H23-A-01 (Specialized Research A)

Study on the Use of ICF-CY in Special Needs Education
- With a Focus on Demonstration and Dissemination of Proposed Methods for the Use of ICF-CY -

[Research period] FY 2010-2011
[Principal researcher] TOKUNAGA Akio
[Summary]
The objective of the study is to apply the “concept behind the ICF (International Classification of Functioning, Disability, and Health)” described in the National Curriculum Guidelines for Schools for Special Needs Education in practical settings for special needs education. First, the effectiveness of the support tool for using the ICF and ICF-CY (Children and Youth Version) in special needs education that had been developed in our previous studies for the purpose of trial was assessed based on opinions collected from participants of the in-service training sessions and users in school settings. Based on assessment results, the tool was improved to make them easier to use at schools. An interview survey was also conducted at schools that had experience in using the ICF and ICF-CY. The survey confirmed that, under the current system that requires schools to develop individualized educational support plan, the tool was effective in helping them understand not only the major disability in children and their behavior at school but also more diversified aspects of them. In this study, information on cases where the tool was used for multidisciplinary cooperation, cases where students themselves used them, and cases where many different types of disabilities are involved was gathered and analyzed. As a result, it was confirmed that it was effective for each case to apply the ICF and the ICF-CY. Since our emphasis was on spreading study results, the results have been disseminated widely on websites, at scientific meetings, in magazines, at lectures within the research institution, external training sessions, forums, seminars, and other occasions.

[Keywords]
Special needs education, ICF-CY, ICF, Tool, Effectiveness, Cooperative efforts involving multiple jobs, Participation of students themselves

H23-A-02 (Specialized Research A)

Practical Study on Curriculum Development Based on the New National Curriculum Guidelines for Schools for Special Needs Education

[Research period] FY 2010-2011
[Principal researcher] TSUGE Masayoshi
[Summary]
The aim of the study is to discuss how education curricula should be designed in such a way as to respond to the needs of individual students at schools for special needs education under the New National Curriculum Guidelines. In preparation for the discussion, a questionnaire survey was conducted at all the schools for special needs education in Japan (about 1,000 public, national and private schools). The survey was about the following issues in relation to the latest revision to the New National Curriculum Guidelines: the development of a desirable curriculum taking into account the specific needs of children with disabilities, the current state of development of teaching plans for individual students and advantages of the latest revision, how to plan self-supporting activities and associated issues, positioning of joint activities and learning in terms of curriculum development, the current state of the development of a curriculum for classes for children with multiple disabilities and associated issues, the current state of foreign language activities, and assessment of curricula. The questionnaire survey revealed the state of the curriculum development in fiscal 2010, the transitional period. In addition to the result from the questionnaire survey, we studied how curriculum development should be based on the actual implementation at eight schools that participated in our study and through research meetings with collaborators of our project.

[Keywords]
National curriculum guidelines, Curriculum, Schools for special needs education, Development, Actual implementation
H23-A-03 (Specialized Research A)

Development of Support Programs for Career Guidance and Vocational Education Provided at Upper Secondary Departments of Schools for Special Needs Education (Advanced Courses)

[Research period] FY 2010-2011
[Principal researcher] HARADA Kimihito

[Summary]
A questionnaire survey focused on “cooperation within a school,” “cooperation with various other relevant organizations,” “support after graduation” and “support to parents (families)” that are associated with career guidance and vocational education was conducted in staff of upper secondary departments of schools for special needs education who are in charge of career guidance and vocational education. This study identified the above four issues through the survey. The survey result indicates four points. (1) the importance of personalized career guidance and vocational education, (2) the necessity for systematic career guidance and vocational education, the necessity for raising the entire school’s awareness of the importance of being involved in career guidance and vocational education and improving the level of their expertise, (3) the necessity for support taking into account post-graduation life and improvement of the system in school for transferring students, and (4) the necessity of considerations for the circumstances of individual parents (families). Based on these issues raised in questionnaire responses and taking into account the efforts currently made by institutions that participated in our study and support tools used by them, we identified particularly important issues in addressing the raised issues above. Our proposals regarding the identified issues are compiled and reported in the “Support Programs for Career Guidance and Vocational Education.”

Our report comprehensively includes the positioning of career guidance and vocational education in a curriculum, how career guidance and vocational education should be from the perspective of school management, and reports on regional support programs, and discusses the outlook of career guidance and vocational education at schools for special needs education and future issues.

