# Support Process for Users' Working Skills Development by Employment Transition Support Staff

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With the rapid increase in the needs for employment of mentally disabled people recently, the training of Employment Transition Support service (ETS) staff has become a problem. However, it is unknown about the employment skills necessary for users, and the intervention strategies to support these skills acquisition, specific to the "bridging period" from supports of medical/welfare to support in the workplace. Therefore, this study will clarify the process that the users acquire working skills and the process that staff supports the acquisition, by qualitatively analyzing the data obtained from the ETS staff (n=18). As a result, 55 concepts, 4 core categories (Finding working skill gap→ teaching the procedure, Finding social skill gap → user analysis→ attending the user's social experiences, Finding cognitive skill gap→ self-analysis→ half-objecting after accepting claims, and Finding independence skill→ Collaboration with others), 19 categories, and 2 sub-categories were generated. "User skill development support process by ETS staff" was not one-way support from the top to the bottom, like "skilled trainers instruct necessary skills in order". Rather, it was a reciprocal and cyclic process that both users' employment skills and staff's support skills develop, as staff and users continue to interact. Different interventions are necessary for different skill development. Staff's psychological factors influence the intervention skills development.