

2018年12月5日 障害学生支援専門テーマ別セミナー【発達障害就労支援】

発達障害のある学生の就労と セルフアドボカシー ～米国の例を参考に日本の課題を考える～

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セルフアドボカシー (self-advocacy・以下「SA」) について

❖ 一般的に2タイプ(またがる部分有り)

- 政策等に関連して行政に対して当事者が自分または当事者集団のために働きかけること
- 当事者自身の状況(職場環境等)の変化や改善について関係者(会社、上司、同僚等)へ働きかけること

❖ SAの主要素

- 明確な定義はないが、ここではTestら(2005)の概念を用いる:自己理解(自分の長所・ニーズ・障害特性)、自分の権利に関する知識(市民・障害者・学生として)、コミュニケーション(意思の表明・交渉力・聴くスキル)、リーダーシップ(グループにおける役割・グループの権利を訴える能力)⁽¹⁾


米国におけるSAの発展

- ❖ 1960年代の公民権運動や「(広義の)発達障害」に関する法律によって発展した
 - 1963年の「Mental Retardation Facilities and Community Mental Health Centers Construction Act(知的障害及び精神健康施設建設法)」を経て2000年の発達障害法(Developmental Disabilities Act)に発展し、米国各州において発達障害審議会や大学を母体とする取組が存在する
 - 1973年のリハビリテーション法、1990年の障害を持つアメリカ人法(ADA)、2004年の障害を持つ個人教育法(IDEA)等の影響も大きい
 - 1974年の「People First(ピープルファースト)」当事者集会

なぜSAに注目？

- ❖ 米国では小中高において学校が障害のある児童生徒を「発掘」し、支援やサービスを提供する責任（法的義務）がある
- ❖ 高校卒業後、適用される法律が異なり、自ら配慮を要請する必要がある
- ❖ 自身で伝えなければ、配慮を受けられず、仕事・社会生活がうまくいかないことも

(発達)障害のある大学生と(個人の) 就労を考える際:重要なSA要素

- ❖ 自分の状態(症状・傾向・長所・困難など)の把握・理解
 - 医療機関での評価、その他のツール(オンライン等)による自己理解の促進
 - 環境によって異なる対応: 大学 vs. 職場等
 - ✓ 本人の期待や想定と現実とのギャップ
 - ❖ 困難や配慮に関する要請伝達のための意思及び手段(口頭・手話・補助技術等)
 - ❖ 法的背景及び自分の権利の把握・理解
- 

米国での関連取り組みの紹介

❖ 米国労働省

➤ O*NET OnLine、My Next Move

興味・関心の自己理解促進ツール

<https://www.mynextmove.org/explore/ip>

The screenshot shows the O*NET Interest Profiler interface. At the top, it says "MY NEXT MOVE" and "o-net in-it". There are navigation icons for HOME, SEARCH, INDUSTRIES, and INT. The main content area is titled "O*NET Interest Profiler" and features the "o-net Interest Profiler" logo. Below the logo, there are links for "User Agreement" and "Proper Use". A question asks "Taken the Interest Profiler before?" with an "Enter scores" button. A large text box on the right contains a welcome message and instructions. At the bottom, there is a progress bar with buttons for "Start", "Interests", "Results", "Job Zones", "Careers", and "Next".

o-net[®]
Interest Profiler

o-net[®]
in-it

HOME SEARCH INDUSTRIES INT

O*NET Interest Profiler

Welcome to the O*NET Interest Profiler!

The **O*NET Interest Profiler** can help you find out what your interests are and how they relate to the world of work. You can find out what you like to do.

The **O*NET Interest Profiler** helps you decide what kinds of careers you might want to explore.

On each screen, click the **Next** button at the bottom to continue. You can use the **Back** button at the bottom to re-read the instructions or change your answers.

