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National Institute of Special Needs Education, Japan

Upon the Launching of NISE Bulletin

Established in October, 1971, the National Institute of Special Needs Education celebrated the 40th anniversary in 2011.

During these years, it became an Independent Administrative Institution from a governmental institution, also renamed from the National Institute of Special Education to the National Institute of Special Needs Education. The Institute always played the role of the only national institute in Japan that deals with education for children with disabilities.

We have compiled the results of our activities, including research, training and educational consultations, conducted as part of our responsibilities, in a form of publications such as journals and annual reports on educational consultations. Upon reaching the third mid-term goal period as an independent administrative institution, we decided to integrate these publications starting from FY 2011 and to launch “NISE Bulletin”.

The entire journal will be published on the NISE website, taking into account the recent advancement in information technologies. We aim at making this new journal, literally, the face of NISE for transmitting information, by devising a good way to make the most of this method of online presentation.

We strongly hope that this new journal will be used as much as previous NISE publications. We appreciate your opinions to improve the content and make the journal contribute to the advancement of special needs education in Japan.

March 2012

ODA Yutaka
President of the National Institute of Special Needs Education, Japan

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II. Outlines of Studies

Specialized Research A (FY 2010-2011)

Practical Study on Curriculum Development Based on the New National Curriculum Guidelines for Schools for Special Needs Education 【Key Research】

Research unit: Promoting Unit
Principal researcher: TSUGE Masayoshi
Co-researchers: HARADA Kimihito, YANAGISAWA Akiko, INOKO Hidetaro, NAGANUMA Toshio, INOUE Masashi, TAKIGAWA Kuniyoshi, OOUCHI Susumu

Outline:

In the New National Curriculum Guidelines for Schools for Special Needs Education revised in 2009, improvements were made from a perspective of providing children with disabilities with better education and support that appropriately meet individual educational needs in response to change in society and increase in more severe, more multiple, and more diversified disabilities.

The curriculum has been modified to respond to diverse disabilities. The New National Curriculum Guidelines, however, require more innovative curricula to be prepared, with consideration of various aspects such as the types and degrees of disabilities and flexibility as to the number of classes and credits. This requirement was reflected in a survey conducted by an association of principals of schools for special needs education.

In response to the revised guidelines, this study will examine curriculum development at schools for special needs education according to the individual needs of children based on the New National Curriculum Guidelines. In relation to the recent revision of the guidelines, this study will examine how curricula should be formed to suit the actual conditions of children, flexibility as to the numbers of classes and credits, activities to promote independence, continuity and relationship between individualized teaching plans and individualized education support plans, and joint activities and learning in curricula, by conducting surveys on those in FY 2010. The study will then seek to develop desirable curricula through practice at schools cooperating with this research project.

Specialized Research A (FY 2010-2011)

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 unit: Perspective Unit
Principal researcher: TOKUNAGA Akio
Co-researchers: MATSUMURA Kanyu, KANEKO Takeshi, KIKUCHI Kazufumi
Research collaborators: KOMATSU Sachie, OOUCHI Susumu, YOKOO Shun, OSHIRO Masayuki

Outline:

The description of the National Curriculum Guidelines for Schools for Special Needs Education (2009) noted use of the ICF (International Classification of Functioning, Disability, and Health) endorsed by the WHO (World Health Organization). A Japanese translation of the ICF-CY (Version for Children and Youth) was published in the same year. A survey conducted by NISE in 2009 on the recognition and use of ICF and ICF-CY at schools for special needs education showed that about 21% of schools for special needs education nationwide used either ICF or ICF-CY in some way or other. It also indicated the necessity of review of methods to make better use of them. Based on this result, in NISE's "Practical Study on the Use of ICF-CY in Special Needs Education (FY2008-2009)" (specialized research A), methods for using ICF-CY were proposed and tools were developed with the aim of contributing to the improvement in providing special needs education. These methods and tools will be verifi ed and improved in this study in order to propose easier-to-use methods and spread their use.

More specifically, "Procedures for preparing the use of ICF/ICF-CY," "ICF-CY check list," "Procedures for preparing ICF-related diagrams," "Use assisting electronic tools" and other means to facilitate the use of ICF and ICF-CY will be developed. In addition, "Database of literature with application examples" and "Frequently Asked Questions (FAQ) on the use of ICF/ICF-CY in special needs education" will be prepared and verified through questionnaires and/or practice, through which eff orts to improve the use will be made. Results from the study will be made public on the NISE website, journals and presentation at scientific conferences, and by other means.

We consider that, by proposing verified methods, we can satisfy the needs of schools using ICF-CY and at the same time contribute to improving individualized educational support plans, which serve as a tool for instructing and assisting not only at schools but also in their cooperative eff orts with those concerned.

Specialized Research A (FY 2010-2011)

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

Research unit: Promoting Unit
Principal researcher: HARADA Kimihito
Co-researchers: YANAGISAWA Akiko, KUDO Takeshi, KIKUCHI Kazufumi, ODA Yoshiaki
Research collaborators: OOUCHI Susumu, KOBAYASHI Michiyo, SASAMORI Hiroki, UMEDA Mari
Research trainee: OKABE Kimiko (Shizuoka Prefectural Hamamatsu Special Needs Education School)
Outline:

Concerns over children with disabilities that have been raised include decrease in the employment of those after completing upper secondary department education at a school for special needs education and increase in the number of those admitted to welfare facilities. The New National Curriculum Guidelines for schools for special needs education revised in 2009 has advocated improving the vocational education that promotes the independence and social participation of persons with disabilities. Accordingly, NISE has presented "(proposed) support tool for career guidance and vocational education" as a result of specialized research A entitled "Study on improvement of career guidance and vocational education for children with disabilities" (FY 2008-2009).

This study will verify the practicality of the "(proposed) support tool" in a two-year applied study as the upper stage of the above research. More specifi cally, in the first year, a survey on (1) the details and evaluation of career guidance and vocational training provided by each type of school, (2) the details of support to parents and issues to be considered and (3) the details of collaborative efforts with relevant organizations and issues to be addressed will be conducted at upper secondary departments of schools for special needs education and advanced courses; and in the second year, a study to develop support programs for career guidance and vocational training with focus on addressing issues identified in the fi rst-year study.

The objective of this program is to provide some directions toward addressing present-day issues of the employment of students with disabilities of upper secondary departments of schools for special needs education, including advanced courses.

Specialized Research A (FY 2011-2012)

Study on the School Management and Principals' Leadership for Promoting Special Needs Education

Research unit: Promoting Unit
Principal researcher: OOUCHI Susumu
Co-researchers: OZAWA Michimasa, KOMATSU Sachie, SAITO Yumiko, NAKAMURA Hitoshi, MAKINO Yasumi
Outline:

Schools for special needs education are required to provide appropriate guidance and support that meet individual needs of children with various kinds of disabilities. In managing these schools, it is necessary to add a perspective that may be not required for ordinary schools. The objective of our study is to provide findings on effective management of schools for special needs education from a perspective of promoting special needs education.

More specifically, previous studies on the concept behind the school management in Japan and examples of the school management will be analyzed and findings through this analysis will be organized. Based on the findings on school management, surveys on the actual use of the concept of the school management and attitudes toward efforts in the field of special needs education will be conducted in prefectures, major municipal education boards, and National Association of Principals of Schools for Special Needs Education. It is planned, through this survey, to understand and organize information on the current situation of school organizations that incorporate the concept of school management, current efforts of school executives to improve the school management, and relevant issues to be addressed.

In addition, based on the analysis results of this survey, schools undertaking progressive approach will be selected, where a visit survey will be conducted. Based on the results from the surveys above and information on the progressive approach made by the selected schools, The study will organize information on the use of school management techniques to address important issues facing schools for special needs education, in the context of school evaluation, such as "further promotion of special needs education," "improvement of their role as a local resource center for special needs education," and "improvement of expertise of teachers in charge of special needs education."

The study also gather and analyze information, mainly from literature, on overseas efforts in relation to special needs education and school management and research trend on relevant issues so as to provide findings that contribute to managing schools for special needs education in Japan.

Specialized Research A (FY 2011-2012)

Research for Teacher's Professional Standard and Development of Teacher Training Program in Inclusive Education Systems 【Mid-term Specific Research (Research on inclusive education systems) / Key Research】

Research unit: Perspective Unit
Principal researcher: SAWADA Mayumi
Co-researchers: MATSUMURA Kanyu, ITO Yumi, SASAMOTO Ken, OSAKI Hirofumi, KUBOYAMA Shigeki, KUMATA Hanae, YOKOO Shun, WAKUI Megumi, UEKIDA Jun
Research collaborator: SASAMORI Hiroki
Outline:

This reserch aim to and propose a teacher training trial program in inclusive education system after having a review process of teacher's professional standard. Our purpose will contribute the policy and practice of inclusive education system.

