

ORIGINAL ARTICLE

A study on teaching schoolchildren with intellectual disability

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Abstract: The purpose of studies of classes for schoolchildren with intellectual disability is not only to improve such classes but also to enhance the quality of the children's school life. To explore a new approach to studies of classes for schoolchildren with intellectual disability, first, previous relevant studies were reviewed. Next, the methodology used in the author's study of the class for schoolchildren with intellectual disability that he taught was organized. Of previous related studies, "analytical studies" focused on the quantitative and qualitative assessments of classes by considering classes as a communication process and "Pedagogic studies" focused on the learning process in view of information on the psychology of learning or on the assessment involving the examination of the guidance plan before the class, class observation and a review of the class after class. It was considered difficult for teachers working for the school to conduct class studies by the same approach as those used by researchers. A methodology of class studies that is easy to employ in schools and to achieve improvements in classes was expected to be realized by devising and improving appropriate means of examining the guidance plan before the class and of reviewing the class after class.

Key Words: Intellectual disability, Studies of classes, Analytical studies, Pedagogic studies

I. Need for Studies on Teaching Schoolchildren with Intellectual Disability

Class studies have been defined as follows: "Studies of actual classes for devising contrivances and improvements in conducting classes."¹ If a class study is viewed along a time axis, a progression from the preparation and review of curriculum guidance plan to conduct a class with class observation followed by holding a discussion at a review meeting after the class seems to be the most common pattern. The objective of class studies is to obtain information for class improvement. The information obtained is fed back to each teacher who participated in the class study. This raises the teacher's skill at guidance and ability to understand the schoolchildren and hence leads to lesson improvement.

If classes are considered a purposeful activity conducted as part of the overall school life, however, the essence of class studies for schoolchildren with intellectual disability is not to obtain information for class improvement but to "provide daily classes and school life better suited to the children."²

In education for schoolchildren with intellectual disability, it can be said that the principles of guidance are learning through natural and necessary concrete experience with learning focused on practical and specific activities linked to daily life. To put it plainly, providing daily classes and school life better suited to the children suggests a need to validate whether the classes indeed improve the quality of school life and truly nurture life skills by questioning "whether there is practical and specific activity" and "whether the children are learning through natural and necessary concrete experience."

II. Domestic Studies on Teaching Schoolchildren with Intellectual Disability

Oota³ indicated that class studies have been conducted in the education of schoolchildren with intellectual disability by many schools but that few research papers have been written by academic and other investigators. The following reasons for this situation were given.

- 1) Investigators lack interest in the classes
- 2) Since the actual status of the children varies, it is difficult to apply knowledge obtained from one class to other classes (class study results lack generality and applicability)

The following presents an overview of the trends

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of studies on teaching schoolchildren with intellectual disability.

1. Initiation of studies on teaching schoolchildren with intellectual disability

Komiyama, the former principal of Seichyou School for the Handicapped,⁴ commented, "The education guidelines indicate only the contents and teaching objectives appropriate for the education of children with intellectual disability, with little reference to the teaching method," because of the limitations of the original education guidelines, and remonstrated against perfunctory teaching in the name of merely providing life-unit learning. He raised the issue of the importance of analyzing classes and reflecting on analytical results, saying "It is necessary to reflect carefully on what, when, and how schoolchildren acquire experience, have it take root and help themselves, instead of falling back on a general life-unit plan." He reiterated the importance of schoolchildren-centered classes and of studies of the classes themselves, although studies of educational contents and the teaching plan are also necessary. He stated that a class study should pursue "the true profile of children acquiring effective experience" and proposed that the progress of classes should be recorded from the following viewpoints over a long period.

- 1) What could children learn or not learn?
- 2) What changes appeared in their learning following what was done at the beginning of or during the class?
- 3) What was easy or difficult for them to learn?
- 4) How were the lesson contents maintained or how did they take root to exert a useful effect on the children's activities?

Oonishi et al.⁵ & Murakami et al.⁶ investigated the teaching styles of teachers by class analysis.

2. Trends of studies on class studies

Hirose⁷ systemized the trends of class studies in the education of schoolchildren with intellectual disability and pointed out the following.

