mind to support patients' after leaving the hospital.

The TP was also applied on a trial basis at the institution which provides day-care services mainly for schizophrenic persons, targeting those who wish to acquire employment or return to work at ordinary companies. Through the use of the TP, the institution was able to understand such persons' ability to manage their own fatigue and rest as well as their work characteristics, which had been difficult to identify within the framework of day-care programs alone, and at the same time, the support recipients were also able to properly assess their own work, and they appeared to become more conscious of employment. The trial use also suggested challenges to be overcome before independent implementation, such as the burden on supporters and the consistency with other day-care programs.

At the medical institution which provides day-care services for persons with development disabilities, the TP was put into trial use only for a relatively short period of time (eight hours). It proved to be effective in understanding such persons' work characteristics and the impact of their behavioral characteristics on work. However, the trial use did not lead to continuous use due to the limits of human resources peculiar to small-scale day-care services.

#### D. Job training institutions

The MWS was applied to persons with a mental disorder when they engaged in training for acquiring clerical skills at a capacity-building institution. The use of the MWS enabled the supporters to understand the support recipients' work characteristics, while enabling the support recipients to make progress in acquiring their own ways of covering defects according to their characteristics of working, as well as skills to manage their own fatigue. At another institution, the TP was introduced at the initial training phase, and this resulted in establishing a common platform between supporters and targets in the process of choosing main training courses.

Interview was conducted with the institution which deals with persons with development disabilities, although it was not a participant institution, in order to inquire into its original way of using the MWS. At this institution, the MWS was used as work tasks but its features were not fully used, which was due to the inadequacy in information provided for the institution, e.g. the lack of manuals and training systems. This suggests the necessity of providing training for the institutions that intend to introduce the TP, so that they can use the TP effectively depending on their actual conditions.

#### E. Youth-Support Institution

Among the users of local youth-support stations, there are many who hold certificates of persons with disabilities or who are recognized as having disabilities as they claim, and some of them need special support depending on their individual conditions. Against such backdrop, the MWS was applied on a trial basis with

regard to eight persons. Among the six persons who participated in the survey, one person moved to the day-care program at the medical institution. Four persons were given information on how to access the Vocational Rehabilitation Centers for Persons with Disabilities, and two of them are currently receiving support from the centers for preparing to work.

#### F. Vocational rehabilitation institutions

The findings of the survey on actual conditions regarding the use of the TP revealed that more than 50% of vocational rehabilitation centers apply the MSFAS to persons with various other disabilities, which suggests the necessity of revising the MSFAS so as to make it applicable depending on characteristics of disabilities and needs. As for the MWS, an effective approach toward further promoting its use would be to compile and publicize a collection of examples of use. The survey also indicated that the M-Memory Note was being used not only as a means to cover defects in memory but it turned into an advanced tool for establishing a common platform necessary for helping persons with disabilities put in order or remember their cognitions.

#### G. Collaboration through the use of the TP

Collaboration among institutions in different sectors, such as medical institutions giving medical support and welfare institutions giving living support, is a requisite for providing employment support for persons with disabilities. From this standpoint, the function and possible use of the TP in such collaboration were investigated.

The first pattern of use centers on sharing of information, that is, within a collaborative framework, the entity which sends support recipients informs the entity which receives them of the status of their use of the TP and the results thereof, by means of a document written in a manner that the receiving entity can easily understand. It is necessary to develop standard methods of using the TP and describing the results by actually handling cases.

The second pattern of use focuses on sharing of roles and providing support jointly, by using information tools such as the M-Memory Note and the MSFAS as common tools. The sharing of the M-Memory Note between the supporter and the business establishment that provides on-the-job training, and the use of the MSFAS for discussions between the supporter and the support recipient at remote places, falls within the category of this pattern. The third pattern of use includes providing training programs jointly, with the aim of generalizing common training tasks and coping behaviors between different situations or between different supporters.

It is necessary to accumulate cases of such collaboration among the related institutions through the use of the TP depending on the needs of individual support recipients, and such institutions in collaborative partnerships should work together to consider what is needed for the support recipients who use both institutions and what their aim is.

### **(3) Conclusion**

#### A. Developments toward the systematic use of the TP

(a) Diversification of approaches along with the increase in tools to be applied



Diverse approaches become available as the number of tools to be applied increases, for example: the simplified MWS used for accessing work characteristics, the training MWS used for increasing the ability to execute work and acquiring self-management skills, the M-Memory Note used for preparing work manuals, and the MSFAS used for investigating coping behavior.