User Agreement
Proper Use


Taken the Interest Profiler before?
Enter scores

Start Interests Results Job Zones Careers Next

O*NET Interest Profilerの使用

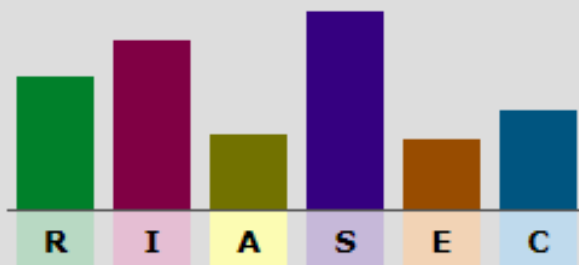
❖ 60の質問項目

Progress: 

						
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Build kitchen cabinets
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lay brick or tile
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Develop a new medicine
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Study ways to reduce water pollution
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Write books or plays
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Play a musical instrument
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teach an individual an exercise routine
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Help people with personal or emotional problems
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buy and sell stocks and bonds
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Manage a retail store
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Develop a spreadsheet using computer software
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Proofread records or forms

O*NET Interest Profilerの結果

O*NET Interest Profiler



Realistic	23
Investigative	29
Artistic	13
Social	34
Enterprising	12
Conventional	17

Here are your Interest Profiler results!

Think of your interests as work you like to do.

Your interests can help you find careers you might like to explore. The more a career meets your interests, the more likely it will be satisfying and rewarding to you.

You can click on any interest below to learn more. When you're ready, click **Next** to continue.

- [Realistic](#)
- [Investigative](#)
- [Artistic](#)
- [Social](#)
- [Enterprising](#)
- [Conventional](#)

Print

Back

Start

Interests

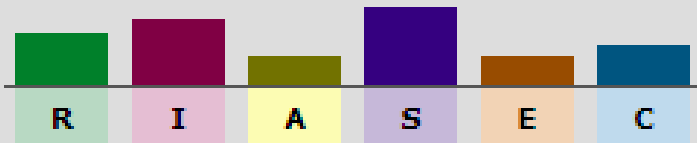
Results

Job Zones

Careers

Next

O*NET Interest Profilerで 必要とされる準備(教育・経験等)で職域を絞る



Click to change your Job Zone:

1 2 3 4 5

Job Zone Five
extensive job preparation

Careers that fit your interests and preparation level:

Best fit Great fit

- [Acupuncturists](#)
- [Advanced Practice Psychiatric Nurses](#)
- [Agricultural Sciences Teachers, Postsecondary](#)
- [Allergists & Immunologists](#)
- [Anesthesiologist Assistants](#)
- [Anesthesiologists](#)

Click on a career to learn what they do.

KNOWLEDGE

Health

- therapy and counseling

Math and Science

- psychology
- sociology and anthropology

Business

- customer service
- administrative services

Arts and Humanities

- English language

SKILLS

Basic Skills

- listening to others, not interrupting, and asking good questions
- talking to others

Social

- understanding people's reactions
- looking for ways to help people

Problem Solving

- noticing a problem and figuring out the best way to solve it

ABILITIES

Verbal

- listen and understand what people say
- communicate by speaking

Ideas and Logic

- notice when problems happen
- make general rules or come up with answers from lots of detailed information

PERSONALITY

People interested in this work like activities that include **helping people, teaching,** and talking.

They do well at jobs that need:

- **Concern for Others**
- **Dependability**
- **Integrity**
- **Self Control**
- **Social Orientation**
- **Stress Tolerance**

TECHNOLOGY

You might use software like this on the job:

Medical software

- Athena Software Penelope Case Management
- ICANotes

Analytical or scientific software

- Comprehensive Affect Testing System CATS
- Noldus Information Technology The Observer

Spreadsheet software

- Google Sheets
- Microsoft Excel 🔥

EDUCATION



post-doctoral training or **master's degree** usually needed

Get started on your career:

Find Training

Find Certifications

Find Licenses

APPRENTICESHIP.GOV

JOB OUTLOOK



Bright

New job opportunities are **very likely** in the future.