The purposes of this research are break down as below:

- Confirming findings about issues for inclusive education system on policy.(e.g Central Council for Education: The Special Committee on Special Needs Education etc.)
- Reviewing for NISE's previous work and considering professional standards for staff of education board and teaching staff .
- Developing the teacher training program through case study analyses for practices of educational center and training programs in school.

Specialized Research A (FY 2011-2012)

Study on Consideration and Special Guidance to Children who Need Special Support in Developing an Inclusive Education System 【Mid-term Specific Research (Research on inclusive education systems) / Key Research】

Research unit: Perspective Unit
Principal researcher: FUJIMOTO Hiroto
Co-researchers: TAMAKI Munehisa, SAITO Yumiko, TANAKA Yoshihiro, KAIZU Akiko, NISHIMAKI Kengo, KUDO Takeshi, TSUGE Masayoshi, HIROSE Yumiko, OSHIRO Masayuki
Research collaborator: NAGANUMA Toshio, OOUCHI Susumu, KOBAYASHI Michiyo
Outline:

The objective of the study is to clarify issues to be considered and teaching methods required for establishing an inclusive education system by taking into account the current school education activities for students with and without disabilities.

The government curriculum guidelines for elementary and lower secondary schools announced in March 2008 clearly require schools to make opportunities for joint activity and learning between students with and without disabilities. Such educational activities will become significantly associated with establishment of the inclusive education system, in relation to the formation of a coexisting society in the future and particularly in response to the ratifi cation of the Convention on the Rights of Persons with Disabilities.

The full-scale implementation of the government curriculum guidelines will start from fiscal 2011 and it is expected more educational activities recommended by the guidelines will be conducted. In this context, examples from such activities involving all kinds of disabilities will be studied, based on which we will discuss desirable consideration and teaching methods in preparation for the establishment of the inclusive education system.

In this study, disability-based research teams will make survey visits to gather information on joint activity and learning covering all kinds of disabilities, based on which we will discuss desirable consideration and teaching methods. Results from the survey and discussion will be presented in the form of a report.

Through this study, we will provide “good practice for consideration and teaching methods to establish an inclusive education system” covering all kinds of disabilities.

Specialized Research A (FY 2011)

Basic Survey/Study on the Use of Digital Textbooks/Teaching Materials and ICT 【Mid-term Specific Research (Research on the use of ICT in special needs education) / Key Research】

Research unit: ICT and AT Unit
Principal researcher: KANAMORI Katsuhiro
Co-researchers: MUNEKATA Tetsuya, TANAKA Yoshihiro, NAKAMURA Hitoshi, UMEDA Mari, DOI Kouki
Research collaborators: SAITO Yumiko, KUBOYAMA Shigeki, YOKOO Shun, UEKIDA Jun
Outline:

The objective of this study is to prepare guidelines (draft) for the use of digital textbooks and teaching materials, which play a key role in using ICT, an important tool for children with disabilities to access education and, concurrently, to gather basic information necessary to improve education using ICT. The study consists of two parts that are conducted in parallel: a study on digital textbooks and teaching materials for which guidelines should be developed at an earliest possible time and the other study on the use of ICT other than digital textbooks and teaching materials. Details are as follows:

● A study on digital textbooks and teaching materials

A survey on examples of leading-edge efforts in foreign countries, a questionnaire survey in Japan, and discussion with those involved will be conducted, based on which guidelines (draft) for digital textbooks and teaching materials designed for use by children with disabilities will be prepared.

● A study on the use of ICT

Onsite surveys at leading-edge schools and research and discussion with researchers from schools, universities, and other educational institutions will be conducted to gather information on the details and methods of educational use of ICT for students with different disabilities, improvement of instructions using ICT, and improvement in the expertise in special needs education using ICT. Gathered information will be analyzed to prepare basic materials.

The final products of this study will be as follows:

(1) Guidelines for digital textbooks (draft)
(2) Basic materials on the details and methods of educational use of ICT in special needs education, improvement of instructions, and improvement in the expertise in special needs education

Among the final products, (1) Guidelines for digital textbooks (draft) will be provided to organizations involved in the development of textbooks and teaching materials.

Specialized Research B (FY 2011)

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

Research unit: Visual Impairments Unit
Principal researcher: TANAKA Yoshihiro
Co-researchers: OOUCHI Susumu, SAWADA Mayumi, KANEKO Takeshi, DOI Kouki
Outline:

The Visual Impairment Education Unit conducted the following two fact-finding surveys in FY 2010 as part of the “Study on Educational Guidance and Support for Children with Visual Impairment Enrolled in Primary and Lower Secondary Schools”: a survey at schools for special needs education providing education to children with visual impairment of their role as a local resource center, and the other conducted on site at primary and lower secondary schools on the actual situation of educational guidance provided to children with visual impairment.

Based on the current situation and issues that need to be addressed identified in these surveys, the following activities will be conducted:

(1) Ideas will be proposed on specific methods for schools providing special needs education to children with visual impairment to effectively play their role as a local resource center so that educational guidance and support can be effectively provided to children with visual impairment at primary and lower secondary schools.
(2) Specific details of (rational) consideration to children with visual impairment at primary and lower secondary schools and other relevant issues will be proposed. In addition, information on specific tools and other means that are effective in providing educational guidance and support on accessibility using computer and other technologies will be introduced.

With regard to the effort (1) above, survey visits will be made to schools for special needs education (visual impairment) that make characteristic efforts in order to find out what in-school system they have and how they cooperate with other organizations and identify factors for their success. It is expected that other schools for special needs education (visual impairment) in Japan can improve their role as a local resource center by following suit of successful examples. With regard to (2) above, survey visits will be made to primary and lower secondary schools where children with visual impairment are enrolled in order to understand the actual situation of educational guidance and support they provide and, at the same time, propose measures to address issues identifiied in the fact-finding surveys after making adjustments in terms of teaching systems, teaching contents and methods, and other relevant factors. In addition, the effectiveness of tools that are considered effective in providing educational guidance and support will be verified by actual use (on a trial basis). Such practical efforts will help clarify specific issues relating to rational consideration paid to children with visual impairment and good practices will serve as model cases showing how educational guidance and support should be.

Specialized Research B (FY 2010-2011)

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

Research unit: Deaf and Hard of Hearing Unit
Principal researcher: HARADA Kimihito
Co-researcher: ODA Yoshiaki
Research collaborator: FUJIMOTO Hiroto
Research trainee: TSUBOTA Ryoichi (Hyogo Prefectural Himeji School for Students with Special Hearing Needs)
Outline:

NISE has conducted research on the use of sign language and classes at schools for special needs education (hearing impairment) and their evaluation. The research findings have suggested that, as problems in children and communication means have become diversified and, in particular, early detection systems have become increasingly sophisticated and the number of children with cochlear implants has increased, educational support to children with mild to moderate hearing impairment, including those enrolled at schools for special needs education, has been regarded more important than ever. This study will examine guidance and support for these children as well as for their guardians.

Specifically, a survey will be conducted on the educational support provided for children with mild to moderate hearing impairment, their guardians, and others to comprehend the current situations and issues. In addition, regarding the guidance and support for children with hearing aids or cochlear implants, the study will collect examples provided by schools for special needs education, regular elementary and lower secondary schools, and medical facilities. Then, these examples will be examined, collaborating with the survey mentioned above, based on the learning programs for children with hearing impairment such as the improvement of communication skill and academic achievement, the language ability, and psychological issues including self-understanding. Desirable guidance and support will be summarized in a report.

This study will clarify the educational supports for children with mild to moderate hearing impairment, their guardians, and teachers in terms of counseling for infants, based on the progress of early detection of hearing problems and the early intervention for children with hearing impairment. The study will also determine the effective teaching methods, using sense of hearing and related issues. Additionally, the study will clarify and report on more detailed educational support in terms of psychological aspects and social participation of children with mild to moderate hearing impairment whose language development is not over-delayed. Therefore, the study will help develop the ideal guidance and support for teachers and guardians.

Specialized Research B (FY 2010-2011)

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 unit: Speech and Language Disorders Unit
Principal researcher: MAKINO Yasumi
Co-researchers: MATSUMURA Kanyu, KUBOYAMA Shigeki,KOBAYASHI Michiyo
Research trainee: MIKI Nobuko (Kodaira Daini Elementary School, Kodaira City, Tokyo)
Outline:

Regarding guidance and support based on the characteristics of speech and language disorders such as articulation disorders and stuttering, research and development on the contents of education and teaching methods have focused on individualized measures taken as part of special needs services in resource rooms such as teaching methods for improving speech symptoms and support for awareness and acceptance of speech and language disorders. The aspects to be considered by those involved with children with speech and language disorders who spend long hours in regular classes have been pointed out. However, neither possible methods of providing guidance and support in regular classes nor matters to consider in overall school life based on the characteristics of the disabilities have been fully examined or systematized.

Based on findings in previous research, this study will systematically summarize innovative forms of guidance and support, as well as matters to consider, in various scenes of daily life such as classes, breaks, and after-school hours according to the characteristics of the disorders. The study will also examine suitable instructions and teaching methods in regular classes to improve the language ability of children with speech and language disorders in regular classes.

