

Self-Efficacy, Coping Behaviour and Health Locus of Control in Junior High School Students with Renal Disease

Tetsuro Takeda

(Department of Education for Children with Health Impairments)

The purpose of this research was to investigate the relationship between self-efficacy, coping behaviour, stress reactions and HLC (Health Locus of Control) in junior high school students with renal disease. Subjects were 44 junior high school students. The results of the analysis were as follows:

1. There was no significant difference in self-efficacy, stress reactions and HLC between students with renal disease and healthy students.
2. There was a positive medium correlation between self-efficacy and active coping, and a negative correlation between self-efficacy and passive coping in the renal disease group. There was a significant positive difference in active coping between subjects with high and low scores in self-efficacy, and a significant negative difference between the two groups in passive coping.
3. A negative low correlation was found between self-

efficacy and stress responses (viz. irritated-angry effect) in the renal disease group. A positive medium correlation was found between self-efficacy and stress responses (viz. cognition-thought of helplessness), and ratings of stress response for high self-efficacy subjects were significantly lower than for subjects in the low self-efficacy group.

4. A positive medium correlation was found between self-efficacy and HLC. Ratings of HLC of subjects with high self-efficacy were significantly higher than for subjects in the low self-efficacy group.

In conclusion, this investigation considered the effect of self-efficacy on the coping of students with renal disease as well as stress response. In addition, the relationship between self-efficacy and HLC was explored.

Key Words: Renal disease, self-efficacy, coping behaviour, stress responses, health locus of control

A Pragmatic - Based Approach to Communication Structure in the Teaching of a Multiple Handicapped Child

Yasuhiro Maeda

(Tohoku Fukushi University, Kansei Fukushi Research Center)

Michiyo Kobayashi

(Department of Education for Children with the Speech and Hearing Handicap)

The pragmatic-based approach appears to be more efficient than the traditional experience-based approach in objective analysis of the behaviours of handicapped students and in clarifying the structure of communication these students and their teachers adopt. A survey was conducted to determine the kinds of communicative structures used in the teaching of students with severe multiple handicaps, and the findings were interpreted from a pragmatic-based perspective.

It was found that in classroom lessons, the teacher initially gave the student information that appeared to be useful for that student. By observing the physical responses of the student, including simple verbal information, the teacher was able to determine what the student was thinking (i.e. whether or not the

child was willing to do what the teacher had requested). If contextual information was taken into consideration, the teacher was able to better ascertain the student's motivation. It is important to state that the information given by the teacher was relevant to what was going on in the classroom.

These results suggest that pragmatic-based analysis is able to provide some objective interpretation of the communication structure between a student with multiple handicaps and his teacher. It is suggested that the pragmatic-based approach could be applied to various fields of communication analysis in the education of handicapped pupils and students.

Key Words: Multiple handicapped child, communication structure, emotional (kan sei) information, pragmatic-based analysis, self-evaluation of classroom lessons

Parental Intervention in Education Counselling of Children with Special Needs in Early Childhood

Shigeki Kuboyama and Michiyo Kobayashi

(Department of Education for Children with Speech and Hearing Handicap)

In recent years, there has been increasing emphasis on educational counselling in early childhood and on the importance of parental intervention in this process. The purpose of this investigation is to determine what structures are required to support this type of intervention and the issues that need to be addressed.

Questionnaire data was collected from early childhood caregivers and parents associated with Tsukyu (i.e. resource rooms) in elementary schools. The following issues were investigated: Discontent with the institution, the memorable words and actions of staff, the times it was difficult to provide child-care and why, and the kinds of partnerships required to

provide adequate care to children.

The findings suggest that intervention should be commenced as soon as possible after the physical examination has been administered, and that a more comprehensive type of intervention with children younger than three years of age and their parents be implemented. In addition, a dedicated network of parents of children with special needs should be established, and advice to parents should be given only after their current style of child-care has been approved.

Key Words : Educational counselling, parents, Tsukyu, childcare support, disclosure of disability

Teacher Attitudes and Behaviours to Deafness in Teaching Deaf Children

Yoshiaki Oda and Shun Yokoo

(Department of Education for Children with Speech and Hearing Handicap)

Teacher attitudes and behaviour in the teaching of children with hearing handicap and issues concerning language and communication mode are important research issues in the field of deaf education. This is largely due to the current paradigm shift in the concept of disability that is having an effect on the curriculum for children with special needs. The present research was based on a data set established by the Information Center (NISE). The findings suggest that the usage of vocabulary about disability and attitudes to disability have become increasingly positive.

In addition, the study proposes an original three-type model of educational activity for deafness and other disabilities viz. the rehabilitation model, the developmental task model and the cultural diversity model. The teaching of deaf children was analysed using this model. The findings of this analysis suggest that teacher activities are progressing in three directions (1) individualised programming, (2) systematic programming, and (3) intercultural programming.