SALARY:

\$75,090

\$42,460

\$123,920

Check out my state

Local Salary Info

Find Jobs

EXPLORE MORE

- [Clinical Psychologists](#)
- [Education Teachers, Postsecondary](#)
- [Health Specialties Teachers, Postsecondary](#)
- [Psychiatrists](#)
- [Social Work Teachers, Postsecondary](#)

You might like a career in one of these industries:

- [Education](#)
- [Health & Counseling](#)

米国での関連取り組みの紹介

❖ JAN (Job Accommodation Network)

JAN
Job Accommodation Network

A to Z ADA Library Accommodation Search

職場における
合理的配慮
ネットワーク

U.S. Department of Labor, Office of
Disability Employment Policy
助成: 米国労働省 障害雇用政策室

Have questions about
workplace accommodations
or the Americans with
Disabilities Act (ADA)?
Ask us. We can help.

<https://askjan.org/>

A to Z of Disabilities and Accommodations

JANの使い方紹介

The screenshot shows the JAN (Job Accommodation Network) website. At the top left is the JAN logo with the tagline "Job Accommodation Network". To the right are navigation links: "A to Z", "ADA Library", "Accommodation Search", "Publications", "Training", and "Resources". Below the navigation is a banner image of a person in a wheelchair. On the right side of the banner, there are three vertical buttons: "Live Chat", a "+" button, and "Show Reader".

The main content area is titled "A to Z of Disabilities and Accommodations". It features a search interface with two dropdown menus and a "Go" button. The first dropdown menu is open, showing the following options:

- Select a Category -
- Select a Category -
- Disabilities
- Limitations
- Topics
- Work-Related Functions

A purple callout bubble with a green border points to the "Work-Related Functions" option, containing the text "職業関連機能" (Occupational Related Functions).

Below the search area, there are three columns of content:

- For Employers**: Includes icons of a person and a group, and a list: Private Employers, Federal Employers, State & Local Governments. Below this is a "JAN Workplace Accommodation Toolkit" icon.
- For Individuals**: Includes a lightbulb icon and a list: Employees, Job Seekers, Entrepreneurs.
- For Others**: Includes an icon of three people and a list: Rehabilitation & Medical Professionals, Union Representatives, Attorneys & Legal Representatives.

職業関連 機能: “Communicate”

Accessible Telephones
Additional Training Time / Training Refreshers
Aide/Assistant/Attendant
Apps for Individuals Who are Deaf or Hard of Hearing
Assistive Listening Devices (personal)
Assistive Listening Devices and Sound Field System
Augmentative and Alternative Communication (AAC) Device
Behavior Modification Techniques
Bluetooth Products
Bone Conduction Technology

Vendors and Products

Ava	<ul style="list-style-type: none"> Ava
Braci1 Ltd.	No Products Listed.
Google Play	<ul style="list-style-type: none"> MyEarDroid
goTenna	<ul style="list-style-type: none"> goTenna goTenna Mesh goTenna Pro
Hamilton Relay	<ul style="list-style-type: none"> Hamilton CapTel Apps
iTunes App Store	<ul style="list-style-type: none"> Flip Writer AAC
Microsoft	<ul style="list-style-type: none"> Microsoft Translator
OTOJOY LLC	<ul style="list-style-type: none"> OTOJOY LoopBuds
Sprint	<ul style="list-style-type: none"> Sprint IP Mobile App
VoxSciences	<ul style="list-style-type: none"> VoxSci

米国ミネソタ州の取り組みの紹介

❖ 技術職における自閉スペクトラム症



<http://mn.gov/mnddc/asd-employment/index.html>

Meet the Future Face of Employment

Individuals with Autism Spectrum Disorder in Technology Fields



There are specific actions that individuals with autism spectrum disorder (ASD) and parents, educators, Vocational Rehabilitation Services (VRS) staff, and employers can take to facilitate the education, training, and employment processes, and result in a broad range of jobs and careers in the technology fields for individuals with ASD:

[Top 10 Actions that Individuals and Families Can Take](#)

[Top 10 Actions for Educators](#)

[Top 10 Actions for Employers](#)

[Top 10 Actions for Vocational Rehabilitation Services](#)

[Meet Minnesotans with Autism Spectrum Disorder \(ASD\) Who Are Successfully Employed](#)

本人や家族ができる10のこと

1. BEGIN WITH THE END RESULT IN MIND:

Your son or daughter may be on the autism spectrum, but visualize him or her employed in the world of technology. Though the range of positions is wide, it is important that one be qualified in order to be hired, retained and promoted. Prospective employers look for people with education and experience. That may mean some postsecondary education, two and four-year college degrees, paid work experiences, and additional certifications in technology fields.