[Keywords]
Schools for special needs education, Upper secondary department, Career guidance, Vocational education, Support programs

H23-A-04 (Specialized Research A)

Basic Survey/Study on the Use of Digital Textbooks/Teaching Materials and ICT

[Research period] FY 2011
[Principal researcher] KANAMORI Katsuhiro

[Summary]
This study is positioned as a start-up study of the medium-term specific research on the “Use of ICT in Special Needs Education.” In preparation for the use of ICT as an important tool for children with disabilities to access education, we formulated guidelines (draft) for the use of digital textbooks, which is expected to serve as the core of ICT education. In addition, basic information necessary to improve ICT-based education was gathered and research subjects for the next five years were identified. In the study for the preparation of the digital textbooks guidelines, we defined three types of digital textbooks and identified the overseas trend of the development of digital textbooks. Through discussion with those concerned, we reconfirmed that there are issues concerning copyrights and the use of digital data in Japan. In the study on issues relating to the use of ICT in special needs education, we proposed research themes that need to be addressed for different types of disabilities. (In this study, the term “digital textbook” is also used for digital teaching materials as any digital textbook includes “teaching materials”.)

[Keywords]
Digital textbooks/teaching materials, Use of ICT, Guidelines, the vision for ICT in education, access to education, accessibility
H23-B-01 (Specialized Research B)

Practical Study on Educational Guidance and Support for Children with Visual Impairment Enrolled in Primary and Lower Secondary Schools

[Research period] FY 2011
[Principal researcher] TANAKA Yoshihiro
[Summary]
This is a one-year follow-up study to the “Study on Educational Guidance and Support for Children with Visual Impairment Enrolled in Primary and Lower Secondary Schools,” which was conducted in fiscal 2010 (hereinafter referred to as “the 2010 study”). Based on the fact-finding survey on efforts of schools for the blind to play a role as a local resource center, which was conducted in the 2010 study, we selected and compiled some advanced approaches by some schools for the blind. We also made some specific proposals for each school for the blind to improve their role as a local resource center.

As for support for children with visual impairment who are enrolled in primary and lower secondary schools, we selected and compiled information on three individual cases from the view points of a support system and use of sensory substitution devices.

The overall review of the study results above was focused on the role in which each school for the blind should play in offering guidance and support to children with visual impairment enrolled in primary and lower secondary schools.

[Keywords]
Schools for the blind, The role as a local resource center, Visual impairments, Support system, Sensory substitution devices

H23-B-02 (Specialized Research B)

Study on Guidance and Support for Children with Mild to Moderate Hearing Impairment

[Research period] FY 2010-2011
[Principal researcher] HARADA Kimihito
[Summary]
A questionnaire survey focused on guidance and support for children/adults with mild to moderate hearing impairment at educational institutions and treatment and education institutions was conducted. Its aim was to identify the current status and issues that need to be addressed at special needs education schools for hearing impaired, institutions of information and rehabilitation service for hearing impaired persons, classes for children with hearing and speech impairment, and classes for special needs services in resource rooms throughout Japan. In addition, we assessed issues and concerns raised in the national survey at special needs education schools for hearing impaired, classes for special needs education and special needs services in resource rooms for children with hearing impairment in regular elementary schools, regional health and rehabilitation centers, institutions of information and rehabilitation service for hearing impaired persons and other surveyed organizations. Results from this assessment combined with reports from external collaborators on cases of guidance and support for children with mild to moderate hearing impairment were comprehensively reviewed to discuss how educational support for children with mild to moderate hearing impairment should be.

[Keywords]
Mild to moderate hearing impairment, National survey, Special needs education schools for hearing impaired, Institutions of information and rehabilitation service for hearing impaired children
H23-B-03 (Specialized Research B)

Study on Curriculum for Children with Mild Intellectual Disabilities who Belong to an Upper Secondary Department of a Special Needs School (Intellectual Disabilities)

- Study on the Most Necessary Teaching Contents -

[Research period] FY 2010-2011
[Principal researcher] INOUE Masashi

[Summary]
In recent years, the number of students with mild intellectual disabilities has been significantly increasing at upper secondary departments of special needs schools (intellectual disabilities). The objective of the study is to assess curricula for these students and to provide findings beneficial for assessing and improving these curricula.

In the study in fiscal 2010, preceding studies including literature research were conducted, “intellectual disability” and “mild” were defined, and information on the criteria for physical disability/rehabilitation certificates in different municipalities was gathered and organized. In addition, a study of various curricula that are actually used at schools was also conducted in cooperation with the National Association of Principals of Schools for Special Needs Education for Children with Intellectual Disabilities.

Results from the 2010 study identified the following four keywords in association with what need to be taught to students with mild intellectual disabilities: “interpersonal communication,” “rules for social life,” “fundamental lifestyle habits” and “occupational skills development.” In the study in fiscal 2011, a survey was conducted on specific teaching contents on these issues and their positions in a curriculum. As a result, the most necessary teaching contents consisting of 22 items were identified.