The study results will be compiled in a report to assist educational practice. The report will include guidance, support, and matters to consider for children with speech and language disorders that can be utilized by classroom teachers in regular education, support for regular classes to be provided by teachers in charge of special needs services in resource rooms, and the appropriate way to collaborate between both groups of teachers.

This study will improve the quality of teachers in charge of special needs services in resource rooms and classroom teachers in regular education. It will also help improve the way of learning and living of children with speech and language disorders enrolled in regular classes.

Specialized Research B (FY 2010-2011)

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

Research unit: Intellectual Disabilities Unit
Principal researcher: INOUE Masashi
Co-researchers: INOKO Hidetaro, KUDO Takeshi, OZAWA Michimasa, KIKUCHI Kazufumi, WAKUI Megumi, OSAKI Hirofumi
Outline:

NISE conducted "Research Concerning Current Increase of Students Enrolled in Schools for Special Needs Education Educating Children with Intellectual Disabilities and the Corresponding Educational Response to This Situation" in FY 2009. The recent increase of students enrolled in schools for special needs education (for intellectual disabilities) is an urgent issue for many schools and municipalities. In particular, upper secondary departments are facing a substantial increase, particularly in the number and proportion of children with mild intellectual disabilities, according to a research. The research also revealed that there were students with mild intellectual disabilities who enter upper secondary departments of special needs schools after graduating from regular classes of lower secondary schools, although the number of such students was small. In view of this situation, it is necessary to consider educational measures for children with mild intellectual disabilities in order to encourage their social and vocational independence after graduation.

Based on these results, this study will examine the curriculum for children with mild intellectual disabilities enrolled in upper secondary departments of special needs schools for intellectual disabilities, considering the background and situation of the increase in the number of students at upper secondary departments of special needs schools for intellectual disabilities, probable causes of the increase, and career education. The study will also examine measures to improve special needs education at upper secondary schools.

Specifically, the study will examine and summarize curriculum development, specific teaching systems, teaching contents of each subject, contents of instruction combining learning areas and subjects, required expertise, ideal states of collaboration and interface with lower secondary schools, and efforts for social and vocational independence, through surveys and model practices at institutions assisting this research project, in cooperation with National Association of Principals of Schools for Special Needs Education.

The study will classify curricula for children with mild intellectual disabilities based on the characteristics of schools and communities and present models and relevant specialized measures, through surveys and practical examples at cooperating institutions, thus contributing to curriculum development suitable at each school. The findings in the study will be compiled into a report in which we will include the details of the current state, background, and issues to be resolved, so that the report can be useful for special needs schools as well as persons in charge of special needs education at upper secondary schools. This can also help to improve the system of special needs education at upper secondary schools.

Specialized Research B (FY 2010-2011)

Study on Subject Teaching for Students with Physical/Motor Disabilities Considering the Characteristics of the Disabilities -To develop the ability to express-

Research unit: Physical/Motor Disabilities Unit
Principal researcher: NAGANUMA Toshio
Co-researchers: TOKUNAGA Akio, KANAMORI Katsuhiro, SAITO Yumiko, SASAMOTO Ken
Research trainee: ODA Toru (Hokkaido Prefectural Asahikawa School for Handicapped)
Outline:

The National Curriculum Guidelines for Schools for Special Needs Education revised in 2009 indicate that, in order to develop “zest for living,” it is important to improve language activities and develop abilities to think, judge and express and, particularly in children with physical and motor disabilities, the ability to express. In the teaching of children with physical and motor disabilities, special consideration and ingenuity are needed for each subject, taking into account the lack of experience due to their disabilities and learning diffi culties attributable to the characteristics of each disability. It has become, however, increasingly difficult to pass knowledge and skills for teaching on to successors at schools for special needs education for those with physical and motor disabilities where students tend to have severe and multiple disabilities. The number of students enrolled in classes for children with physical/motor disabilities at regular elementary and lower secondary schools has doubled over the past 10 years, and yet the conditions of subject teaching in these classes since the special needs education system was introduced are not fully understood.

Therefore, this study will collect, organize, and accumulate information and data on teaching methods, educational materials, considerations, and innovations in order to develop the ability of children with physical/motor disabilities to express in subject teaching. The study will identify the conditions of schools and classes for special needs education, and propose appropriate teaching based on the needs of individual children. More specifically, our efforts will be focused on understanding the current situation on how subjects for developing children’s ability to express themselves are taught and relevant issues that need to be addressed, based on which we will propose a way to incorporate teaching expertise (teaching methods, teaching materials, special

consideration, ingenuity) that is regarded effective to develop the ability to express into practical teaching settings. Our study will also focus on understanding the current situation on how subjects are taught at classes for special needs education for those with physical and motor disabilities in regular elementary and lower secondary schools and issues that need to be addressed, based on which information on effective innovative examples and issues that need to be addressed will be organized.

A report for teachers will summarize the result and distributed to related organizations across the country. This study will contribute to subject teaching based on the specialized support required for teaching children with physical/motor disabilities, whether such children study at a school for special needs education or a regular elementary or lower secondary school.

Specialized Research B (FY 2010-2011)

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

Research unit: Health Impairments Unit
Principal researcher: NISHIMAKI Kengo
Co-researchers: TAKIGAWA Kuniyoshi, UEKIDA Jun
Outline:

The role of schools for special needs education (for health impairments) as a resource center is considered to become more important in the future in providing educational support to sick children (including about 40,000 students on long-term sickness absence according to the School Basic Survey) enrolled in schools for special needs education (for health impairments), classes for special needs education for students with health impairments and physical weakness in regular elementary and lower secondary schools, and regular classes in regular elementary and lower secondary schools. The joint survey on schools for children with health impairments conducted in FY 2008 by NISE and the National Association for Education and Research concerning Children with Health Impairments and Physical Weakness shows that the number of classes for special needs education for students with health impairments and physical weakness in regular elementary and lower secondary schools has been rapidly increasing since FY 2006. It has become imminent to improve the expertise of teachers in charge of classes for students with health impairments.

Through research activities in the past, we have established a cooperative system with the National Association of Principals of Schools for Special Needs Education for Children with Health Impairments (hereinafter referred to simply as "the National Association of Principals") and the National Association for Education and Research concerning Children with Health Impairments and Physical Weakness (hereinafter referred to as the "NAER"). Since FY 2007, the Health Impaired Education Unit of NISE has played a certain role in conducting disease surveys and surveys on schools for children with health impairments.

This study aims to further promote establishment of a network of schools for special needs education for students with health impairments in each region based on the cooperative system with the National Association of Principals and the NAER. Items to be studied are the formation of a network using ICT to provide information on health impaired education, the gathering of relevant information, and the dissemination of gathered information. During this research plan period, 1) our focus will be on understanding the actual situation of education for students with emotional disorders, including psychiatric disorders, which was described for the first time in the National Curriculum Guidelines for Schools for Special Needs Education (2009) and relevant issues that need to be addressed. It is also planned to establish a format for the "case presentation and description method," which will help share information among teaching staff in charge of health impaired education.

2) One of the roles of schools for special needs education (for health impairments), as a resource center, is to disseminate information on educational support to sick children via the Internet, for which teaching staff in charge of health impaired education is responsible. To achieve this function, we will establish a system to provide information on methods for storing information on examples of teaching of sick children and curriculum plans for different disciplines and subjects and information on educational support by disease.

Specialized Research B (FY 2010-2011)

Empirical Study on Curriculum Development Based on " Curriculum Assessment" (tentative title) of Students with Autism in Classes for Special Needs Education【Key Research】

Research unit: Autism Unit
Principal researcher: HIROSE Yumiko
Co-researchers: OZAWA Michimasa, INOUE Masashi, SASAMORI Hiroki, OSHIRO Masayuki, KIKUCHI Kazufumi, INOKO Hidetaro, YANAGISAWA Akiko
Outline:

The conditions of students with autism in classes for special needs education are diverse: students with varying disabilities and grades are studying in the same classes, which makes it difficult to develop curricula according to the characteristics of autism.

The previous FY 2008-2009 study conducted a survey of autism education in classes for children with intellectual disabilities and a survey of autism education in classes for special needs education at cooperating schools. Practical research was also conducted on curriculum development of classes for special needs education and ideal states of teaching contents and methodology with emphasis on promoting independence. Based on the results of these surveys and research, four types of "curriculum development plans" were summarized and tentatively proposed for students with autism enrolled in classes for special needs education.

This study will examine autism education in classes for special needs education for autism and emotional disturbance. It is because students with autism who are in classes for special needs education belong to the tentatively proposed Type A (standard intellectual development) or Type B (mild delay of intellectual development) according to the school attendance criteria and students with autism account for more than half of students enrolled in the classes for special needs education for autism and emotional disturbance. Specifically, the study will attempt to produce curriculum assessment sheet (tentative name) for students with autism who fall under Type A or B in classes for special needs education for autism and emotional disturbance, as well as examine subject teaching using characteristics of the disabilities and activities to promote independence based on case studies of students with autism enrolled in classes for special needs education for autism and emotional disturbance.

