

## V-1. WHO-FIC ネットワーク会議及びNACC 発表資料

○第12回 ICF 北米協力センター会議 (2006年6月 カナダ バンクーバー)

**<Title>**

Address of Policy on Special education in Japan as an Environmental Factor

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**<Abstract>**

This report presents about address of policy on special education in Japan as an Environmental Factor. ICF is utilized for Special education for children with disabilities in Japan. Review of utilization ICF on special education in Japan indicates that ICF and ICF-CY has possibilities to be utilized for special education, ongoing reforms for the near futures, realized serious environmental factors for children with disabilities.

ICF-CY has possibilities for special education as follows; 1) Collaboration between many professions surrounded children as common language, 2) Integration between Special education and regular education as tool for all people, 3) Demonstration outcome of special education as a tool of evaluation, 4)Contribution to reforming public law and national curriculum by philosophy of multiple view points

○第13回 ICF 北米協力センター会議(2007年6月 アメリカ合衆国 ナイアガラフォールズ)

**<Title>**

Implementation of ICF and ICF-CY on Special Needs Education (SNE) in Japan

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**<Abstract>**

This report describes identification of ICF and ICF-CY on special needs education in Japan. It should be impressed that needs of utilization ICF for guidance on special school education, is getting be bigger.

Because demands of delivery lecturer for teacher training of special schools to National Institute of

Special Needs Education (NISE), regarding utilization ICF on special needs education, and a book “The Applied Use of ICF – Focus on Support Children with Disabilities” was reprinted, after sold out of 5,000 first copies for just 2 years

Also, Central committee on Education of National Government discussed about utilization of ICF for National Curriculum for Special Needs Education last year, and special needs education committee of governing party discussed about ICF for comprehension student with special needs.

On the other hand, some issues of utilization ICF on special needs education are reported, 1)it trends not to use ICF code, but to utilize concept model, 2)it is misunderstood ICF encourage only to adjust environment of students, and to reject guidance for growth of students, 3)it is misunderstood Personal factor includes subjective dimension of student, etc.

Therefore, NISE has made sure to have project “Developmental Research on the use of ICF version Children and Youth (ICF-CY) for Educational Policy(2005-2007), and publish new copies, regard to summarizing use of ICF and considering possibilities of ICF-CY on Special Needs Education, before introduce of ICF-CY officially.

○ICF—CY 会議及び 2007 年 WHO-FIC ネットワーク会議 (2007 年 10 月 イタリア ベニス 及び トリエステ)

**<Title>**

Implementation and Future Strategies of ICF-CY for Special Needs Education (SNE) in Japan

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**<Abstract>**

This report describes the implementation and future strategies of the ICF-CY for policy and practice on special needs education (SNE) in Japan. Interest in the ICF/ICF-CY is growing for SNE, and the use of ICF/ICF-CY has potential at SNE system level in Japan. The NISE has established a project "Developmental Research on the use of the ICF-CY for Educational Policy, for further implementation efforts, incl. contribution for national curriculum standard (2006-2008), representative = Akio TOKUNAGA)

The Project has translated ICF-CY (ver. Oct. 31 2006 @Tunis) to Japanese as a research document (not published), for use in carrying out project activities. Private Network “ICF-CY Japan Network” has been established in 2006; various activities (ex. Practical Research, making leaf let about ICF/ICF-CY, etc)