- A. Practical and theoretical studies are necessary, and the pedagogic perspective is important.
The pedagogic perspective involves the theoretical grounds that are used to clarify the educational direction (relational theory, including educational content theory, methodology, teleology, subject theory, and assessment theory).
- B. In a practical class study at school, one problem is the difficulty for teachers to carry out research activities (difficulty in securing time because of work conditions and lack of motivation toward the study).
- C. A small number of theoretical quantitative (analytical) and pedagogic studies have been reported, but assessments of

the role of and methodology for theoretical studies on the education of schoolchildren with intellectual disability are insufficient.

- D. Very few reports on class studies appear among papers published in the Japanese Journal of Special Education (1980 – 1990).

Studies on teaching schoolchildren with intellectual disability include a study on observation learning,⁸ a study focused on the distance between teachers and students,⁹ and a class analysis study in which the utterances and behaviors of teachers and children were analyzed categorically.¹⁰

- E. At the Congress of the Japanese Association of Special Education, only the intellectual disability sector and the delicate health and weakness sector have made presentations on class studies.

He also pointed out the following issues that need to be resolved.

- A. It should be understood that there is naturally a limit to the benefit of class analysis by means of quantifying teaching in which too much importance is placed on technical aspects.
- B. Emphasis should be placed on lesson creation.
- C. The subject principle and linguistic principle of merely having students recite answers should be improved.
- D. The joy of learning together should be valued highly.
The meaning of tutorial counseling should be confirmed, and incautious tutorial counseling should be avoided.
- E. The pedagogic perspective should be given more consideration in class studies.

Oota¹¹ reviewed prior reports on class studies of schoolchildren with intellectual disability and provided the following summary. Class studies by class analysis were started in the mid-1960s; teaching styles have been assessed; and studies using communication analysis began to be conducted in the 1980s. He pointed out the importance of studies on teaching performance.

3. Analytical studies

Studies have been carried out in which analytical systems involving the classification and quantification of students' utterances and behaviors during class according to categories devised from a specific point of view were deliberated.

Nakayama¹⁰ modified Flanders's¹² mutual analytical categories to prepare class analysis categories and conducted class analyses of schools and special classes for schoolchildren with intellectual disability using the class analysis categories. He reported that teacher-centered

classes were often the norm, where the number of teachers' utterances was much higher than the very few voluntary utterances of the children. Another study of class analysis using similar class analysis categories was reported by Yanagimoto and Tsuzuki.¹³ These reports indicate that not only quantitative analysis but also qualitative analysis is necessary.

In a study aimed at qualitative analysis, Tsuge et al.¹⁴ developed an analytical system for analyzing not the frequency of categorized behaviors but the relationship between the progress of the class and the exchanges between teachers and students to clarify their interaction.

Musashi et al.¹⁵ conducted a continuous analysis of classes over two terms at a school for schoolchildren with intellectual disability using the analytical system described by Tsuge. They reported that there were patterns of interactions between teachers and students and indicated that the development of a new system to facilitate the monitoring of teaching activities and its use in subsequent classes should be addressed.

Nagoya^{16,17} reported practical methods and recommended their application. To qualitatively analyze a life-unit-learning class, it is necessary to consider and form categories based on the class view of the unit; in the life unit, in which the teacher performs activities with students, the individual relationships between the teacher and the students must be clarified. Regarding the analysis of a life-unit-learning class, Fujine¹⁸ has reported a study on communication analysis.

Hirayama et al.¹⁹ have recently reported that a class study using an ethnographic method developed in anthropology is effective for qualitative study, although no report of the application of this method to a class study of children with intellectual disability has been published.

4. Pedagogic studies

Studies have been carried out in which the theoretical grounds for clarifying the educational direction (relational theory, including educational content theory, methodology, teleology, subject theory, and assessment theory) of a class have been assessed. For instance, Miyamoto²⁰⁻²² stated that the following were included in a class study: "Children's activities, the teacher's role, teaching materials and aids to be used, and assessment from the point of view of what should be targeted, what should be expected, and what the children should have learned in a lesson."

Taguchi²³ assessed learning motivation in special classes for schoolchildren with intellectual disability by creating

assessment items and reported that three types of classes exist, as listed in Table 1.