This study will help improve curriculum development and practical teaching for those students.

Specialized Research B (FY 2010-2011)

Study on Relationship between Developmental Disabilities and Emotional Disturbance and Educational Support -Focusing on measures to prevent secondary disabilities-

Research unit: Developmental Disabilities and Emotional Disturbances Unit
Principal researcher: SASAMORI Hiroki
Co-researchers: HIROSE Yumiko, UEKIDA Jun, OSHIRO Masayuki, ITO Yumi, UMEDA Mari
Research collaborators: TAKIGAWA Kuniyoshi, NISHIMAKI Kengo
Outline:

Children with developmental disabilities often have difficulty adapting to group living at schools due to the characteristics of their disabilities. Accumulated experience of errors and failures in learning, behavior, and interpersonal relationships, as well as repeated inappropriate treatment such as coercion, will lead to further difficulty in adjustment. It is believed that many of the adjustment problems of children with developmental disabilities in their school life are the result of secondary disabilities due to lack of appropriate measures. Educational measures for children with psychogenic emotional disturbances such as mutism and nervous habits have not been systematically organized. According to some studies, children with emotional disturbances such as mutism account for a large proportion of children with developmental disabilities.

The objective of the study is to identify the current situation and issues concerning secondary disabilities and make proposals to educational facilities on how educational support with emphasis on prevention should be. Other issues to be studied will include the current situation of education based on relevant literature and previous studies, including medical diagnosis and assessment, how support should be given to children with psychogenic emotional disturbances such as mutism, and the relationships between developmental disabilities and emotional disturbances.

This study will help to resolve the urgent issue of support for children with developmental disabilities or emotional disturbances which is diffi cult to resolve at schools.

Specialized Research B (FY 2010-2011)

Practical Study on Support in School Education for Children with Developmental Disabilities -Continuity of support from early childhood education through upper secondary school education- 【Key Research】

Research unit: Developmental Disabilities and Emotional Disturbances Unit

Principal researcher: SASAMORI Hiroki

Co-researchers: TSUGE Masayoshi, KOMATSU Yukie, KUBOYAMA Shigeki, HIROSE Yumiko, TAMAKI Munehisa, WAKUI Megumi, KOBAYASHI Michiyo, OSHIRO Masayuki, KAIZU Akiko, ITO Yumi, UMEDA Mari

Research trainees: KUMATANI Ken (Aomori Prefectural Hachinohe Daini Special Needs Education School), KOBAYASHI Naoki (Saitama Prefectural Kasukabe Special Needs Education School), YAMAGUCHI Shinichiro (Saitama Prefectural Tokorozawa Ozora Special Needs Education School)

Outline:

One characteristic of developmental disabilities is that the basic symptoms last throughout life. The states change with age, from infancy to adulthood through elementary school age, early adolescence, and adolescence. The school education environment varies from early childhood education to tertiary education, with substantial differences in required adaptability. Therefore, educational support needs to be provided with a long-term longitudinal vision according to age and development phase to ensure continuity of support.

The objective of the study is to provide educational facilities with a model of support that should be provided to children with developmental disabilities in regular classes, from a long-term and longitudinal perspective, mainly in the compulsory education phase, from elementary through lower secondary schools. In developing a model, focus will be on educational support according to the needs of each life stage and the continuity of support.

In providing support to children with developmental disabilities in regular classes, it is important to take into account support both to the entire class and to individual students. It is also important to improve lessons in the classroom and the management of the class. In this context, assessment of individual students and development and implementation of a teaching plan that meets their individual needs will be necessary. With all these factors taken into account and with emphasis on educational effects and the continuity of support, we will discuss eff ective models that could be developed into specific support activities according to age and developmental stage.

The results of this study will contribute to resolve issues such as long-term longitudinal educational support for children with developmental disabilities from an earlier stage of life.

Specialized Research D (FY 2011)

Practical Study Aimed to Improve the Level of Support Provided for Special Needs Services in Resource Rooms for Children with Developmental Disabilities -Toward preparing“ Basic Management Manual for Special Needs Services in Resource Rooms for Children with Developmental Disabilities（draft）”-

Principal researcher: OSHIRO Masayuki

Research collaborator: SASAMORI Hiroki

Outline:

According to an ordinance pertinent to partial revision to the Enforcement Regulations for the School Education Law in April 2006, autism and emotional disabilities were classifi ed as two different disorders, and children with LD and ADHD were newly included in students receiving education in a resource room. There have recently been occasional studies on the role of a “resource room” as a resource for schools in providing educational support to children particularly with developmental disabilities such as LD, ADHD, and autism. However, no sufficient evidence has yet been established on how teaching provided in a resource room to students who are enrolled in a regular class and receive lessons in a resource room on a regular basis is effectively reflected in teaching in a regular class. Lessons provided in a resource room should have continuity with those in a regular class and well-coordinated cooperation between teaching staff is required, for which the right expertise of teachers and the right management of resource rooms and regular classes are prerequisites.

In this context, the objective of this study is to prepare a basic operation manual draft for resource rooms for students with developmental disabilities based on information on the current efforts that take into account the collaboration and the continuity between a resource room for students with developmental disabilities and regular classes, the current situation of classroom management, and relevant issues that need to be addressed. In addition, information on specific examples of efforts that have been made, including development of activities to promote independence and teaching methods for each subject, selection of teaching materials and tools, methods for collaboration, and specific measures to ensure the continuity between a resource room and regular classes, will also be gathered and organized to be incorporated into the manual.

Collaborative Research (FY 2011-2012)

Developmental Study on Handwriting Evaluation System that Takes into Account the Characteristics of Children with Low Vision

Principal researcher: OOUCHI Susumu
Collaborative organization: Tokyo Polytechnic University
Outline:

Major problems facing students with low vision who still can use their sense of vision are diffi culty in visually perceiving two-dimensional patterns, including Chinese characters and graphics, and difficulty in correctly writing these patterns based on their visual perception. To address these problems, various teaching methods have been developed. In writing Chinese characters, many students have difficulty in writing them in a well-balanced manner. Teachers therefore place emphasis on teaching how to write well-balanced Chinese characters. Such writing problems may be caused by their difficulty in visually perceiving lines and shapes. However, there are also students who can write well-balanced and legible characters. This indicates that difficulty in writing two-dimensional patterns and characters in a well-balanced manner may not only be due to difficulty in seeing clearly but also due to experience of writing without paying sufficient attention to details and overall balance. In this study, we will develop an objective evaluation system to help raise the awareness of such problems in students with low vision themselves.

In our joint research for FY2009-FY2010 with Tokyo Polytechnic University, we developed an evaluation system using ICT for figure tracing by blind children, which allows objective evaluation of figure tracing by children with visual impairments and can be used easily at schools for special needs education for visually impaired students. In this study, by applying the method used for the system to evaluate the figure tracing ability of blind children, we will develop a system to objectively evaluate the size and shape of characters and two-dimensional patterns handwritten by children with low vision. The developed system will be used on a trial basis to verify the usefulness of the system in improving children's handwriting skills for legible characters.

It is expected that the system to be developed will allow teachers to evaluate characters and two-dimensional patterns handwritten by students with low vision more objectively than conventional systems and will help these students learn how to write characters and patterns legibly.

Collaborative Research (FY 2011-2012)

Development of Accessible Design Instructional Materials Using Braille Transliteration Techniques and Tactile Drawing Techniques Concurrently Used with Handwriting for Children and Adults with Visual Impairment

Principal researcher: DOI Kouki
Collaborative organization: Waseda University
Co-researchers: KANAMORI Katsuhiro, TANAKA Yoshihiro
Research collaborators: NAKAMURA Hitoshi, OOUCHI Susumu, KANEKO Takeshi, SAWADA Mayumi
Outline:

Braille characters, which can be read by touch, and tactile graphics, which serve as a tool to help understand spatial information and illustrations, are used by both children and adults with visual impairments. However, it takes many years to learn Braille and many hours to understand one tactile graphic. For this reason, it is necessary to improve the learning environment for those who read Braille and tactile graphics themselves, and to develop instructional materials containing a system to assist tactile reading. This means that teachers teaching Braille and students learning Braille at schools and Braille classes need new Braille learning materials. Instructional materials such as tactile graphics that are easy to understand are also needed by teaching staffs themselves. In this context, we will develop Braille learning materials and tactile graphics instructional materials that meet the needs of teachers as well as children and adults with visual impairments. It is our hope to contribute to providing instructional materials accessible by people with or without visual impairments.

In this study, a Braille transliterator and a tactile drawing device using transparent and colorless ink that can be concurrently used with handwriting are used to make instructional materials. Systems and interfaces that convert handwritten characters, photographs, and figures into not only Braille and tactile graphics but also audible information and provide them to users will also be developed. These systems and interfaces with accessible design will be incorporated into instructional materials so that anybody with or without visual impairments can use them.