Key Words : disability, deafness, deaf awareness, deaf, study

Occurrence-pattern Analysis of Self-injurious Behaviours in Persons with Intellectual Disabilities: Systematic Observation under Controlled Conditions

Shoji Higo

(Department of Education for Children with Intellectual Disabilities)

Shigeo Kobayashi

(Kibi International University)

Occurrence-pattern analysis of seven subjects with self-injurious traits were analysed for the purpose of assessing the suitability of a four category framework for the classification of self-injurious behaviour proposed by Higo and Kobayashi (1990).

Analysis of the data revealed that the occurrence-patterns of three subjects were able to be categorised within that framework and four subjects were able to be categorised as 'the type' (i.e. mixed-plural categories). On the other hand, the re-appearance of self-injurious behaviour in four of the

subjects did not occur during the period of observation. To understand why this happened, stimulus control other than external stimuli is suggested.

The findings of this investigation suggest that in using this classification it is important to recognise the concept of mixed-type and to locate stimulus control other than external stimuli within the framework of classification.

Key Words: Self-injurious behaviour, occurrence-pattern, motivation, taxonomy

Educational Support Aimed at Promoting Communication and Use of Media in a Child with Multiple Disabilities

Ryuichi Kawasumi and Masataka Ishikawa

(Department of Education for Children with Multiple Disabilities)

This Case Report is concerned with educational support designed to promote communication and the use of media in a child with multiple disabilities. The subject and his mother regularly attended sessions for seven years at the Guidance and Counselling Unit of NISE. The boy had restricted mobility due to high muscular tension resulting in limited spontaneous interaction with others despite his being receptive to their approach.

To promote active social interaction, "relationship-play" between the subject and his caregivers was introduced, and to promote communication activities, Augmentative and Alternative Communication (ACC) was conducted. Results of this intervention suggest that picture-symbols, handwriting pictures, photographs, and so on should be considered as options for caregivers to use in intervention with the subject.

In addition, it is suggested that Voice Output Communication Aids (VOCAs) might be a particularly effective media with this subject.

On the other hand, the subject required medical support because of vomiting, rejection of food and severe bouts of coughing. These symptoms are assumed to be primarily due to stress arising from the difficulty he had in 'speaking his own mind'. In counselling, this issue has been addressed. A 'conversation' time has been established to allow ample time for the subject to talk about several topics. As a result, he has become increasingly willing to communicate with others.

Key Words: Communication, Augmentative and Alternative Communication (AAC), Voice Output Communication Aid (VOCA), multiple disabilities, physical disabilities

An Inter-subjective Approach to Aggression in an Eight Years of Age "Hyperactive" Boy: A Case Study

Jun Uekida

(Guidance and Counseling)

This paper reports the case of an eight-year-old "hyperactive" boy with emphasis on the child's expression of his inner world. It was observed that aggression was readily released through 'sand-play' therapy. In inter-subjective relationships, the meaning of problem behaviour is the essential energy for

the growth of the child. As the therapist relates to the child using an inter-subjective approach, the child organizes his aggressions with his inner world and this enhances the growth of the child.

Key Words: Aggression, Sand-play therapy, object-relationship, inter-subjectivity

Negotiation as a Framework for the Emergence of Communication in Congenital Deaf-Blind People

Yoshimi Tsuchiya and Hiroyuki Sugai

(Department of Education for Children with Multiple Disabilities)

Negotiation may be considered as a framework for the realisation of the emergence of communication in congenital deaf-blind people. The process of negotiation consists of four stages:

1. A child with deaf-blindness makes a gesture (e.g. representing aspects of a joyful event).
2. Her partner confirms the gesture, often by imitation of the gesture itself, and
3. Suggests a proposal for interpretation of the gesture. The partner waits for the child with deaf-blindness to accept or reject the proposed interpretation. If the proposal is rejected (often shown by some form of emotional expression), the partner tries a new proposal for interpretation.
4. If the proposal is accepted (often shown by some form of emotional expression), the shared meaning of the gesture and a shared vocabulary is negotiated.

When the negotiation of shared meaning and shared vocabulary has taken place, then the gesture can be used as a shared vocabulary in new conversation. Additional new expressions can be negotiated, thereby expanding on the already shared vocabulary. In this Case Study, four episodes with two children with congenital deaf-blindness were interpreted as 'negotiation'. The first episode was negotiation in social and musical interactive play, and the second episode was negotiation in social interactive play with joyful body movements. Episode three was negotiation in a routine situation and the fourth episode was an expansion of an already negotiated gesture as a shared vocabulary in new conversation two days after the third episode had been negotiated.