To help put your son or daughter on the track for success, encourage them to study and learn in school, seek out a part-time job or volunteer experience, and to take advantage of the opportunities for eye-opening discoveries that digital technology provides.

2. WHAT DOES IT MEAN TO BE LITERATE IN TECHNOLOGY?

Familiarize yourself with the multifaceted world of information, communications and technology, or ICT, as it is known. Come to understand that ICT impacts almost everything, and that ICT literacy is of great value today, and essential for the future.

Cost estimator.. Technical writer.. Landscape architect.. Film and video editor.. Multimedia artist.. Gaming developer..

collegeautismspectrum.com/media/collegeautismspectrum-brochure.pdf

To help you make an informed decision on a career in ICT/ IT Microsoft® has created Microsoft® Learning, with a Career Portal to assist people interested in IT make informed decisions about the field. <http://www.microsoft.com/learning/career/en/us/default.aspx>

And here is a list of all colleges in Minnesota with degree programs specifically designed for the ICT field. <http://www.mncdd.org/asd-employment/pdf/09-MNC-DQ.pdf> This information can be found at: <http://www.mncdd.org/asd-employment/5-supporting-minnesotans.html>

8. WILL VOCATIONAL REHABILITATION HELP YOU WITH COLLEGE AND OTHER SUPPORT SERVICES?

Here is the link to the Minnesota Department of Employment and Economic Development's Vocational Rehabilitation Services.

http://www.positivelyminnesota.com/JobSeekers/People_with_Disabilities/index.aspx

iSeek is an easy and fast way to do your own research on all careers, the pathways to reach them, average salaries, educational requirements, and the projected outlooks for individuals seeking a career or career change.

<http://www.iseek.org/>

» Education and Employment <http://www.iseek.org/>

- » Clusters of jobs <http://www.iseek.org/careers/clusters.html>
- » Careers in Demand <http://www.iseek.org/careers/indemand.html>
- » Match Skills to Careers <http://www.iseek.org/careers/skillsAssessment>
- » Online Assessments <http://www.iseek.org/careers/assessyourself.html>

9. IF YOUR SON OR DAUGHTER NEEDS ADDITIONAL HELP WITH SOCIAL SKILLS BE FAMILIAR WITH THE DIFFERENT ACCOMMODATIONS THAT WILL WORK FOR YOU:

Employment outcomes for individuals with ASD have traditionally been poor. Begin the process of educating yourself about the eight accommodations that may facilitate successful employment: <http://www.mncdd.org/asd-employment/5a-employment-autism.html>

- » Clarify job expectations
- » Use visuals to instruct and organize
- » Communicate in a direct manner
- » Structure the workplace to avoid distractions or sensory overloads
- » Minimize multi-task assignments
- » Allow for independent roles, assign a job mentor
- » Establish job routines
- » Work with a job coach

Contact AuSM (Autism Society of Minnesota) for Social Skills learning and other workshops. <http://www.ausm.org/>

10. YES, THERE ARE MANY SUCCESS STORIES:

Learn how others took the challenge and found success. One individual began his career as a volunteer, another became a subcontractor and one applied for a job in a more typical fashion and was employed. All then moved ahead and grew in their chosen fields.

See the steps they followed by going to the computer and locating the Minnesota Governor's Council on Developmental Disabilities website: <http://www.mncdd.org/asd-employment/2b-mn-success-asd.html>

Development of these products was financed in part by grant number G1001MNBS24 from the Department of Health and Human Services,

Administration on Developmental Disabilities, under provisions of Public Law 106-402. Content of these products does not necessarily reflect the position or policy of the Administration on Developmental Disabilities or the Minnesota Department of Administration.



and family
can take

イメージができるように、ピア紹介

Meet Minnesotans Who Are Successfully Employed

Minnesota Teen with Asperger's Syndrome Creates Incredible Arcade Games

Big arcade games are where Nate Allard's interests lie and where his creativity begins. At the age of 15, his career goal is working in the gaming industry. He's already preparing to ground himself in the knowledge and skills that will help to get him those important first jobs – he's enrolled in a youth technology program at Macalester College in St. Paul, studying video game coding and programming. [The "Lost Glitch" is Nate's most recent endeavor. \(Read the story and watch the video\)](#) (7-29-16)



Industry Passion, Knowhow in Bemidji

When Bradley Olson was just five or six, he watched his grandfather design Basic programs on a Commodore 64 computer, an advanced machine in its day. For Olson, however, that was only the beginning.