We believe that our development of instructional materials based on the accessible design concept will help promote adoption of the accessible design approach in learning.

Collaborative Research (FY 2010-2011)

Practical Study on Collaboration among Related Organizations Aiming for Community Development in Supporting Children with Disabilities

Principal researcher: OZAWA Michimasa
Collaborative organizations: Yokosuka City, Kanagawa University of Human Services
Co-researchers: NISHIMAKI Kengo, KUBOYAMA Shigeki, SAITO Yumiko, UEKIDA Jun
Outline:

The legal basis of organizational cooperation among related organizations in the field of special needs education has been made clear in order to improve education for children with disabilities. The importance of developing systems within schools and establishing collaborative systems with external organizations has been increasing. One characteristic of developing systems in special needs education is that it requires collaboration among a wide range of related organizations as well as collaboration among schools and boards of education. Organizations involved in special needs education include public agencies in the fi elds of education, welfare, labor, and health, including schools, NPOs, enterprises, and social businesses. These organizations pursue their own purposes and benefi ts. In order to promote special needs education, it is necessary to adjust the benefi ts to society, communities/municipalities, and each organization. In this adjustment process, it is necessary to form values to create better communities in cooperation with other organizations and communities and to develop a mechanism to utilize postproject evaluation for subsequent measures in special needs education. It is therefore necessary to accumulate collaboration among related organizations and consolidate findings.

This study will provide a theoretical basis for local governments to develop special support systems and conduct practical research in Yokosuka City. Specifically, the study will build on previous theoretical work and practical research, collect case examples in Yokosuka City and other communities, and summarize findings on management based on participation and collaboration of related organizations through collaborative relationships between researchers and educational sites based on the theory of participatory action research.

The study will provide information on the development of special needs education systems to be achieved in cooperation with related organizations and on management in using the systems. This will promote understanding of special needs education in overall measures by local governments and will be refl ected in measures taken by local governments, thus contributing to the educational administration of local governments.

Collaborative Research (FY 2010-2011)

Practical Study on the Collection and Provision of Information on Special Needs Education of Children with Developmental Disabilities -Establishment of an information-sharing and collaboration system, and evaluation of information services-

Principal researcher: HIROSE Yumiko
Collaborative organization: Research Institute of Socially Shared Knowledge of the National Institute of Informatics
Co-researchers: UMEDA Mari, OSHIRO Masayuki, WAKUI Megumi, YANAGISAWA Akiko, KANAMORI Katsuhiro
Outline:

In the education of children with developmental disabilities, there is an urgent need to raise the skills of teachers at elementary and lower secondary schools who provide educational support for children and to improve comprehensive support for guardians, related organizations, and other persons through information services. NISE therefore established the Information Center of Education of Persons with Developmental Disabilities. This Center provides information on the education of children with developmental disabilities, results of educational research conducted by NISE, and information collected by NISE in an easily understandable manner. However, teachers wishing to quickly obtain knowledge about measures for children have diverse needs. The information off ered by NISE is insufficient for these teachers, and yet it takes time to add the results of new research.

Therefore, this study will examine and develop a system to collect, arrange, and publicize information on the education of children with developmental disabilities based on systematic collaboration with prefectures and special needs education centers using NetCommons, which is a CMS developed by the Research Institute of Socially Shared Knowledge of the National Institute of Informatics. The Information Center has already introduced NetCommons, which allows information to be exchanged through various interactive communication methods. Approximately 1,500 boards of education, education centers, and educational institutions have introduced NetCommons as of October 2007. NetCommons will make it easier to distribute research results compared with the Center's original information system by such means as organically integrating the research results of these organizations.

This will allow a great deal of appropriate information to be provided to teachers and other people involved in education for children with developmental disabilities, and will also raise the awareness of people throughout Japan.

Report on FY 2011 National Institute of Special Needs Education Seminar

FY 2011 National Institute of Special Needs Education Seminar was held at the National Olympics Memorial Youth Center for two days from January 31 (Tuesday) to February 1 (Wednesday), 2012, with the total of over 700 participants, under the theme of "What are Required in Special Needs Education --- to protect and develop children".

Starting from FY 2011, the existing Seminar I and II were integrated into one single seminar, consisting of three sessions: Session 1 taking up a wide range of topics related to special needs education; Session 2 to reporting on activities of the Institute's research groups; and Session 3 for disseminating research findings and discussion.

Session 1 on Day 1 focused on the 2011 Tohoku earthquake and tsunami, under the theme of "school responses in time of a disaster". During the first half of the session, we learned about the situation of the damage caused by the earthquake and tsunami from the keynote reports by Mr. Hiroshi Sakurada (Principal, Miyagi Prefectural Ishinomaki School for Special Needs Education) and Prof. Hiroyuki Sugai of Miyagi University of Education, followed by designated statements by Mr. Masayoshi Sasaki (Chief Supervisor for School Education and Director of Special Needs Education Division, Office of School Education, Secretariat of the Iwate Prefecture Board of Education) and Mr. Takao Koya (Principal, Fukushima Prefectural School for the Deaf). The latter half of the session was conducted in a symposium format, in which Mr. Seiji Suwa, a teacher at Hyogo Prefectural Maiko High School, and Dr. Hirokazu Yoshida of Miyagi Child and Family Mental Health Center, provided the subjects of disaster prevention education and mental healthcare, motivating the floor and panelists to have a lively discussion.

In the morning of Day 2, Mr. Yoshiyuki Chihara (Director, Division of Special Needs Education, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology) provided explanation from the administrative perspectives, followed by the Institute's research groups by types of disabilities which provided information regarding the matters to be considered in the guidance based on characteristics of disabilities. With Mr. Kimihito Harada, the Institute's Senior Chief Researcher, as the coordinator, the Senior Chief Researchers at the Institute, Mr. Yoshihiro Tanaka, Mr. Takeshi Kudo, and Mr. Katsuhiro Kanamori, talked about education for children with visual impairment, intellectual disabilities, and physical disabilities, respectively.

In the afternoon, there were poster presentations on researches and the panel exhibition for the 40th anniversary of the Institute, followed by reports on research activities in three workshops from FY 2011 key researches. In Workshop 1, entitled "Considering a good way and continuity of support at kindergartens and elementary schools", presentations were made on research overviews and cases regarding good ways and means of support for children at elementary schools and kindergartens, followed by the discussion on the "continuity of support". In Workshop 2, entitled "Japanese Language Education for Students with Autism in Classes for Special Needs Education for Students with Autism and Emotional Disabilities", presentations were made on research findings and cases in which learning assessment sheets were used in teaching, and a workshop using Japanese language learning assessment sheet was held. In Workshop 3, entitled "Practical Study on Curriculum Development based on the New National Curriculum Guidelines at Schools for Special Needs Education", there were presentations and designated discussions on the contents of researches, efforts in curriculum development that corresponds to individual educational needs of each child with intellectual disabilities, as well as reports on practice of the curriculum development that corresponds to each level of development from early childhood education through advanced courses (specialist courses) at special needs education schools (hearing impairment).

Records of the two-day seminar will be updated on the website.

Program January 31 13:00-17:00

[Session I] Schools for Supporting Students with Disabilities in Time of a Disaster

13:15-16:50

The 2011 Tohoku earthquake and tsunami redefined the way of supports for students with disabilities living in the affected areas should be provided. In this session, we will take up the cases at special needs education schools, which were used as evacuation centers, and summarize actual responses by these schools to the earthquake disaster and the lessons learned regarding the way schools should be in supporting students with disabilities.
In the first half of the session, we will have keynote reports and statements by designated speakers. In the second half, we will have a symposium where the efforts made by the Hyogo Prefecture will be introduced, to have established the only Environment and Disaster Mitigation Course in Japan at a high school level, based on the lessons learned from the Great Hanshin-Awaji earthquake. We will also take up the issue of mental health, which is necessary especially at schools in time of a disaster, to deepen the discussion about the way school should support students with disabilities in such circumstances.

Coordinator: Kengo Nishimaki (Research Director, Department of Teacher Training and Collaborative Projects)

<Keynote Report I & II> 13:15-15:00

Mr. Hiroshi Sakurada	Principal, Miyagi Prefectural Ishinomaki School for Special Needs Education
Prof. Hiroyuki Sugai	Professor, Miyagi University of Education
[Designated statement]	
Mr. Masayoshi Sasaki	Chief Supervisor for School Education and Director of Special Needs Education Division, Office of School Education, Secretariat of the Iwate Prefecture Board of Education
[Designated statement]	
Mr. Takao Koya	Principal, Fukushima Prefectural School for the Deaf

<Symposium> 15:15-16:50

Mr. Seiji Suwa	Teacher, Hyogo Prefectural Maiko High School
Dr. Hirokazu Yoshida	M.D., Miyagi Child and Family Mental Health Center
Mr. Hiroshi Sakurada	Principal, Miyagi Prefectural Ishinomaki School for Special Needs Education
Prof. Hiroyuki Sugai	Professor, Miyagi University of Education

February 1 9:30-16:00

[Explanation by administrative authorities] Current Situation and Challenges for the Administration of Special Needs Education

9:40-10:10

[Speaker] Mr. Yoshiyuki Chihara — Director, Special Needs Education Division, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology

[Session II] Guidance in Special Needs Education Corresponding to Types of Disabilities

10:10-12:10

This year's session will provide an opportunity for NISE's research groups by types of disabilities to provide information, including matters to be considered when giving guidance based on characteristics of disabilities, by introducing the basic understanding of disabilities, topics, and their research activities.