TABLE 1 Types of classes in special classes for schoolchildren with intellectual disability

Teacher-centered type	The teacher plays a major role in driving the class. The teacher provides a goal and plan which children follow. The teacher indicates children's failures or provides assistance when requested. This type provides the least spontaneous motivation to the children.
Child-centered type	The teacher helps the children to recall their past experiences so that the children will learn actively. The teacher indirectly encourages the children to find a challenge and to make a plan for overcoming it. The teacher prompts the children to become aware of their failures and, when assistance is requested, does not immediately provide it. There is little competition, praise, or scolding. Although this type of class is considered to satisfy spontaneous motivation, the children learn little, since the teacher does not expect much of the children.
Discrepancy type without single teaching style	The teacher proceeds with class in a manner similar to the teacher-centered type, but the teacher encourages the children to take the initiative in learning. The teacher prepares a detailed plan before conducting the class. The teacher expects children to set fairly difficult goals and plans for themselves. The teacher favors a child-centered class, but, since the class falls into confusion, he/she is compelled to lead the class and cannot proceed with the class using a single teaching style.

Taguchi²⁴ examined the possibility of providing discovery-based classes for schoolchildren with intellectual disability, which he compared with explanation-based classes, as summarized in Table 2. He reported that little difference was observed in the effect of teaching between these two types despite differences in the teachers' utterances during the classes, and that there were more voluntary utterances by the children in the discovery-based classes.

TABLE 2 Process of discovery-based and explanation-based classes

	Discovery-based class	Explanation-based class
First stage	Observation Provide conflicting information	Observation Provide consistent information
Second stage	Prediction Form tentative theories and plan	Set a good example Teach the basic ideas
Third stage	Verification Discover the basic ideas	Confirmation Confirm the basic ideas
Fourth stage	Use in life Adopt in one's own life	Use in life Adopt in one's own life

Studies have been carried out regarding “guidance by combining a scope and subject,” which is often developed in classes for schoolchildren with intellectual disability. Tanno²⁵ aimed to improve life-unit learning classes and identified eight points to consider when guiding schoolchildren that should lead to lesson improvement by analyzing classes through the repeated viewing of VTRs. Other studies on improving life-unit-learning classes include those by Shinozaki and coworkers.^{26, 27} In recent years, Sato et al.²⁸ reported that class studies in learning through tasks were characterized by guidance plan reviews and class observation, both of which were centered on the concept of the “creation of a class situation in which schoolchildren can successfully complete tasks,” which is an inherent idea favored by teachers, and that these studies were effective.

In other class studies, attention has been focused on class observation and discussion at class study meetings, which are thought to occupy a major part of class studies in a school. Oota²⁹ pointed out that in many studies the items considered in class observation include educational material and teaching aids, children's activities, and the goal of education, and that less experienced teachers often conducted class observation with little regard to the relationship between these items. Oota³⁰ assessed the effect of the review of a class in a class study at a school for children with disability and found that a constructive discussion of things to be improved, of which the teacher was previously unaware, on the basis of the class observation led to an improvement of subsequent lessons. Ootani³¹ also evaluated class reviews in a senior high school for schoolchildren with intellectual disability from the viewpoint of a social adequacy assessment by reviewers.

5. Trends of special features of class studies in “Developmental Retardation and Education” (formerly Japanese Journal of Children with intellectual disability)

Document 1 lists the special features and articles on class studies and lesson creation published in “Developmental Retardation and Education,” the Journal of the Japanese Association for the Study of Special Support Education. This document was prepared from the listing posted on the web page of the Japanese Association for the Study of Education for the Developmentally Disabled.³²

Fewer than 10 of more than 560 issues of this journal appeared to feature class studies and lesson creation. The study on teaching schoolchildren with intellectual disability appears to be proceeding slowly, although it is true that many articles other than those in the special feature issues also touched on topics related to class creation.

Articles regarding class studies written by Oota (2002) and Ishizuka (2003) have been published recently. They are summarized below.

Oota³³ stated that teachers' *raison d'être* lay in the class and that class studies are necessary to improve the lesson, to enhance the teachers' skills, and to improve the skills of the teachers participating in class study meetings. He proposed that class studies should be used as active research, putting emphasis on communications between the teacher and the observers, as shown in Figure 1.