(b) Structurization of guidance based on generalization

Generalization between different situations or different instructors can be promoted intentionally by bringing work tasks and self-control techniques that students of schools for special needs education have achieved in practical training at school smoothly, into the business establishments where they receive on-the-job training. In other words, this is an approach whereby students transform their heteronomous behavior in the situation where they experience work simulations, which is the characteristic of the MWS, into voluntary coping behavior while setting steps intentionally. Such setting of steps and environmental adjustments are factors of structured guidance.

B. Achievements resulting from the use of the TP

(a) Changes found in the support recipients after using the TP

a. Deepening of understanding of work characteristics and understanding of one's own self

The most fundamental benefit of the use of the TP is that the support recipients can review the status of their execution of work by using the MWS or reflect their own behavior by using the MSFAS, thereby understanding their work characteristics and also deepening their self-understanding.

b. Acquisition of self-management skills

Step-by-step training is necessary for the support recipients to be able to monitor the status of their execution of work or the situation where they make errors, so that they can apply appropriate coping behavior (e.g. take a rest). Such skills can be acquired by using the MWS in work training.

c. Improvement of the ability to execute work

Since support recipients who receive work training with the use of the MWS are given structured work tasks, they can reduce errors and increase the work speed by introducing methods of covering defects.

d. Realization of occupational awareness

Through experiencing work that is close to the actual occupation, the support recipients can recognize their actual ability to execute work. Comparing their work experience with the use of the MWS and their past occupational experience, they can understand the current situation and become aware of the reality.

e. Stimulation of the desire to work

There are persons whose desire to work is weak because they do not have clear images of occupation or they have been away from work for a long period. When such persons use the MWS as a simulation and engage in work that is close to the actual work, such experience may stimulate their desire to work.

(c) Effects of the use of the TP on supporters

a. Sharing of information and support policy among supporters

Through the use of the TP as a common tool, multiple supporters or supporters engaged in different occupational areas can understand the support recipients from a common perspective, thereby sharing

information and formulating a common understanding among them.

b. Acquisition of a new viewpoint for support

Occupational therapists commented that, "the use of the MWS has made it possible to provide information for the entities that provide training or jobs and coordinate the content of work in a more appropriate manner," stating that they have acquired a new viewpoint for finding the right time to transfer the support recipients from vocational rehabilitation to the next phase. This suggests that supporters other than personnel of vocational rehabilitation institutions have acquired a viewpoint of vocational rehabilitation through the use of the TP.

c. Building awareness and systems with regard to operations

As a result of providing support continuously based on the TP and its background concepts, personnel at the institutions themselves began to "divide operations based on analysis of their duties and execute operations efficiently." This is said to be the cause of changes in the implementation of operations and personnel's awareness.

C. Challenges upon the use of the TP

(a) Points to note when using the TP

Supporters try to make support recipients understand themselves based on their actual situation, focusing on specific events that the support recipients experienced, such as their work experience using the MWS and their work results reported via the MSFAS and the M-Memory Note. Through such efforts, supporters aim to encourage support recipients to accept the status of their execution of work and their characteristics in executing work. In this process, there is sometimes disparity between the facts represented by the results of and the entries in each TP tool, and the recognition of such facts by the support recipients who are to accept such facts. In that case, it may be necessary for the supporters to not just indicate the disparity, but they should accept the disparity and indicate it in a manner that the support recipients can easily understand, or share the difficulty in accepting it with the support recipients. It may be an important role for the supporters to detect such disparity and take an appropriate approach to show it to the support recipients.

(b) Challenges upon the use of the MWS

The participant institutions pointed out that they have to bear a large burden upon introducing and implementing the MWS, which can be summarized into "difficulty in securing sufficient human resources," "difficulty in learning the implementation methods," and "a long period of time required for implementation."

## **7. Methods of effective use of research achievements**

The findings of the survey on actual conditions at the Vocational Rehabilitation Centers for Persons with Disabilities and the medical institutions that have already put the TP into operation, as well as the examples of practical and trial use of the TP at the related institutions, as indicated in this research report, may be helpful information for both institutions that have already started to use the TP and those that intend to introduce the TP in the future. Such information covers a wide range of steps, e.g. reviewing the relation with the existing operations and support systems, developing specific infrastructure and identifying needs, selecting support recipients, planning implementation methods and details, and providing support and guidance for

implementation.

In this section, possible measures to deal with the aforementioned challenges upon the use of the MWS are proposed as new methods of use.

#### (i) Reduction of the time for implementation of the MWS

The MWS was applied on a trial basis, in an attempt to reduce burden in terms of human resources and time, which are pointed out as challenges upon the use of the MWS. The results of the trial use are described below, focusing on the reduction of the time for implementation and the proper choice of work samples. In the case of a short-time trial of the training MWS, it was possible to assess work characteristics to a certain degree within the predetermined period of time, whereas such period seems to have been insufficient for encouraging the support recipients to change their behavior according to their own characteristics that they became aware of during work experience.

