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Tactile graphics in braille textbooks: Practical guidelines for making tactile drawings

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Abstract: Braille textbooks include not only Braille text but also tactile drawings. These text and drawings are edited and made based on original ordinary textbooks. Among these ones, tactile drawings are not understood tactually unless they are made with various ideas. In Japanese Braille textbooks, tactile drawings made by Braille dots has majority. So we aimed to investigate practical guidelines for making tactile drawings by dots in Braille textbooks. We mentioned these five points as follows, giving examples with tactile drawings based on pictures and charts in ordinary textbooks. 1) Textbooks have pictures and charts that are not necessarily important from a viewpoint of its content. We have to appropriately choose pictures and charts in textbooks to be made tactile drawings. Occasionally, we should substitute suitable text for pictures and charts. 2) In tactile drawings by Braille dots, lines, surfaces as well as dots are made by dots. So tactile graphics by Braille dots has some restrictions due to making tactile drawings by dots alone. 3) Tactile perceptions have some characteristics that are different from visual perception. We need to make tactile drawings, following some criterions on the distance between two components, number of components in some unit area and so on. 4) Textbooks include various pictures and charts. So we need appropriate guidelines according to these ones. But, before we do so, it is effective that we classify various pictures and charts from two viewpoints; whether exact form of these ones is important and which information has priority in these ones. 5) Detailed explanatory notes in Braille should be added to tactile drawings. This promotes understanding of tactile drawings.

Key Words: Tactile drawing, Tactile drawing by Braille dots, Practical guidelines, Braille textbook, Visual impairments

The study of generalization about question-answering behavior to the interrogative sentences for a child with autism

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Abstract: We studied about question-answering behavior of interrogative sentences for a child with autism. This training applied the technique of matrix training. Two kinds of questions (behavior + whom and man + what) were asked to one photograph stimulus. The card with which the name of a person or the behavior was given as a choice. By presenting a question sentence only an interrogative, it became possible it not only can to choose a card appropriately, but to answer in verbal languages. And it became possible to answer also about two kinds of questions, behavior + whom and mane + what. We considered about the generalization of question-answering behavior to the interrogative sentences for a child with autism.

Key Words: Children with autism, Question- answering, Interrogative sentences, Generalization

Considerations on support systems in regular schools designated as “The model schools project for LD” : Through questionnaire on systems during and after the “The model project for LD”

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Abstract: In “A project for making a support system for children with Learning Disabilities substantial” put into practice in 2000-2002, 98 elementary and junior high schools were specified for the project. In this study, the actual conditions of those schools were researched. Results showed that how to make a committee for the support with LD in each school was classified into 4 ways. The committee in each school acted according to the condition of each school. The cooperation with a team of specialists and a consultant who made his rounds was important for school, but it was found difficult to adjust the schedules of them. After the termination of the project the committee has kept up its action in about 75% of schools. To push on with the action of committee in school, it is important to ① share information of child with all the staff, ② to act regularly according to an annual plan, ③ to be adjusted by special support education coordinator, ④ to act independently without depending on specialists, ⑤ to evaluate of its action.

Key Words: A support system in school, The model project for LD, A committee in school, Evaluate

Early intervention in educational guidance of school for the deaf

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Abstract: The purpose of this present study is to investigate on the existing condition of early intervention in educational guidance of school for the deaf. The investigation items are included the first session after hearing impairment diagnose, interpretation for parents on deaf and hard of hearing, estimate of hearing level through auditory assessment, coordination on multi-disciplinary working and child care support. Concerning the first session after hearing impairment diagnose, it is suggested that the staff of educational guidance should be provide the environment which parents are apt to talk on their thought and concentrate to listen to their talking. On the interpretation for parents on deaf and hard of hearing, communication, deaf education, and usage of hearing aid is more important than physiological information of auditory region. On the estimate of hearing level through auditory assessment, it is suggested that the staff of educational guidance should be estimate the hearing level of infant through his/her behavior through hearing to sound with his/him parents and also should be refer to parent's document on his/her behavior through hearing to sound on daily life on the estimation of hearing level. Concerning coordination on multi-disciplinary working, the school for the deaf would be appeal to the authorities concerned on the function of school through school exhibition. It is necessary that the function of school is understand by the authorities concerned. Finally, on the child care support, it is suggested that it is important to extend to primary child development except to the deaf concerned on parent's angle.

