

English Abstracts of the Research Papers from *Bulletin of The National Institute of Special Needs Education* or “国立特別支援教育総合研究所研究紀要”, Vol. 43, 2016.

1. NISHIMURA Takahiro, DOI Kouki, UMESAWA Yumi, MATSUMORI Harumi, FUJIMOTO Hiroshi, WADA Tsutomu (2016). Evaluating the effect of character spacing ratio on the readability of Paper-based braille using a variable size braille printing system, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp.1-12, 2016

Evaluating the effect of character spacing ratio on the readability of Paper-based braille using a variable size braille printing system

NISHIMURA Takahiro, DOI Kouki, UMESAWA Yumi, MATSUMORI Harumi, FUJIMOTO Hiroshi, WADA Tsutomu

Abstract: In specialized courses at schools for the blind and in Braille lessons offered by social welfare organizations, many people with acquired visual impairments cannot learn to adequately read Braille. In addition to the common Braille patterns being difficult to read for Braille reading beginners, one of the reasons is the scanty knowledge of Braille book manufacturing companies regarding what Braille patterns would be easy to read for beginners. This study focused on character spacing, which readily affects Braille reading ability, to determine a suitable character spacing ratio (ratio of character spacing to dot spacing) for beginners. Specifically, considering beginners with acquired visual impairments who are unfamiliar with reading Braille, we quantitatively evaluated the effect of character spacing ratio on Braille readability through an evaluation experiment using sighted subjects with no experience of reading Braille. Results revealed suitable character spacing ratio to make reading easy for Braille beginners.

Key words: Paper-based Braille, People with Visual Impairments, Character Spacing Ratio, Variable Size Braille Printing System, Readability

2. YANAGISAWA Akiko, KATO Atsushi, IIJIMA Anna (2016). Support for parents caring for pre-school children with autism at the pre-school department of a special needs school, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 13-28, 2016.

Support for parents caring for pre-school children with autism at the pre-school department of a special needs school

YANAGISAWA Akiko, KATO Atsushi, IIJIMA Anna

Abstract: This study was to clarify what support was needed by parents caring for pre-school children with autism enrolled in a special needs school. The study focused on two cases of home support as recorded in the teaching log of a teacher in charge of the pre-school department. A questionnaire was completed by 16 mothers who participated in a group session for the parents at the school. The following important points were revealed: (1) teachers need to apprise themselves of what parents really think and understand their needs; (2) parents were always greatly concerned about the practical aspects of caring for their child; (3) opportunities were created to encourage independence on the part of parents. It is suggested that teachers should be encouraged to always try and understand the parents' situation and should provide activities to parents to positively motivate them and have them approach things from their child's point of view.

Key words: pre-school children with autism, parent support, group session for parents, home support

3. OKAMOTO Kunihiro (2016). The results of a functional behavioral assessment of a juvenile with higher brain dysfunction due to an intellectual disability: Consultation with teachers of special support class in elementary school, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 29-44, 2016

The results of a functional behavioral assessment of a juvenile with higher brain dysfunction due to an intellectual disability: Consultation with teachers of special support class in elementary school

OKAMOTO Kunihiro

Abstract: The purpose of current study was to investigate the results of a functional behavioral assessment of a juvenile with higher brain dysfunction due to an intellectual disability in special support class of elementary school and, through consultation, whether guidance and support that made for a contextual fit could be provided. The problem behavior that was the subject of support involved such non-classroom activities as lunch room situations, going out to use the toilet, etc. Four teachers provided guidance and support based on functional behavioral assessment made by author. As a result, the behavioral problems of the subject juvenile were reduced, and appropriate interactions between the juvenile and the teachers increased. Moreover, teachers came up with their own content and methods of guidance. There were indications that the functional behavioral assessment and support based on an understanding of the teacher's guidance and support aims contributed to a reduction of behavioral problems. Future issues were studied from the point of view of the appropriateness of multiple factors and what connections there might be between the issues and welfare organs.