Coordinator: Mr. Kimihito Harada (Senior Chief Researcher, Department of Teacher Training and Collaborative Projects)

From the perspective of Education for Children with Visual Impairment:

Mr. Yoshihiro Tanaka (Senior Chief Researcher, Department of Counseling and Consultation for Persons with Special Needs)

From the perspective of Education for Children with Intellectual Disabilities:

Mr. Takeshi Kudo (Senior Chief Researcher, Department of Teacher Training and Collaborative Projects)

From the perspective of Education for Children with Physical Disabilities:

Mr. Katsuhiro Kanamori (Senior Chief Researcher, Department of Education Information)

Poster Presentations

12:45-13:45

Researchers will report the findings of the Institute's research topics using posters, which were completed during FY 2010 (Specialized Research A & B, Collaborative Research). Panel photo exhibition is also being planned to commemorate the 40th anniversary of the Institute in 2011.

[Session III] Research Presentations

14：00-16:00

Workshop 1: Considering a good way and continuity of support at kindergartens and elementary schools

From "Practical Study on Support in School Education for Children with Developmental Disabilities --- Continuity of support from early childhood education through upper secondary school education ---"

This research examines educational support to children with developmental disabilities, which corresponds to children's life stage from early childhood education through upper secondary education, as well as its continuity, with an objective to propose schools with a support model for each stage.
This workshop will focus on support provided at elementary schools and kindergartens. We will summarize the current situation and challenges regarding the uniqueness and commonality of support given at each stage of children's life and discuss the desirable way to continue support.

Research Report:	Mr. Hiroki Sasamori	(Senior Chief Researcher, Department of Policy and Planning);
	Ms. Michiyo Kobayashi	(Senior Chief Researcher, Department of Counseling and Consultation for Persons with Special Needs);
	Mr. Shigeki Kuboyama	(Chief Researcher, Department of Policy and Planning)
Practice Report:	Ms. Fumiko Higuchi	Teacher, Wako City the Fifth Elementary School;
	Ms. Kozue Ito	Principal, Toride City Fujishiro Kindergarten
Designated Discussion:	Ms. Masako Hata	Supervisor for School Education, Division of Child-Rearing, Matsue City Bureau of Health and Welfare;
	Mr. Shigeya Iino	Supervisor for School Education, Aomori Prefectural Comprehensive School Education Center

Workshop 2: Japanese Language Education for Students with Autism in Classes for Special Needs Education for Students with Autism and Emotional Disabilities

From "Practical Research on Curriculum Development based on "Curriculum Assessment" (Tentative Title) of Students with Autism in Classes for Special Needs Education"

The focus of this research is to see how teachers of the classes for students with autism and emotional disabilities develop the curriculum for the Japanese language learning, based on their understanding of the current learning level of students with autism in the Japanese language learning (using the Japanese Language Curriculum Assessment Sheet).
In this workshop, the participating teachers will be asked (1) to participate in a simple workshop to check the Japanese Language Curriculum Assessment Sheet; and (2) the teachers will have an opportunity to learn the essence of the curriculum development from the case reports made by the teachers of the special needs education class for students with autism and emotional disorders at elementary and secondary schools which collaborate in the research, where the results of the curriculum assessment were utilized in the Japanese language class, bearing in mind the performance of the students with autism in their class.

Research Report:	Ms. Yumiko Hirose	(Senior Chief Researcher and the Director of the Information Center of Education for the Persons with Developmental Disabilities, Department of Education Information);
	Mr. Michimasa Ozawa	(Chief Researcher, Department of Educational Support)
Practice Report:	Ms. Naoko Fujita	Teacher, Toride City Togashira Nishi Elementary School;
	Ms. Shinobu Fukazawa	Teacher, Isehara City Nakazawa Secondary School
Designated Discussion:	Mr. Kenji Ishizuka	Research Officer for Special Needs Education, Special Needs Education Division, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology

Workshop 3: Practical Study on Curriculum Development based on the New National Curriculum Guidelines at Schools for Special Needs Education

This research examines the curriculum development which corresponds to the individual needs of young children and students at special needs schools under the new national curriculum guidelines.
In this workshop, we will clarify the current situation and challenges for the curriculum development and consider the ideal way to develop the curriculum, through the presentation of the questionnaire results conducted at approximately 1,000 special needs schools nationwide and through reports on practice by the two of the schools collaborating in the research.

Research Report:	Mr. Masayoshi Tsuge	(Research Director and Director of Information Center of Education for the Persons with Developmental Disabilities, Department of Education Information);
	Mr. Kimihito Harada	(Senior Chief Researcher, Department of Teacher Training and Collaborative Projects);
	Mr. Toshio Naganuma	(Senior Chief Researcher, Department of Policy and Planning)
Practice Report:	Ms. Katsuko Omori	Teacher, Ibaraki Prefecture Kyowa School for Disabled Children;
	Mr. Takahiro Kono	Teacher, Chiba Prefectural School for the Deaf
Designated Discussion:	Mr. Takeshi Chikurinji	Associate Professor, Hiroshima University

Other Topics

Report on World Autism Awareness Day 2011 in Yokosuka (April 16, 2011)

World Autism Awareness Day 2011 in Yokosuka was held under the theme of "Let's learn about the world of autism", with the objectives to promote awareness of general public on autism and to deepen our understanding on how to treat persons with autism at the time of disasters.

In order to promote understanding and awareness in the community, this year's event was hosted by the National Institute for Special Needs Education and Special Needs Education School for Children with Autism, University of Tsukuba, with the cooperation of the PTA of University of Tsukuba's Special Needs Education School for Children with Autism, and "Tampopo no kai", which is the association of parents of children and persons with autism in Yokosuka Area. Total of 221 people participated in the event, and many families participated with their children. According to the questionnaire results, 96% of those surveyed said the event deepened their understanding of autism, and 93% said they wanted to know more about autism.

The video of the event days will be available for viewing in mid-May on the Institute's special website.

Let us work together beyond April 2, the World Autism Awareness Day, to create a society where people with and without autism accept and respect each other to coexist, through activities to disseminate knowledge about autism around the world and deepen people's understanding on the issue.

◇Official website of the Japanese Executive Committee for World Autism Awareness Day
→http://www.worldautismawarenessday.jp/

◇Our institute's special website for World Autism Awareness Day
→http://www.nise.go.jp/waad/index.html

Distribution of "Handbook for Teachers who Support Children after the Earthquake Disaster -with a focus on treatment of children with developmental disabilities-"

At the Institute, we made a handbook to support teachers dealing with children in the areas affected by the earthquake and tsunami. This handbook summarizes basic responses to be kept in mind when teachers deal with children at school after a disaster and how to deal with children with developmental disabilities.

This handbook will be distributed to the Boards of Education of prefectures and ordinance-designated major cities, as well as to schools in the affected areas which submit a request to receive them. The handbook can also be downloaded from our website and printed as necessary.

◇For more details
→http://www.nise.go.jp/cms/6,3758,53.html

Report on the World Autism Awareness Day 2011 Symposium (June 18, 2011)

World Autism Awareness Day 2011, which was scheduled on April 2, was postponed due to the impact of the Tohoku Earthquake and Tsunami and held on June 18 at Nadao Hall. The theme was also changed into "Disaster and Autism -support each other and live together-".

Despite rainy weather, approximately 400 people participated in the event. We listened to the reports on the situation of children and persons with autism and their families in the areas affected by the Tohoku earthquake and tsunami, as well as reports from medical and welfare organizations, NPOs, and parents associations which actually provided support in the affected areas, followed by a discussion in which proposals for responses in time of a disaster were made. The afternoon session was opened by the wonderful performance by "Ozora Strings" which included persons with autism who rushed to attend the event from Sendai City. During the intervals, the persons with autism shared their episodes from the earthquake disaster, and the participants were strongly moved by their stories. We strongly believe that we will be able to move closer to the building of a society where people with and without autism accept and respect each other to coexist, through these activities to disseminate knowledge about autism around the world and deepen people's understanding on the issue.

The video from the event will be available for viewing on the official website as soon as it is available.

◇Official website of the Japanese Executive Committee for World Autism Awareness Day
→http://www.worldautismawarenessday.jp/

* National Institute for Special Needs Education is part of the Japanese Executive Committee for World Autism Awareness Day as a co-sponsor, which is the host organization of this symposium. Several staff of the Institute worked as committee members to organize the symposium.