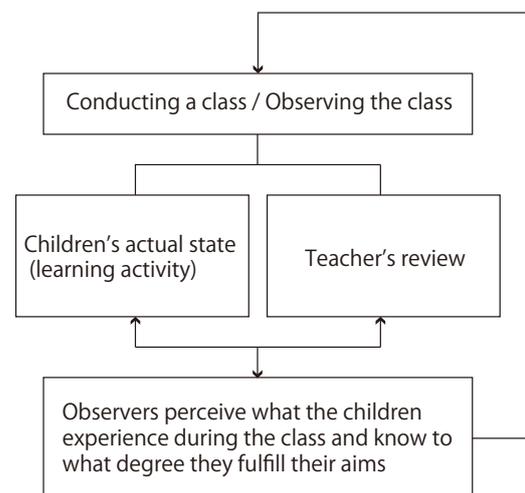
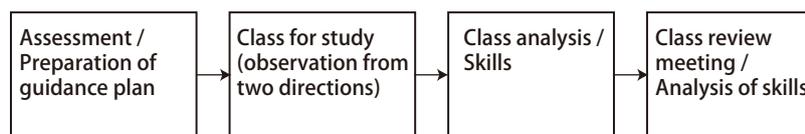


FIGURE 1 Flow of class study as active research
Prepared by the author on the basis of Oota's description

In addition, Oota³³ proposed two types of casual class study approach as described below:

A. Class study attaching importance to teaching skill improvement



(1) Five-connected-viewpoint approach taken by a teacher by him/herself

The teacher reviews the lesson from the following five points of view and the relationships between them.

- A. Was the goal of the lesson clear?
- B. How was the teaching carried out?
- C. Were the educational materials and teaching aids suitable for the children?
- D. Was the children's actual state observed by the teacher?
- E. Was learning activity designed to achieve the goal of the class?

(2) ROMAN process approach taken by a group of teachers

The group progresses through the following five stages by incorporating the above five-connected-viewpoint approach:

- A. Reading the guidance plan (**R**eading)
- B. Observing the class (**O**bservation)
- C. Making memos (**M**emorandum)
- D. Conducting an analysis (**A**nalysis)
- E. Speaking (**N**arration)

It was explained that this approach makes it easy to focus on the main points of the discussion at a study meeting, since participants can read the guidance plan together and consider the observation points while they observe the class.

Ishizuka² suggested that importance should be attached to a preliminary examination of a class and a review of the validity of the aim and goal of the lesson by analysis of the basis of the following six specific steps.

- 1) Selection of activity
- 2) Plan of activity flow
- 3) Provision of a playing field where schoolchildren can engage in full activity with minimum constraint
- 4) Preparation of suitable tools (easy-to-use tools, trend toward realism)
- 5) Selection of companions in activities (taking mutual relationships into account)
- 6) Teacher's direct involvement in the activity (acting together with the children)

III. Class Studies Experienced by the Author

The class studies experienced by the author as a teacher

of an elementary school class of schoolchildren with intellectual disability are described according to the style of the class study.

A. Class study attaching importance to teaching skill improvement

This class study was conducted for transferred and newly appointed teachers, as described below.

It had been decided beforehand to consider the following skills for the next lesson.

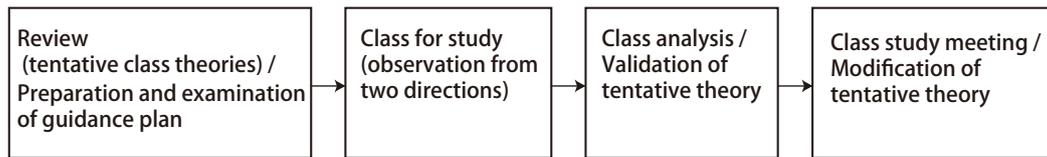
- 1) How to write the guidance plan (how to describe the philosophy towards teaching, the subject matter, views on lesson units, views of the children, the goal of the lesson, the learning process, and points to remember)
- 2) The ideal learning process (activity development)
- 3) Questioning plan (teacher's voice and wording when asking questions and giving instructions, the teacher's position and responses)
- 4) Plan for using the blackboard (use of colored chalk, cards, and strip blackboards)
- 5) Use of educational materials and teaching aids (arrangement of data presentation and its effective use)
- 6) Classroom management (group formation, improvement of classroom environment, for example by posting bulletins)

It seems that the class study conducted for transferred and newly appointed teachers was designed to familiarize them with the school's style of writing the guidance plan and to initiate them into the group of teachers.

Before the class review meeting, groups of about five teachers submitted summarized analytical data for each item. At the meeting, required improvements were enumerated in detail, for example, the position of the blackboard and the content of the teacher's utterances to the children.

The author himself became keenly aware of his poor overall skills in the classroom and felt, from the remarks at the meeting, that the participants were mutually trying to improve their skills. A senior teacher of an age that suggested him to be a veteran and another teacher who had been transferred to this school the previous year talked to

B. Class study based on tentative class theories (class design)



Content of lesson: Language, News report about sleighing

me casually after the class review meeting, and from their words, I could sense their confidence and pride in being teachers.