The core work samples for the short-time use of the MWS may be, "inputting numerical data" categorized as office automation work, "checking numerical data" and "making out bills" as clerical work, and "picking" as practical work. The realistic choice of work may be a combination of these core work samples with one or two additional types of work depending on the conditions of individual support recipients, chosen by taking account of the points of implementation as indicated in Table 2 below.

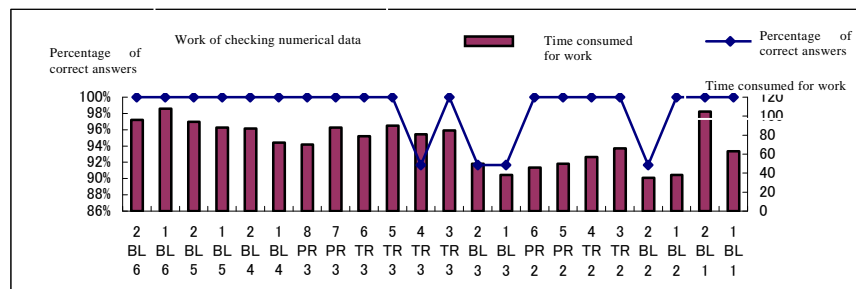
**Table 2 Choice of work samples suitable for possible occupational areas**

Occupational area	Work sample		Points of implementation
General clerical work	Office automation work	Inputting text data Searching and correcting errors	<ul style="list-style-type: none"> <li>- Having acquired basic computer skills is a prerequisite.</li> <li>- Ascertain the status of acquisition and use of computer skills.</li> <li>- Confirm the accuracy and work speed of inputting data.</li> <li>- Identify the tendency of making errors, and find out and acquire into the method of correcting such tendency.</li> </ul>
	Clerical work	Making out bills of goods Collecting work journals	<ul style="list-style-type: none"> <li>- Identify the accuracy and skill level of execution of work.</li> <li>- Efforts to improve methods of executing work and changes in the work speed.</li> <li>- Confirm tolerance to clerical work.</li> </ul>
	Practical work	(Picking)	<ul style="list-style-type: none"> <li>- Efforts to improve methods of executing work and changes in the work speed.</li> </ul>
Simple clerical work	Office automation work	Inputting numerical data Inputting text data (Searching and correcting errors)	<ul style="list-style-type: none"> <li>- Ascertain the status of acquisition and use of computer skills.</li> <li>- Confirm the accuracy and work speed of inputting data.</li> </ul>
	Clerical work	Checking numerical data Making out bills of goods Collecting work journals	<ul style="list-style-type: none"> <li>- Identify the accuracy and skill level of execution of work.</li> <li>- Confirm tolerance to clerical work.</li> </ul>
	Practical work	Picking	<ul style="list-style-type: none"> <li>- Efforts to improve methods of executing work and changes in the work speed.</li> </ul>
Light work	Office automation work	Inputting numerical data Searching and correcting errors	<ul style="list-style-type: none"> <li>- In the case of simple and limitative inputting work, the scope of implementation may be limited to the level of inputting only characters and numbers in the category of work of inputting text data and searching and correcting errors.</li> <li>- Confirm the degree of understanding and mastering the operational procedures.</li> </ul>
	Clerical work	Checking numerical data	<ul style="list-style-type: none"> <li>- Identify the characteristics of understanding and execution of work</li> </ul>
	Practical work	Measuring weight Picking (Assembling plugs and taps) (Folding napkins)	<ul style="list-style-type: none"> <li>- As for the work of "measuring weight" and "picking," confirm the characteristics of understanding of work and the calculation ability.</li> <li>- In the case of persons with development disabilities, confirm their ability of simultaneous processing and response to auditory stimulus.</li> <li>- As for the work of "assembling plugs and taps" and "folding napkins," implement the MWS by one block of work for each level and confirm the understanding of instructions, coordinative movements of both hands, and dexterity of fingers.</li> </ul>
Simple work	Office automation work	(Inputting numerical data)	<ul style="list-style-type: none"> <li>- Potential of operating computers and accuracy in inputting numerical data</li> </ul>
	Clerical work	(Checking numerical data)	<ul style="list-style-type: none"> <li>- Potential of verifying numerical data</li> </ul>
	Practical work	Picking	<ul style="list-style-type: none"> <li>- Identify adjustable working conditions and environment</li> </ul>
		Measuring weight Assembling plugs and taps	<ul style="list-style-type: none"> <li>- Identify the ability of reading numerical data and the conditions of short-term memory and auditory memory</li> <li>- Identify the conditions of coordinative movements of both hands and the degree of minuteness and dexterity of using tools and moving fingers.</li> </ul>

#### (ii) Reduction of analysis costs

As one of the challenges upon the use of the MWS, it is also pointed out that the time and labor required for

conducting analysis of results after completion should also be reduced. A recommended practice may be to make a two-axis graph, one axis for the percentage of correct answers and the other for the time consumed for work, so as to indicate the status of implementation in an easy-to-understand manner (Figure 2).