Today, Olson, 32, who has been diagnosed with autism, is responsible for much of what goes into a large retail website for a growing Bemidji company, NLFX Professional. His photographic memory, knowledge of programming, research and photo editing skills have made him a key asset for the growing sound, lighting, video and intercom equipment provider. (10-13-10)

[Read the complete story...](#)

For more information on the hiring process, [read this story...](#)



Bradley Olson, left, with NLFX Pro President Ben Stowe, at the 4,000-seat Bemidji Regional Event Center.

米国ユタ州での取り組み

ユタ州ペアレントセンター

<https://youtu.be/j-C4RXGSeeU>

YouTube 検索

Parents Teaching Self-Advocacy Skills: Helping Your Child Toward Self-Determination

Utah Parent Center
2015/01/09 に公開

6,029 回視聴

32 0 共有 保存 ...

The image shows a YouTube video player. The video title is "Parents Teaching Self-Advocacy Skills: Helping Your Child Toward Self-Determination" by the Utah Parent Center. The video has 6,029 views and was published on 2015/01/09. The video player shows a woman with long dark hair talking to a young boy. A subtitle reads ">>Esperanza: Let's talk about your homework." The video player controls show a progress bar at 3:10 / 20:41. Below the video player, there are icons for likes (32), comments (0), share, save, and a menu icon.

米国テネシー州での取り組み

STEP: 優秀な親のための
サポートとトレーニング

<https://www.tnstep.org/>

The screenshot shows the homepage of the STEP website. The header features the STEP logo with the tagline "Support and Training for Exceptional Parents". To the right, there is a yellow banner with a photo of a young girl in a wheelchair, the text "a brighter future for children with disabilities", and a "Donate Now" button. Below the banner are social media icons for Facebook and YouTube, a language selection dropdown, and a search bar. The main navigation menu includes links for Home, About Us, Support & Training, News, Events, Get Involved, Contact Us, and Informacion En Español. The main content area displays a large photo of a young girl in a wheelchair sitting at a table, holding two sign cards that read "I" and "can". To her left is a colorful wooden stacking toy.

米国テネシー州での取り組み

<https://www.tnstep.org/uploads/files/Transition-Guide-Final-Self-Advocacy.pdf>

Trans



Steps to Self-Advocacy

1. Identify what is difficult for you
2. Develop a list of things that might help
3. Learn any laws or policies that support what you need
4. Invite people to work with you
5. Plan if/then responses to be prepared
6. Role-play with a friend or teacher to practice your skills
7. Carry out the plan
8. Schedule meetings and document your concerns
9. Evaluate your success and look for ways to improve the next time
10. Thank those who helped you

*Self-advocacy i
assistance when*

Share inform

- ❖ Talk verbally
- ❖ Write in letters
- ❖ Use technology devices if
- ❖ Use pictures

米国の非営利団体「The Arc」

<https://www.thearc.org/self-advocates>

❖ 1953年創立 知的・発達障害の当事者（及びその周辺）へのサポートや理解啓発に取り組む

❖ 当事者を
中心に活動

❖ 約700支部

❖ 年間予算
約12億円

Build Your Advocacy Skills

Check out these resources to learn how to become a better self-advocate:

- [The Arc's Know Your Rights information](#)
- [Self-Advocacy Online](#)
- [Check out a Blog about advocacy by the National Council of Self-Advocates outreach director](#)
- [Self Advocates Becoming Empowered \(SABE\)](#)
- [Autistic Self-Advocacy Network \(ASAN\)](#)