B. Class study based on tentative class theories (class design)

This class study was conducted as described below.

A study of tentative class theories was first carried out by a teaching group (in this case, a group for teachers for classes for handicapped children). The teaching group examined the tentative class theories, prepared a guidance plan based on those theories, made proposals and discussed them at a class study meeting, and modified the guidance plan. For the class analysis, the teachers were divided into groups of about five members. Each group examined the lesson on the basis of the tentative theories and prepared for data presentation at the class study meeting.

The lesson was a language class. A news report about sledding was used as material related to the theme of the life unit, "Let's go sledding." The day after going on a bus trip to go sledding, the schoolchildren wrote a story in the form of a news report on the basis of their memories of the event.

The following three tentative class theories were considered for each group.

- 1) Proper verbalization at the field trip site will make it easy to recreate the field trip later in class. Various clues, such as certain items, movement, pictures, and VTR, will help prompt the children to speak in class.
- 2) If a hand puppet appears and asks questions with the teacher, the children will repeat other children's utterances in an attempt to describe the field trip in detail.
- 3) The children will be able to experience the joy of writing something and communicating to others by immediately presenting their writing in the form of a news report.

The following opinions on the tentative theories were given at a meeting after the class.

Tentative theory 1: The order of presentation to the children - watching a video → movement → pictures- led smoothly to their recalling the event and writing the news report. The pictures provided clues to the children.

Tentative theory 2: The children expressed an interest in the puppet, and the puppet participated in the communication as a new companion. It was suggested that the puppet might become a model for the children.

Tentative theory 3: So much time was spent on remembering and writing that the children were unable to present their news reports. The common-experience activity was extended so much that each child had difficulty in summarizing it in writing. Moreover, the preparation of writing aids, such as examples that could be copied, was insufficient.

In response to the above comments, the time allocation was changed so that the children could focus on writing by recalling, and paper with a grid was prepared to facilitate copying.

The author realized that the consideration of the tentative theories contributed to focusing on lesson creation and the sharing of the viewpoints of class observation.

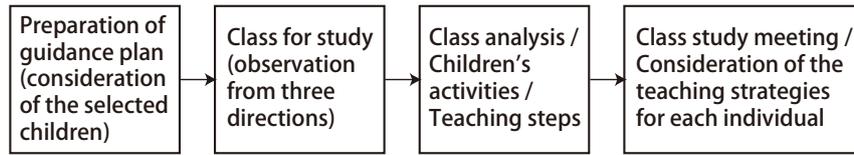
C. Class study aimed at guidance that emphasizes the individual

Before this class study, a schoolwide study was undertaken with the theme of an ideal lesson that draws out each individual through group guidance. When a guidance plan was prepared, selected children were considered (the children for whom teachers had prepared special teaching strategies), and these strategies were also specified in the guidance plan.

The class comprised eight children with intellectual disability, all of whom were enrolled in the study. The guidance plan was examined before the start of the lesson, and the development of learning activities and teaching strategies were discussed, similarly to class study style B.

In the class observation, teachers were organized into

C. Class study aimed at guidance that emphasizes the individual



Content of lesson: Arithmetic, Game scores

groups of five or six members. Each group individually recorded the selected children’s activities, held a discussion after the class, and prepared data for a class study meeting

The class was an arithmetic class. The life unit was “Let’s hold a festival,” and it dealt with the tabulation and addition of scores for games such as bowling and pinball. In teaching the class of eight senior children, the children worked in pairs to perform a number of activities (arranging the bowling pins on the marks on the floor, counting from 1 to 5 and from 1 to 10, and adding up scores, including consolidation operation, adding with counting, and the formulation of mathematical formulas) in accordance with the children’s challenges, during which the relationships between the children were observed by the teacher.

Target behavior	Assessment	Child’s utterances and behavior
The child in charge of time informs the player of the start and the end of the game using an hourglass.	○	Counted the number of A balls (7 balls), B balls (3 balls), and C balls (7 balls) verbally and drew the corresponding number of circles.
The child counts the balls up to ten using a counting slide	○	First, the child drew four circles for B balls but corrected it to three on his/her own.
And circles the corresponding number in a table.	○	Counted the number of D balls (12 balls) up to 12 verbally but drew 10 circles.