Key words: Higher brain dysfunction, Intellectual disability, Functional behavioral assessment, Special support class, Consultation, Contextual fit

4. MORIYAMA Takashi (2016). Study of educational needs of students with mental disorders or psychosomatic disease: Based on research surveying teachers at special needs school "A" for students with health impairments, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 45-58, 2016

Study of educational needs of students with mental disorders or psychosomatic disease: Based on research surveying teachers at special needs school "A" for students with health impairments

MORIYAMA Takashi

Abstract: This study discusses the components of the educational needs of students with mental disorders or psychosomatic disease. Based on research trends from 1995 to 2014, research on the educational needs of students with mental disorders or psychosomatic disease was conducted by surveying teachers at special needs school "A" for students with health impairments. As a result of analysis using the KJ method, students' educational needs were classified into 6 categories (Psychology, Sociality, Learning, Physical activity and condition, School life, Self-management) and 38 sub-categories. A future task is to verify the validity of these components of educational needs.

Key words: mental disorders, psychosomatic disease, educational needs, education of children with health impairments

5. TAKEDOMI Hirofumi, OZAKI Yuzo, MATSUMI Kazuki, WAKUI Megumi, YOKOO Shun (2016). A Study on the learning evaluation system of two types of special needs schools for students with intellectual disabilities: comparing schools with only a high school section and those with two or more sections, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 59-80, 2016.

A Study on the learning evaluation system of two types of special needs schools for students with intellectual disabilities: comparing schools with only a high school section and those with two or more sections

TAKEDOMI Hirofumi, OZAKI Yuzo, MATSUMI Kazuki, WAKUI Megumi, YOKOO Shun

Abstract: This research aims to compare the situation of learning evaluation as practiced by special needs schools for students with intellectual disabilities at two kinds of school: those consisting of only a high school section (A-group) and those consisting of two or more sections, such as an elementary and junior high school section (B-group). The method is by questionnaire. The result was that learning evaluation in A-group is more highly organized and systematized in terms of the structure of the system by which learning evaluations are collected and the standardization of the forms used for learning evaluation.

In addition, A group questionnaires returned were marked by the following more than in the case of B group: reliability of results, guarantee of validity, teachers' understanding of the relationship between each point of view of evaluation, and consciousness of the systematic utilization of learning evaluation.

Furthermore, B group questionnaires returned suggested that the system of learning evaluation in B-group was not as robust as that in A-group in terms of the following: maintenance of the organization which manages learning evaluation, and the consciousness of the teacher using the form.

In conclusion, a flexible structure is required by which learning evaluation can be performed for every level of lesson, teaching unit, and overall level for the year. It is important to maintain a learning evaluation structure which brings these levels together in its organization and systematization.

Key words: Learning evaluation by point of view, special needs education school (intellectual disabilities) which has only a high school section, learning evaluation system, lesson improvement, curriculum improvement

6. KANAMORI Katsuhiko, ARAYA Yosuke, DOI Kouki, NISHIMURA Takahiro, NIIHIRA Shizuhiko (2016). Survey regarding how to search for assistive technology devices and teaching materials in special needs education, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 81-88, 2016.

Survey regarding how to search for assistive technology devices and teaching materials in special needs education

MUNEKATA Tetsuya

Abstract: A survey was conducted regarding ways of searching the internet for special needs education teaching materials, in order to marshal information about websites are searched. It was found that keywords were used for searching materials much more than the category of the materials was looked at. Regarding categorization, keyword searches, which allow for a variety of search methods, were considered easier than searches of a fixed category directory. This knowledge was useful during the creating of the new portal site.

Key words: assistive technology device, teaching materials, Web search

7. MATSUMI Kazuki (2016). Current state of, and issues in, evaluating learning in education of the intellectually disabled: Reviewing research bulletins and records of teaching practice of schools for the intellectually disabled, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 89-98, 2016.

Current state of, and issues in, evaluating learning in education of the intellectually disabled: Reviewing research bulletins and records of teaching practice of schools for the intellectually disabled

MATSUMI Kazuki

Abstract: This study aims to establish the current state of, and issues in, evaluating learning in educating the intellectually disabled. The current state of evaluating learning can be summarized into three points. Firstly, many schools' learning assessments consist of written descriptions of the state of achievement of targets. Secondly, few schools take an analytic approach such as the "four perspectives for assessing learning". Thirdly, many schools' teaching plans lack specified procedures for assessing learning. Rather, they assess the achievement of learning targets by observation; yet this assessment by way of monitoring a child's learning performance in the classroom makes it difficult to make analytical or multidisciplinary assessments in the education the intellectually disabled.

Key words: Analytical assessments, multidisciplinary assessments, Observatio