An interview survey was also conducted at institutions that participated in our study and other special needs schools (intellectual disabilities) to gather information on cases of teaching “the most necessary teaching contents” to students with a mild intellectual disability in order to study the positions of these contents on curricula and specific teaching methods.

“The most necessary teaching contents” that were identified in our study can be included in each subject or in a combination of different subjects in such a way as to put the focus on them as contents that should be taught to students with mild intellectual disabilities and to put a particular emphasis on them when each subject is taught. We have concluded that, in such cases, it is also necessary to take into account the relationships between different teaching styles and teaching methods, rather than only putting the focus on teaching contents, in developing a curriculum.

In the future, it is necessary to conduct practical research more often in school settings, based on “the most necessary teaching contents,” to identify a better position in a curriculum and find out an effective teaching method. It is also necessary to assess the state of learning in regard to “the most necessary teaching contents.”

[Keywords]
Mild intellectual disabilities, Curriculum, The most necessary teaching contents

H23-B-04 (Specialized Research B)

Study on Subject Teaching for Students with Physical/Motor Disabilities Considering the Characteristics of the Disabilities

- To Develop the Ability to Express -

[Research period] FY 2010-2011
[Principal researcher] NAGANUMA Toshio

[Summary]
In order for children with physical/motor disabilities to develop “zest for living,” consideration and ingenuity taking into account difficulties in learning due to lack of experience because of their disabilities and characteristics of each disability are necessary in teaching any subject. The recently revised National Curriculum Guidelines indicates that it is important to develop abilities to think, judge, and express through enriching language activities and, particularly in children with physical/motor disabilities, to develop the ability to express themselves. In this study, from the standpoint of developing the ability of children with physical/motor disabilities to express themselves mainly through their language activities within the teaching subjects, information on teaching methods and materials and documents on
H23-B-05 (Specialized Research B)

Study on Creating Support Networks for Children with Health Impairments and Information-sharing Using the Functions of Schools for Special Needs Education (for Health Impairments) as a Resource Center

[Research period] FY 2010-2011
[Principal researcher] NISHIMAKI Kengo

[Summary]
The objective of the study was to establish a system to gather and use information on educational activities conducted by schools for special needs education (for health impairments) so as to strengthen the role of these schools as a local resource center and facilitate at national level daily information sharing among teachers involved in education of children with health impairments, with the hope that the system would serve as a means for addressing various current issues concerning education for children with health impairments. We concurrently developed a format for “case presentation and description” that facilitates information sharing between teachers in charge of education for children with psychiatric disorders. This format provided a common direction to help those involved develop their form to be used to share information needed to support children with psychiatric disorders.

[Keywords] Schools for special needs education (for health impairments), Use of ICT, The role as a local resource center, Information sharing system, Psychiatric disorder

H23-B-06 (Specialized Research B)

Study on Development of the Contents and Methods of Guidance and Support in Regular Classes for Children with Speech and Language Disorders according to the Characteristics of the Disabilities - Through Collaboration between Regular Classes and Special Needs Services in Resource Rooms -

[Research period] FY 2010-2011
[Principal researcher] MAKINO Yasumi

[Summary]
The objectives of the study were to assess and organize findings and methods that facilitate learning and school life of children with speech and language disorders in regular classes with focus on cooperation between regular classes and classes for special needs services in resource rooms, and to provide these findings and methods to classes for special needs services and other educational institutions. In the study, information on the current efforts with an eye to school life of children with speech and language disorders in regular classes and the current state of cooperation between regular classes and classes for special needs services in resource rooms was collected through literature research, questionnaire and interview surveys, and other means as well as by conducting practical research. We also assess guidance and support according to disability characteristics that are provided to reduce difficulties facing children with speech and language disorders in regular classes, efforts that can be made by homeroom teachers of regular classes and those of
classes for special needs services within their respective capacity, and more functional collaboration between regular classes and classes for special needs services. As a result, we identified findings regarding considerations that can be easily given by homeroom teachers of regular classes, practical activities that can be conducted by homeroom teachers of classes for special needs services in cooperation with homeroom teachers of regular classes, and factors that help homeroom teachers of classes for special needs services achieve better results in cooperation with homeroom teachers of regular classes.