In the class analysis, the children’s activities and achievement were described and analyzed on the basis of each individual’s target behavior. An example for a pinball game is shown below.

Matrices were made to illustrate the relationship between the paired children (and their relationships with the other children). Some children were unable to get responses from their partner even though they actively tried to get their attention. It became clear that it was necessary to devise measures to allow the children to communicate, such as the teacher acting as a go-between.

Identifying each individual’s target (target behavior) and considering of the steps in the assessment of the

guidance plan contributed to clarifying the assessment of the individuals. Recording the relationships among the children and between the children and the teacher using the matrixes revealed relationship issues of which we had been previously unaware.

D. Class study pursuing educational goals

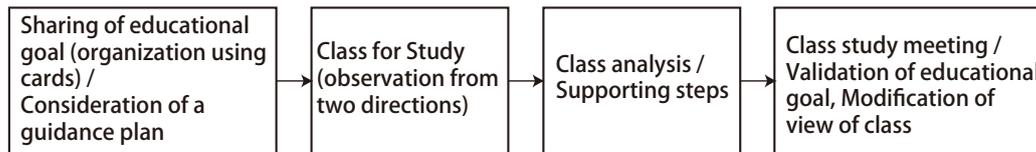
Before this class study, schoolwide research on the theme “sensitivity cultivation” was carried out. In deciding this theme, all the school personnel deliberated the concrete educational goal that should be sought, and this became the starting point of the class study.

All the school personnel were divided into groups of about five members, and the “Educational goal sought” was discussed in a brainstorming session held for two days during the summer holiday. Keywords were written on cards, which were organized into various classifications.

The class study dealt with expression in physical education. A circular process was assumed: “Noticing something” → “Feeling it” → “Expressing it” → “Satisfying it” → “Noticing something” → ---. The learning process was envisioned as follows: noticing and feeling a sound, expressing what was felt as a movement, the imitation of one child’s expression by the surrounding children to experience the feeling together, and noticing something new from the surrounding children’s expressions. A guidance plan was considered according to the above process. After the class, the school staff separated into groups according to the classification of the keyword cards, and they reviewed the educational goal and discussed the ideal lesson structure (view of class). The results were discussed at a class study meeting.

Sharing the process of exploring the research themes in terms of the children’s actual state and putting these themes in order brought the staff closer to the research theme and enabled the integration of the research theme “sensitivity cultivation” and the goal of educational research and development.

D. Class study pursuing educational goal (the embodiment of education goals)



Content of lesson: Physical Education, "Let's play Transformation."

The class study dealt not only with the achievement of the teaching goal and the consideration of the teaching strategies but also allowed teachers to discuss ideal educational research and development to be targeted. As a consequence, I realized that the promotion of class studies leads to the qualitative improvement of educational research and development.

IV. Conclusions – Effective Class Studies for Schoolchildren with Intellectual Disability

Education for children with intellectual disability should place emphasis on the following: "Learning through natural and necessary concrete experience with learning activities focused on practical and specific activities linked to the children's daily life."

Classes are conducted purposefully in overall school life. Class studies for schoolchildren with intellectual disability therefore must improve the quality of their school life and verify whether the classes foster the children's vitality.

Some previous class studies for schoolchildren with intellectual disability were analytical ones based on the development and application of a system for a quantitative or qualitative analysis by considering classes to be a communication process among schoolchildren or between schoolchildren and a teacher. Class studies, such as pedagogic studies emphasizing lesson improvement based on the lesson structure using knowledge of the psychology of learning, the examination of guidance plans beforehand leading the teacher to review their view of the lesson, and the observation and review of classes have also been carried out.

Both analytical and pedagogic studies are expected to provide insights into class improvement, but what is common to both is that the use of study methods employed by researchers that will entail extreme difficulty when applied in schools. Even if a class study is conducted in accordance with an annual plan, a study method that requires much time and labor to collect and process data for analysis will not gain support from teachers.

In one of the class studies experienced previously by the author, tentative theories (policy and strategies of

lesson design) were considered in the process of drafting a guidance plan, and, in class observation, these tentative theories served as points of observation for collecting data. In data collection, children's activities based on target behaviors and the relationships among the children and between the children and the teacher were described. At the meeting after the class, analytical data were presented and suggestions for improvements to lessons were made by some groups. Furthermore, the staff discussed and shared educational goals on the basis of the reality of the children that was observed by each teacher, to seek the ideal education in class, and to promote effective educational practices.