FY 2011 Research Conference for Guidance Practice Supervisor at Special Needs Education School Dormitory was held

Research Conference on Guidance Practice Supervisor at Special Needs Education School Dormitory was held at the Institute from July 25 through July 26, 2011. This conference is held annually, with the objective to improve the expertise of dormitory supervisors or people in a position to give guidance to students and to further develop the guidance practice performed at dormitories in prefectures and cities. This year 76 dormitory supervisors and others participated in the conference from all over the country. On Day 1, there were an administrative explanation by the Special Needs Education Division of the Ministry of Education and a lecture by the staff of the Institute; on Day 2, there was a presentation of practice regarding the guidance practice performed at dormitories, followed by a lively sectional discussion by types of disabilities based on reports submitted.

FY 2011 Research Conference for Supervisors of Education for Children with Developmental Disabilities was held

Research Conference on Supervisors of Education for Children with Developmental Disabilities was held at the Institute from August 4 through August 5, 2011. This has been held annually since 2008, with the objective to improve the specialized knowledge and skills of teaching staff who are in a supervisorial position for the support and guidance for children with developmental disabilities and to further develop the support and guidance by municipal governments. The Institute used to rent a space in Yokohama until last year; this year, we decided to hold the event at the Institute.

From all over the country, 144 teaching staff participated in the conference, who are in a supervisorial position for the support and guidance for children and students with developmental disabilities, including teachers at kindergarten and high schools. On Day 1, there were administrative explanations and lectures regarding the current situation and challenges in relation to education for children with developmental disabilities, as well as consistent support for persons with developmental disabilities. On Day 2, participants were divided into workshops (Workshop 1: Support from the early stage and coordination with guardians; Workshop 2: Development during high school life), where they listened to the lectures by lecturers from the related organizations and participated in a small group discussion, where participants actively gave an account of their reports and exchanged information.

Research Conference for Those in Charge of Career Guidance and Vocational Training at Special Needs Education School was held

As part of the research by the Promotion Group (support for transition), a research conference was held at the Institute on August 11 (Saturday), 2012 to exchange information regarding the current situation and challenges for career guidance and vocational training, among those in charge of these issues.

The conference was started last year, making this year only the second year to hold the conference. This year, 30 teachers participated in the conference, who are in charge of career guidance and vocational training at their respective schools.

On the day of the conference, a symposium was held on the practice of career guidance and vocational training by the collaborating institutions, followed by the presentation by Mr. Isamu Sakane of the National Agriculture and Food Research Organization on “Job Assistance for Persons with Disabilities in

the Agricultural Sector". Furthermore, group discussions were held on different themes which were the keywords of this study: in-school coordination, coordination among related institutions, post-graduation support, and support for guardians (families). Teachers who participated in this research conference said that it was a good opportunity for them to discuss common challenges beyond the types of disabilities, which would be very helpful in developing future activities.

Results from the national research, which were also presented at the research conference, are already available on the following website.

FY 2011 Research Conference for Promoters of Exchange and Collaborative Learning was held

Research Conference for Promoters of Exchange and Collaborative Learning was held at the Institute from November 21 through November 22, 2011, with cooperation of the Ministry of Education, Culture, Sports, Science and Technology.

This conference is held annually to contribute to promoting exchange between students with and without disabilities and further understanding of collaborative learning in each region, through discussions among teaching staff who are in a position to promote such exchange and collaborative learning in their respective prefectures and areas.

This year 71 teaching staff participated in the conference from all over the country; where presentations such as on studies and researches, practical studies, and administrative presentations were made, followed by research discussion by workshop.

FY 2011 Research Conference for Special Needs Education Coordinator Supervisors was held

Research Conference for Special Needs Education Coordinator Supervisors was held at the Institute from November 28 through November 30, 2011.

This conference is held annually to contribute to the development of trainings and activities for regional coordinators through discussion among teaching staff who are in a supervisory position for trainings and activities for special needs education coordinators in each prefectures and areas.

This year, 78 teaching staff participated in the conference from all over the country, where lectures, presentation on related research activities and discussions based on the subjects suggested by the participants, regarding coordinator activities, and trainings, as well as efforts to support coordinators.

Policy Trends of Special Needs Education in Japan

Special Needs Education Division,
Elementary and Secondary Education Bureau,
Ministry of Education, Culture, Sports, Science and Technology (MEXT)

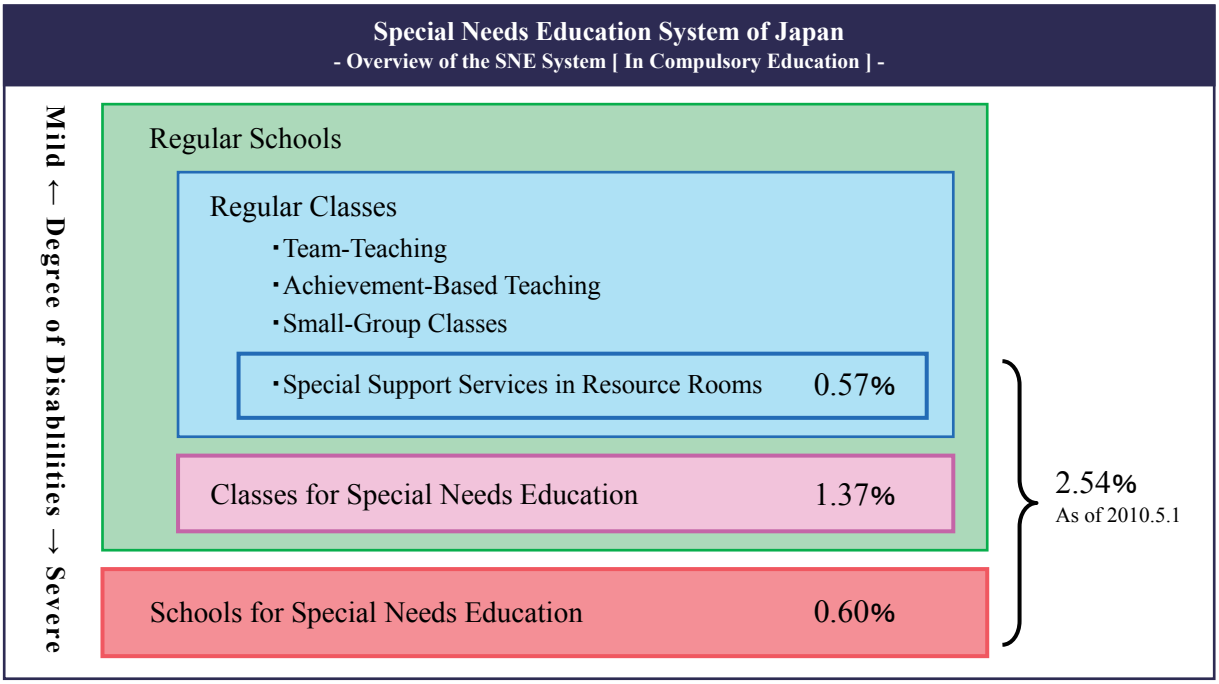
I. Introduction

In promoting special needs education in Japan, providing education, in consideration of their individual educational needs, is positioned as the most important concept which aims at the full development of their capabilities and at their independence and social participation. Based on these principles, diversified places of learning such as instruction through schools for special needs education, special needs classes in elementary and lower secondary schools and special support services in resource rooms, and instruction through regular classes are provided.

Instruction in the schools for special needs education and special needs classes is offered utilizing specially created textbooks, teaching staff, who have professional knowledge and experience, and disability-friendly facilities and equipment based on the concept of special education programs and small-class organization. Moreover, in the regular classes, instruction is offered utilizing disability-friendly instruction methods such as instruction depending on achievement-based teaching and teaching in small group instruction, and instruction through the use of special needs education support assistant.

As of May 1, 2010, the number of children enrolled in schools for special needs education was about 122,000 children, the number of children enrolled in classes for special needs education in elementary and lower secondary schools was about 145,000 children and the number of children receiving instruction through special support services in resource rooms was about 61,000 children totaling approximately 328,000 children. Of these children, the number of children, who were at the compulsory education stage, was approximately 270,000 children and this comprised 2.5% of the total number of children of about the same age.