[Keywords]
Speech and language disorders, Classes for special needs services in resource rooms, Regular classes, Collaboration, Fulfilling life

H23-B-07 (Specialized Research B)

Actual Situation of Japanese-Language(“Kokugo-ka”) Teaching to Students with Autism in Classes for Special Needs Education
- With Main Focus on the Assessment of the Level of Acquisition, and Coordination and Use of Teaching Contents at School -

[Research period] FY 2010-2011
[Principal researcher] HIROSE Yumiko

[Summary]
The objective of the study is to assess the learning of students with autism who are enrolled in classes for special needs education for autism and emotional disturbance to identify the acquisition levels of the learning and, based on the results, to study how teaching contents of the Japanese language subject are composed and how the language should be taught at classes for special needs education for autism and emotional disturbance.

In the first part of the study, in reference to examples of assessment criteria for the Japanese language subject proposed by the National Institute for Educational Policy Research (2002), the “Japanese Language Acquisition Assessment Sheet” was prepared and used as a tool to identify the level of acquisition of the language of students with autism. Teachers in charge of classes for special needs education for autism and emotional disturbance at seven schools that participated in our study reported that the sheet helped them clarify otherwise difficult-to-grasp levels of acquisition of the Japanese language of their students with autism. In the second part of the study, data from the Japanese Language Acquisition Assessment Sheets collected in the previous year were organized into the following categories: 1) decision on principles of teaching Japanese language, 2) composition of the teaching hours and specific teaching contents, 3) development of an annual teaching plan for the Japanese language subject, and 4) practice of specific teaching of each unit of the subject. Through the practices of teaching, three kinds of formats to determine principles of teaching Japanese language (self-check sheets for homeroom teachers to determine teaching principles and for other purposes) were identified as important. It was also revealed that the teaching of the Japanese language taking into account cognitive characteristics of individual students with autism is important.

[Keywords]
High functioning autism and other developmental disorders, Classes for special needs education for autism and emotional disturbance, The Japanese Language Acquisition Assessment Sheet, Principles of teaching Japanese language subject, Composition of teaching contents of the Japanese language subject
H23-B-08 (Specialized Research B)

Practical Study on Support in School Education for Children with Developmental Disabilities
- Continuity of Support from Early Childhood Education through Upper Secondary School Education -

[Research period] FY 2010-2011
[Principal researcher] SASAMORI Hiroki

[Summary]
While basic symptoms of developmental disabilities last throughout one’s life, the states change with each life stage from infancy to adulthood. At schools, it is necessary to adapt their support to children with developmental disabilities according to age and developmental stage and to consider the continuity of the support based on a long-term perspective. In this study, we assessed the efficacy of the “class support plan,” a support tool that was developed in our previous studies, at elementary and lower secondary schools. In addition, we also studied how support should be designed in such a way as to adapt to each life stage from kindergarten to upper secondary school from the perspective of continuity of support.

The class support plan, which is designed to be used to improve classes based on reviews made by teachers themselves, was in effect to make easy-to-understand instructions according to the actual conditions of children. It can also be used for workshops on instructions and teachers’ meetings of the entire school. The plan is expected to be used effectively also at kindergartens and upper secondary schools in terms of planning support programs based on common understanding among teachers.

In order to maintain the continuity of support from kindergarten to upper secondary school, support programs should be planned for the whole life from a long-term perspective and based on the developmental stage of the child. In addition, it is also important that the objective and meaning of support according to characteristics of individual disabilities are commonly understood among different schools.

[Keywords]
Developmental disabilities, life stage, Class support plan, Continuity of support

H23-B-09 (Specialized Research B)

Study on Relationship and Educational Support between Developmental Disabilities and Emotional Disturbance
- To be Prepared for Preventing Secondary Disabilities -

[Research period] FY 2010-2011
[Principal researcher] SASAMORI Hiroki

[Summary]
Children with developmental disabilities have difficulty in learning, controlling their behaviors, interpersonal relationships, but the characteristics of disabilities themselves do not necessarily cause maladaptation at school. Repeated experiences of failures, enforcement, caution, reprimand by other people, and uncomfortable environment may worsen the original symptoms and result in new maladaptive behaviors. These secondary disabilities need to be comprehensively addressed along with the original symptoms, concomitant disabilities, and worsened accompanying symptoms.

The study revealed that, in order to prevent secondary disabilities in school settings, it is important to have better understanding not only of the characteristics of individual disabilities but also of the whole being of each child, and to pay attention so as not to miss even a slight change in his/her symptoms and conditions, and to focus on identifying the relationship between the change and his/her surrounding environment.

It is also important that, because the home environment has a significant impact, both the school and parents should understand the importance of ensuring a comfortable environment for children with developmental disabilities in terms of human relationship and a living environment, and should work together to solve issues.

[Keywords]
Developmental disabilities, emotional disturbances, Secondary disabilities, Preventive treatment