In studies of classes for schoolchildren with intellectual disability, making improvements in the class study system, such as devising an appropriate way of examining the guidance plan before the class and an appropriate way of reviewing the class, is considered to reveal an effective approach to practical class studies, as pointed out by Oota³⁰ and Sato²⁸.

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DOCUMENT 1 List of features and published papers regarding class studies in "Developmental Retardation and Education"

Issue Number	Date of Issue	Feature Title	Paper Title	Author
143	Aug 1970	Practical study methods	Class analysis	Fujishima, G.
			Case study methods	Kogo, T.
			Schoolchildren observation methods	Amou, H.
			Guidance records	Kosugi, C.
			How to logically connect the class study methodology and school system establishment internally	Kato, S.
			How to take and compile guidance records	Ooishi, M.
			What appears in pictures drawn by mentally retarded children	Shoji, T.
201	Jun 1975	Class studies	Inner observation through compositions	Seichi, T.
			Conditions of a good class for the mentally retarded	Hitomi, K., et al.
			Life-unit learning class, "Athletic meeting"	Shiono, K.
			Life unit of "Spring field trip"	Watanabe, Y., et al.
			Class creation, "Enjoyable school"	Kawaguchi, K., et al.
224	May 1977		Recent trends of class studies	Nagano, S.
			Class study and class plan	Miyamoto, S.
227	Aug 1977		Class study and class plan	Miyamoto, S.
228	Sep 1977		Problems of teachers in class study	Miyamoto, S.
350	May 1987	Drawing out children's individuality in class and conditions for personality development	Focusing on personality and uniqueness	Yunoki, F.
			Providing every child with a situation which he/she can handle	Nakatsubo, K.
			Children should not be restricted by an existing program	Akiyama, K.
		Steps taken to draw out each child's personality in this class	Class enabling every child to carry out life planning	Ishikawa, M.
			Ensuring individuals can do what they are able to	Hokkaido Takasu Junior High School for Handicapped Children
			Tailoring work activities, tools, work methods, etc., to individuals	Kurosawa, K.
			Providing a place where individuals can be active	Takao, S.
		Activities, play equipment and tools devised for this child in this class	Incorporating children's wishes in learning activities	Iida, S., Tsuki, M.
			Making use of pairs of good friends	Kato, C.
			Emphasizing motivation and stepwise guidance	Matsubara, M.
			Creation of a situation in which every child can work	Hizawa, T., Hachiya, M.
			Tailoring the contents of learning to individuals and connecting them to their daily life	Tsunetomo, T.
426	Jul 1993	Class progress	My view of class and my recommended class / Becoming involved, enjoying, and creating / Classes: Starting from home visit education based on the individual child	Nomura, S.
			Creation together with children on the basis of their actual situation: Practicing home visit education	Watanabe, M.
			Class with a rigorous view of "learning (alteration)"	Ito, Y.
			Total communication guidance for autistic children who give very limited signals	Shiino, M.
			Development of class designed to achieve vocational independence	Taguchi, N.
			Work learning "Making a miniature"	Senda, K.
			View of class appropriate for this education	Kuwahara, K.
			Pursuit of a situation which the student can handle	Kukita, H.
			Class in which any child enthusiastically takes the initiative	Nakatsubo, K.
			Class progress of life unit "Let's make an animal square in the courtyard": Respecting children's voluntary activity	Tadokoro, A.