Key Words: School for the deaf, Education guidance for infants and children, Early intervention

The concept of special educational needs and development of special education in japan: A point of controversy about this concept in britain and the implication in japan

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Abstract: Britain introduced the concept of "Special Educational Needs" in special education by the Education Act 1981. The special educational provision for children with special educational needs has been improved by using the concept "Special Educational Needs" instead of the concept "Disabilities" since 1981. The concept of "Special Educational Needs" has spread in European countries and international organizations as OECD and UNESCO, and became a central concept in the education for children with disabilities. The purpose of this research is to examine details of the introduction of this concept, to consider the problems and the critical points when 20 years passed afterwards in Britain. In addition, this research aimed to consider the point which had to be noted when Japan will introduce a similar concept to develop special education. The following points are given as problems which relate to this concept in Britain. ① Function of labeling, ② Original concept for education, ③ Realities which exceeds the definition, ④ Revival of concept about disabilities, ⑤ Type division of needs for explanation. It was pointed out that the concept of "Special Educational Needs" was improper in the following reason when thinking about the development of special education in Japan. ① The implication of the concept "Special Educational Needs" is not discussed, and "Disabilities" concept is not reexamined. ② "Needs" is used by a lot of different contexts, therefore the confusion of the meaning is caused. It was considered that Special Educational Needs was not an appropriate concept in the idea of the development of the special education in the future. It was discussed that it would be important that "Educational Difficulties" and "Activity Limitation" were assumed to be key words in the future. This discussion suggests that these are Relative Concepts which arise from the interaction a child and his or her environment. "Educational Difficulties" and "Activity Limitation" do not always start from within the child.

Key Words: Special educational needs, Britain, Educational difficulties, Activity limitation, Relative concepts

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The study for educational programs and instructional methods for students with autism

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Abstract: We made a study on educational programs and instructional methods for students with autism in special schools of intellectual disabilities. For the purpose of our research, we asked for questionnaire investigation to teachers of special schools. We categorized six categories about educational programs and four categories about instructional methods. From the result of comparison among divisions of school (elementary, lower secondary and upper secondary) about educational programs, we found there were differences about educational programs among divisions of school. From the result of comparison among divisions of school about instructional methods, we found instructional methods in elementary divisions were better than others. And from the results of comparison among situation of divisions, we discussed on importance of school organized activities.

Key Words: Students with autism, Questionnaire investigation, Educational programs, Instructional methods

Study on change in staff at the schools for visual impairment in Japan

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Abstract: A research was conducted to take hold on the trend of changes in personnel at school for the visual impairment in Japan. The data of past ten years from 1992 to 2001 on “annual survey on the actual situation on school for the visual impairment in Japan” was used in this research. From the overall standpoint, It was indicated that service years of personnel in the school for visual impairment is several years on an average and as service years wore on, the number of personnel decreased with year. Number of years with the school of teachers on division of elementary school, junior high school and high school were for five or less years. Dames of students residence and teachers of vocational course were relatively long-term career.

Key Words: Change in personnel, Schools for visual impairment, Specially of a teacher

Idological genealogy in background of “individua educational support plan”

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Abstract: The conversion from "Special Education" to "Special support Education" is being accomplished in our country, and various revisions of the system of the education are done now for that. In the above-mentioned situation, it is assumed to be one of the important elements to promote "Special Support Education" to make "Individual Educational Support Plan". In this research, the meaning of "Individual Educational Support Plan" was analyzed from historical and ideological viewpoints in two areas of the education and welfare.

Key Words: Special education, Individual educational support plan, Welfare