**Figure 2 Two-axis graph: work of checking numerical data**

This graph clearly shows the tendency that as the level of work increases, the percentage of correct answers become more stable and the number of blocks of work using the MWS decreases. This suggests that the characteristics of this kind of work are that it takes time to get accustomed to work at the initial phase but a high level of skills can be acquired.

**Table 3 Analytical radar chart**

Results	
<p>Level 4: Having no particular problem in executing work; being capable of coping with a problem independently in the event that it occurs.</p> <p>Level 3: Being likely to have problems in executing work depending on the working environments or content of work; the progress in work should be checked.</p> <p>Level 2: Having problems in executing work depending on the working environments or content of work; it is recommended to consult with the supporter regarding the introduction of a specific method of coping with problems.</p> <p>Level 1: Having problems in executing work; it is difficult to introduce a method of coping with problems due to the lack of</p>	
Durability, concentration	The person was able to concentrate on his/her work for a certain period of time, without taking a rest frequently. However, since the working hour per block of work was rather short, i.e. one hour, it is necessary to confirm his/her tolerance to long-term work.
Minuteness	In the process of executing work, the person did not omit to confirm necessary points or his/her work did not become rough even when he/she raised the work speed.
Understanding of instructions	The person was able to understand general instructions, given orally, and remembered the previous work procedures after an interval of several days. However, when given complicated work, he/she seemed to be unable to fully understand the instructions. It is important to consider using memos or taking other measures as appropriate.
Arrangements of work, efforts for improvement	The person made some errors in checking numerical data, inputting text data, making out bills, but he/she was able to correct such errors properly.
Work attitude	The person was positive in carrying out all work given to him/her.
Communication	The person spoke politely and made proper reports and questions.

Table 3 describes the status of use of the MWS with plain expressions, rather than in the form of detailed analysis of the results of the use of each work sample. Combining this table with a characteristic graph of work samples, one can understand the results of the use of the MWS relatively easily. The use of a format which is plain to see and gives a clear image will reduce workload and increase efficiency in analyzing results. This is a good point in reducing burden.

In addition to this research report, there are other helpful references, including: "For the Effective Use of the Makuhari Stress and Fatigue Assessment Sheet (MSFAS)," which provides for the purpose of the revision to the MSFAS and the examples of the use of the revised version (the third edition); and "For the Effective Use of the Makuhari Work Sample (MWS)," which explains the points to note when using the MWS, examples of use when providing support in the respective phases, namely, getting employment, returning to work, and adjusting to the workplace, and the practical use of the MWS at the leading institutions.

List of Research Reports Released by the National Institute of Vocational Rehabilitation: Regarding the *Total Package*

No. 55 Study on the Techniques to Support Persons with Various Developmental Disabilities for Adjusting Themselves at the Workplace and at Work (2003)

No.57 Comprehensive Study on the Vocational Rehabilitation Techniques Centered on Persons with Mental Disabilities (Final Report) (2004)

No.64 Comprehensive Study on the Vocational Rehabilitation Techniques Centered on Persons with Mental Disabilities (Practical Guide) (2004)

No.73 Study on a Practical Method of Task Analysis in Vocational Rehabilitation (2006)

No.74 Comprehensive Study on Vocational Rehabilitation Techniques through Cooperation with Employers, Families etc. (Vol.1 (Support to Employers))( 2007)

No.75 Comprehensive Study on Vocational Rehabilitation Techniques through Cooperation with Employers, Families etc. (Vol.2 (Support by Cooperation with Relevant Organizations))(2007)

For the Effective Use of the Total Package (2007)

No.93(Vol.1) A Study on the Development of the Vocational Rehabilitation Method for Persons with Disabilities who need special care during their Transition period from Training Institutions to the Workplace (Vol.1 (Work-Support)) (Vol.2 (Support for Returning and Adapting to Work))(March 2010)

For the Effective Use of the Makuhari Work Sample (MWS) (2010)

For the Effective Use of the Makuhari Stress and Fatigue Assessment Sheet (MSFAS) (2010)