Key Words: Congenital deaf-blindness, deaf-blindness, negotiation, communication interaction

Similarities between Students with Learning Disabilities and Low Achievers: The Perspective from Research Outcomes of the Minnesota Group

Takashi Hoshikawa

(Department of Education for Children with Intellectual Disabilities)

Do students with learning disabilities (LD) differ from low achievers (LA) or not? This question is fundamental to the identification of students who

have learning difficulties in school. The purpose of this study was to review the debate of the similarities between students with LD and LA in the United

States. Ysseldyke et al. (1982) indicated considerable similarities between school-identified LD children and LA on 49 psycho-educational measures. This finding was supported by the work of the University of Minnesota Institute for Research on Learning Disabilities. A series of empirical studies found no specific characteristics that differentiated LD and LA groups. Moreover, the Minnesota group had focused on the problem whether instruction for students with LD was the same as that for other students with non-LD or other categories (i.e. mild mental retardation). The outcomes of these researches raised questions about the appropriateness of categorical grouping of students for instruction and issues related to the personnel training of categorical programs. They emphasized the viewpoint of educational intervention for students who were failing in school, and the pointed out that the problem should be recognized and treated as an issue of the practical use rather than as a conceptual problem to be resolved

by educational researchers. The following three changes were needed: a new philosophy of special education, a new perspective on assessment, and a new perspective on intervention. In the 1990s, although the finding of similarities between LD and LA was supported by findings from empirical researches, some researchers found significant differences between the LD and LA students. More recent studies, using meta-analysis (effect size), have isolated some differences between LD and LA. However, we can easily understand that these studies using meta-analysis were based on the misinterpretations of meta-analysis. Review of these findings of Ysseldyke et al., suggests issue of practical use for the assessment of LD and the necessity of a paradigm shift in research.

Key Words: Students with learning disabilities, low achievers, the United States of America special education, assessment.

Survey on Support for Students with Learning Disabilities in Middle School and High School in Southern California: For Principals and Teachers of Regular, Resource and Special Classrooms

Masayoshi Tsuge

(Department of Education for Children with Intellectual Disabilities)

Barbara K. Keogh

(University of California, Los Angeles (UCLA))

The purpose of this paper is to survey the support for students with learning disabilities in middle and high school in Los Angeles and its environs in California (USA). A questionnaire survey of principals and teachers in regular, resource and special classrooms in four school districts was conducted. Questions designed to gather basic information and data about special education services in the school were asked of principals. Questions designed to gather basic information and data about the classroom situation, support networks, parental needs, and difficulties individual teachers experience in teaching in regular, resource and special classrooms were asked of classroom teachers. The results show that students with learning disabilities and their teachers receive support from other types of classrooms in the school in addition to support received in their own class-

room. Teachers also believe that parents get support from other types of classrooms in the school, and that school psychologists support students with learning disabilities and their teachers. Also, both students and teachers in each type of classroom surveyed believe that they get out-of-school support, as do parents. Furthermore, while many teachers in all types of classroom show 'goodwill' in their teaching of children with learning disabilities, they also report difficulties in teaching them. Finally, the survey findings show that the proportion of students who receive support, and years of teaching experience and inservice training for individual teachers is dependent on type of classroom and school.

Key Words: Learning disabilities, educational support, middle school, high school, questionnaire survey

The New Information Network and System of the National Institute of Special Education

Yutaka Katsuma, Masahiro Watanabe, Akira Watanabe,
Fumie Oshiba, Masashi Hayasaka and Hitoshi Nakamura

(Division of Research and Development)
(The Information Center of Special Education)

The previous computer network of the National Institute of Special Education consisted of a mainframe computer, UNIX servers and personal computers. The mainframe computer managed data base services and personal computers worked both as 'stand-alone' workstations, and as terminals of the mainframe through a Local area network (LAN). The UNIX servers managed the LAN and were connected to the Internet. However, December 1999 saw an upgrading of this existing system.

The new system is a server/client system that provides the service previously offered by the mainframe

computer. The new LAN is a GIGA-bit Ethernet.

Four important issues should be emphasised when the replacement of the computer system at NISE is considered. First, the new system has no mainframe computer, Two, all users will be able to access the system more readily. Three, the new system will implement "Single sign-on". Four, Intranet will be integrated within the system in addition to usual Internet access and other work tools required by users to access a variety of information.

Key Words : UNIX, Windows-NT, mainframe, LAN, "Single sign-on", data base, Intranet, Internet

The Problem of Confidentiality of Personal Information in Educational Counseling

Fumie Oshiba, Masashi Hayasaka, Yutaka Katsuma,
Masahiro Watanabe, Akira Watanabe and Hiroshi Nakamura

(Division of Research and Development)
(The Information Center of Special Education)

This article presents an overview of the problem of confidentiality of personal information in educational counseling. First, three researches on current practice in Special Education Centers in several prefectures were reviewed. These studies indicate some progress in addressing the issue of confidentiality in the protection of personal information has been made in these prefectures. This is reflected in the minimal collection of data during the initial phase of educational counseling as well as the prior determination by each

Centre of how long the data will be stored. Second, case studies of how to deal with personal data during the actual counseling process were reviewed. Findings of this review suggest that, in some instances, the utilisation of personal information is unsatisfactory. Finally, the article reviews the issue of children's rights and the importance of inservice training designed to enhance awareness of ethics among educational counselors.