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Issue Number	Date of Issue	Feature Title	Paper Title	Author
			Special contribution "What is a class understandable to everyone?"	Muto, T.
			Expectation and proposals for class: "Why don't you try it this way?"	Kondo, G.
			Aiming to live a better life	Takamatsu, T.
			Finding what each child needs	Higashiyama, H.
			Creating a situation where children move exuberantly	Fujishima, T.
			Do what you have to do discretely	Matsunaga, M.
481	Sep 1997	Class creation	Why class creation is necessary now / class theories for current education for handicapped children	Hirose, N.
			Importance of discussions among leaders	Kato, M.
			Symphony of various individual characteristics: Progress of a handbell-based life unit (From practice in FY 1996)	Miyazawa, M.
			Through the unit, "Newspaper reporters"	Tachibana, T.
			Search for a better class: Consideration of the use of aids and sharing of roles	Sato, S.
			Is a guidance plan necessary for work learning?	Yoshikawa, K.
			Have kind eyes that watch what can be done	Ikeura, M.
			Guidance plan with thorough support	Nakazawa, K.
			Points in preparing a guidance plan	Miki, A.
			My thoughts about class	Ooshiro, M.
			Assessment of guidance plans	Sato, S.
492	Aug 1998	Recommendation of practical studies	Practical studies which improve today's and tomorrow's practice	Koide, S.
			For a better class study	Ozaki, Y.
			How to hold a class study meeting	Ishizuka, K.
			Continuing class study meetings: Class study in department units	Kogo, A.
			Class study returning to children: A class study of a class for the handicapped	Wakamatsu, T.
			Wanted advice and unwanted advice	Ozaki, Y.
			Wanted guidance plan and unwanted guidance plan Class study: Points to be valued	Ishizuka, K., Yoshizato, N., Saito, K., Ogiwara, N., Mitobe, T.
			For a better curriculum	Oominami, H.
			How can the whole school advance the study	Yusa, H.
			Making a child-centered school life: Search for a better way of support: A curriculum study	Yamada, S.
			Plans which succeed easily and those which succeed with difficulty	Endo, Y.
			Systems which succeed easily and those which succeed with difficulty	Oominami, H.
			Points of study carried out by the whole school	Tomonari, H., Watanabe, S., Misawa, J., Saeki, H.
			Points of holding a study reporting meeting	Imura, Y.
			Points in report and bulletin preparation	Ueoka, K.
			Practical study, and assessment and testing	Ueoka, K.
			How to write and how to take up a "case"	Imura, Y.
			Practical study memo – part 3: Well-regarded workshop and ill-regarded workshop	Murase, M.
			Practical study memo – part 3: Points in compiling a study report	Ikegami, S., Watabe, T., Tsuji, Y., Endo, M.
495	Nov 1998	Class creation for handicapped children	Class creation for handicapped children	Oominami, H.

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Issue Number	Date of Issue	Feature Title	Paper Title	Author
			Medical arrangement at educational sites Guidance for child M's dressing and undressing taught by relating it to nursing and training guidance	Suzuki, Y., Sawai, H.
			Selected nursing and training guidance for unstable child A	Isobe, Y., Chijiwa, Y., Ishikawa, T.
			Work learning of a mentally and visually impaired child: Inoue-san working on reeling thread	Nagoya, T.
			Aiming for connection with each class: Development and use of a tutorial plan	Murano, K.
			Visiting as a life-supporting lifestyle: From practical home-visit (at-home) education	Sugawara, M.
			Experienced teachers: Practical side of home-visit education and schooling	Takahashi, S., Yamashita, M.
			Pursuit of better hospital life for Child H	Sugimori, Y.
			Attempt to guide children without expressive language in collaboration with an institution	Iida, K.
			Specialized nature of multiply handicapped children	Gokami, T.
			Only home-visit education will do	Hayashi, I.
539	Jul 2002	Recommendation of a class study	Recommendation of class study	Ota, M.
			Class study meeting conducted by local teachers in charge of classes for the handicapped	Koga, Y.
			Valuing daily effort	Toya, M.
			Consideration of class by utilizing VTR	Watanabe, S.
			Use of IT in self-care activity	Kaji, M.
			Crisis of class studies	Hirose, N.
			What I think about class studies	Fukuda, T.
			Class improvement through scrutiny of "assessment"	Yoneda, H.
			Work and learning guidance plan for junior high school	Koga, Y.
			Life-unit learning guidance plan for elementary schools for the handicapped	Kono, T.
555	Nov 2003	Class studies	Improving one's ability to execute practical skills: The importance and a specific method of contemporary class study	Ishizuka, K.
			Whole school effort to create a situation that supports child-oriented classes	Ogura, K.
			Class study making use of reading through curriculum guidance plans	Kaguchi, K.
			Class study by teachers of local special classes for the handicapped with mutual support	Kosugi, S., Tsubokawa, S., Yamamoto, H.
			Class study conducted with the teacher of a class for handicapped children	Sakurai, Y.
			From on-demand educational consultation to class study	Hamada, T.
			Case study and class creation in collaboration with a clinical psychotherapist	Ota, M.
			Class creation using a videoconference system	Sakuta, M.
			Improving the class	Shiga, C.
			"Tutorial plan" and "Class" activated by motivation	Kaburagi, O.
			Effective class study for curriculum and guidance plan	Nagoya, T.