The Arcの就労支援

<http://selfadvocacyonline.org/learning/career/>

The image shows a screenshot of the SELF-ADVOCACY ONLINE website. At the top, the logo "SELF-ADVOCACY ONLINE" is displayed in white on a dark blue background, with a power button icon between the words. To the right of the logo are social media icons for Facebook, Twitter, and Google+. Below the logo is a navigation bar with a home icon and the text "Home", and a star icon with the text "A quick tour of our website". Below the navigation bar are four main menu items, each with an orange icon and text: "Find Self-Advocacy groups" (magnifying glass icon), "View stories from Self-Advocates" (person icon), "Learn about Self-Advocacy" (book icon), and "Research for All" (bar chart icon). Below the menu items is a video thumbnail showing two men under an umbrella. The man on the right is smiling and holding the umbrella. The text "Learn about Self-Advocacy : Building a Career" is overlaid on the bottom of the video thumbnail.

SELF-ADVOCACY ONLINE

Home ★ A quick tour of our website

Find Self-Advocacy groups

View stories from Self-Advocates

Learn about Self-Advocacy

Research for All

Learn about Self-Advocacy : Building a Career

The ArcのSAに関するビデオ

<https://youtu.be/luC2ELttTQU/>

Learn about Self-Advocacy : Speaking Up

Speaking Up

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

How do you get there?

Learn to speak up for yourself!



The Arcの就労支援に関するビデオ

<https://youtu.be/a5xVSBjgYOQ>



大学生におけるSA

❖ 小中高では「個別教育計画(IEP)」や「504計画」に関する会議参加率

- 障害種類及びその他の要素によって大きく異なる（自閉56%・知的68%・その他77%）⁽²⁾

❖ 大学生のSAを測定する「SAMY」(Self-Advocacy Measure for Youth) 尺度の開発

- もともとADHDのある小学生向けに開発
- HengenとWeaverが大学生向けに改変⁽³⁾
- IEP／504計画に関する会議参加率とSAMYの点数が正の相関を示した

さて、日本で障害のある学生にSATトレーニングを受けてもらい、自身のニーズを伝えられるようになったところ…

❖ 課題：コミュニケーション

➤ 伝える(要請する)側と、聞く側 ➡ 双方向

❖ 課題：受ける(聞く)側の姿勢

➤ 障害に対する偏見・先入観はないのか？

➤ 学生(卒業生・社会人)のニーズを理解できるのか？

➤ 受け入れる意思や用意はあるのか？

日本におけるSAに関連する課題

❖ そもそもSAは「主張」や「訴え」に基づくものである

✓ 主張する側の課題

- 「主張」することは一般的に教えられておらず、評価もされない
⇒ 自分が「わがまま」「うるさい」「迷惑かけている」と誤認
- 「自己」が中心⇒「周りを意識・優先する」「迷惑をかけない」と教わってきた人にとってはハードルが高く、自粛する恐れ

✓ 受ける側(相手・会社・社会全体)の課題

- 「障害に関するニーズは主張されるものだ」という認識(不足)
- 配慮に関する工夫や調整そのもの(まだ馴染みが薄い)

❖ さらに、米国と異なる法体制、問題対処や解決の仕方の違い

日本におけるSAの今後について

- ❖ 障害のある学生の状態を正確に把握する体制整備
 - 「診断」だけでなく、その人の「長所」や「困難」を網羅したアセスメントが重要である
 - 自己理解を促進するためのツールの開発・幅広い導入
- ❖ SAには適切な自己主張が欠かせない
 - 関連教育を保育園・幼稚園・小学校でも導入
 - 学校のみならず、社会全体で取り組む必要がある
- ❖ 主張を聞く側（会社・同僚等）の意識改革を促す
 - 障害のある方が就職することや、職場で配慮を要請することは「普通」である
- ❖ 米国と異なる法体制や問題解決・対処の仕方への対応
 - 日本独自のSA方法の創造？

まとめ

- 米国では、50年以上の歴史があり、セルフアドボカシーの概念がある程度定着したといえる。
- それでも「完成形」からはまだ程遠い状態である。
- 日本では、米国との法体制や文化における違いを考慮しつつ、SAを肯定するような、日本に合った環境を構築することが大切である。
- 日本版SAをつくるに当たって、日本の法律や関連取り組みの進化・再考・修正等が必要になる。

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