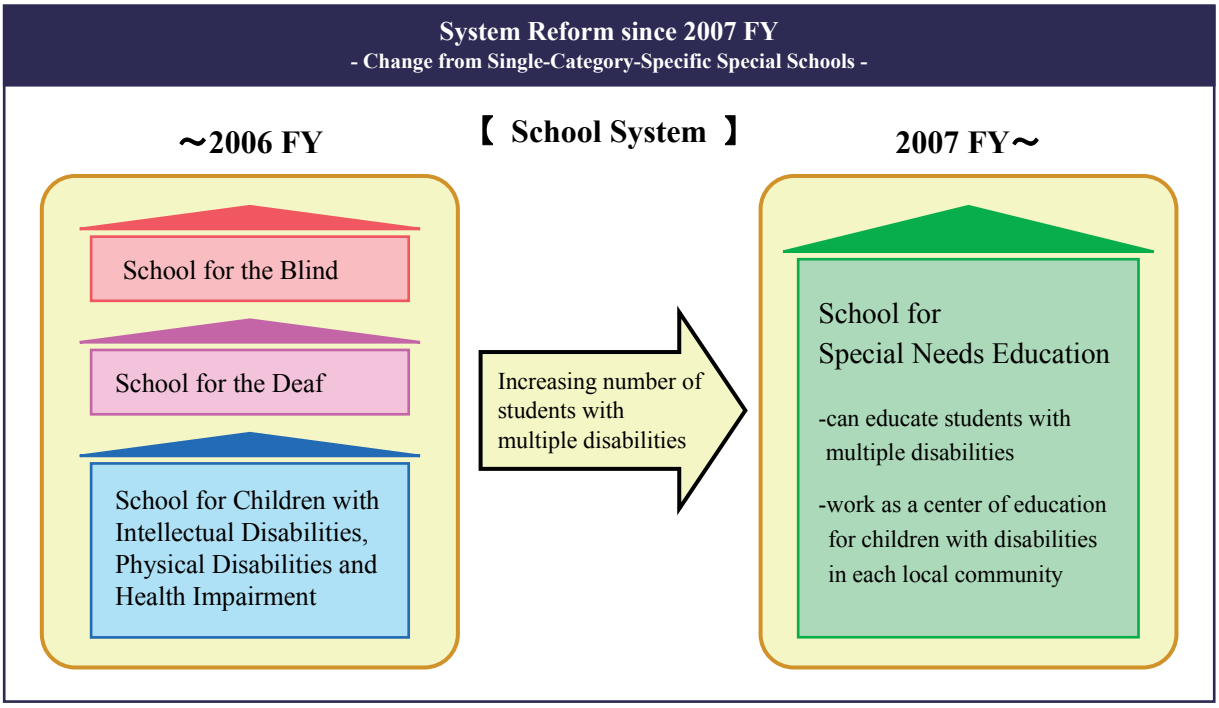
In addition, the number of children enrolled in schools for special needs education and the number of children receiving instruction through classes for special needs education in elementary and lower secondary schools or instruction through special support services in resource rooms have been increasing year by year.



II. Recent Important Measures and Trends

1. Establishment of the system of schools for special needs education

In recent years, a situation can be seen affecting children with disabilities where there is growing demand for support to handle the degree, diversification, aggravation and overlapping and diversification of disabilities as well as children with developmental disabilities such as those with learning disabilities (LD), attention deficit hyperactivity disorders (ADHD) and high-functioning autism, and for educational responses from an early stage, as well as demand for a rise in the enrollment rate to senior high school department and the diversification of career paths after graduation. Taking these circumstances into consideration, the School Education Act and other laws were revised in June 2006, through which the system of schools for the blind, deaf and for children with intellectual disability, physical disability, health impairment was converted to a system of schools for special needs education that can provide education to students with a diverse range of disabilities. In addition, the amendment requests special needs education schools, by applying the specialized knowledge and skills they have accumulated, to endeavor to advice and support primary and secondary schools where students with disabilities are enrolled in response to their requests to fulfill the role and functions as local centers for special needs education(function as resource centers). Meanwhile, a new article was added that clearly requires primary and secondary schools to develop special needs education for children with disabilities, including developmental disabilities.



2. Revision of the curriculum for special needs education

With regard to the curriculum of schools for special needs education and special needs education of elementary and lower secondary schools, a study was conducted based on the report of the Central Council for Education on January 17, 2008 and the new courses of study for schools for special needs education were made public on March 9, 2009. A revision was implemented from the two perspectives of, first, improvement based on improvement of the standards of the curricula of kindergartens, elementary schools, lower secondary schools and schools of secondary education, and second, improvement to respond to changes in society and the degree, overlap and diversification of the disabilities of the students. In addition, with regard to special needs education in upper secondary schools and other schools, a specific reference was made to offering instruction in accordance with the condition of the disabilities of the students such as creating individual instruction plans and individual special needs education plans as needed. With regard to elementary schools and elementary department of schools for special needs education, the new courses of study have been fully implemented since FY 2011.

III. This Year's Major Measures and Trends

1. Revision of the Basic Act for Persons with Disabilities

The Convention on the Rights of Persons with Disabilities was adopted by the United Nations General Assembly in December 2007 and published in May 2008. Japan signed the Convention in September 2007 but has not yet ratified it.

In December 2009, the government established the "Ministerial Board for Disability Policy Reform" composed of all of the State Ministers and headed by the Prime Minister in order to conduct intensive reform of the system pertaining to persons with disabilities commencing with the drafting of domestic legislation aimed at conclusion of the Convention on the Rights of Persons with Disabilities, and convened a "Committee for Disability Policy Reform" (hereinafter referred to as "Committee") focusing on parties with disabilities in January 2010 under the Headquarters.

The Committee compiled the Basic Direction for Promotion of the Disability Policy Reform(First Recommendations) in early

Efforts toward Ensuring "Inclusive Education System"

Revision of the Basic Law for Persons with Disabilities

History etc.

	1993	Basic Law for the Measures for Persons with Intellectual and Physical Disabilities was renamed as the Basic Law for Persons with Disabilities
4th	Jun. 2004	Promulgation and enforcement of the Law which partially amend the Basic Law for Persons with Disabilities (Article 3 of the supplementary provision of the law stipulates that the law requires review in around 5 years of its enforcement and necessary measures should be taken)
11th	Mar. 2011	Amendment to the Basic Law for Persons with Disabilities was formalized at Reform of System for People with Disabilities Division
22nd	Apr. 2011	Cabinet decision
16th	Jun. 2011	Amendment to the Basic Law for Persons with Disabilities was passed at the House of Representatives after partial revision
29th	Jul. 2011	Amendment to the Basic Law for Persons with Disabilities was passed at the House of Councilors and enacted
○5th	Aug. 2011	Promulgation and enforcement of partial amendment to the Basic Law for Persons with Disabilities (Enact the provisions related to "Disability Policy Committee" and "council and other collegial institution" within 1 year of the promulgation)

Extract of education related provision (unofficial translation)

【After amendment】 (Amended parts are shown with underline. Shaded parts are revision by the House of Representatives)	【Before amendment】
(Education)	(Education)
Article 16 The Government and the local governments shall take necessary measures to improve and enrich contents and method of education to enable persons with disabilities receive adequate education in accordance with their age, capacity, and characteristics of disability by paying consideration to educate students with disabilities and students without disabilities together as much as possible.	Article 14 The Government and the local governments shall take necessary measures to improve and enrich contents and method of education to enable persons with disabilities receive adequate education in accordance with their age, capacity, and conditions of disability.
2 The Government and the local governments shall provide sufficient information to students with disabilities and their guardians and respect their intentions as much as possible to achieve the aforementioned purpose.	2 The Government and the local governments shall promote research and improve school facilities for education of persons with disabilities.
3 The Government and the local governments shall promote mutual understanding between students with disabilities and students without disabilities through positively implementing joint activities and learning.	3 The Government and the local governments shall promote mutual understanding between students with disabilities and students without disabilities through positively implementing joint activities and learning.
4 The Government and the local governments shall promote research, secure human resources, improve their skills, supply appropriate teaching materials, improve school facilities and other environment for education of persons with disabilities.	(New provision)

June of 2010, and on receiving this, the Basic Direction for Promotion of the Reform of the System for Persons with Disabilities was approved by the Cabinet on June 29, 2010 and in the recommendations, the government was to "aim to submit a bill for the Basic Act for Persons with Disabilities to the 2011 Ordinary Session of the Diet". Subsequently, the Committee compiled the "Second Opinion for Disability Policy Reform" relating to the revision of the Basic Act for Persons with Disabilities in December 2010 making further recommendations to the government, and in light of these recommendations, the government submitted a bill on the Basic Act for Persons with Disabilities to the Diet in April 2011 which was approved by the Cabinet.

At the Diet, the government bill was passed by the House of Representatives on June 16, 2011 after partial revisions were made and was passed by the House of Councillors on July 29, 2011 leading to its enactment. The law was promulgated and partially enforced on August 5, 2011.

2. Deliberations of the Special Committee of Special Needs Education of the Subdivision on Primary and Secondary Education of the Central Council for Education

The Special Committee of Special Needs Education of the Subdivision on Primary and Secondary Education of the Central Council for Education organized the points at issue on December 24, 2010 prior to revision of the Basic Act for Persons with Disabilities. Taking such points at issue into consideration, after further improvement of the contents, deliberations are being held aimed at compilation within FY 2011.

(Reference: Outline of the points at issue presented by the Special Committee)

1) Future direction of special needs education toward establishing an inclusive education system

○ Agree to the philosophy and direction of achieving an inclusive education system.

○ Under an inclusive education system, it is important to develop a diverse and flexible system in order to be able to provide the most appropriate education that fits the individual educational needs of the moment for children in need, while pursuing the implementation of the education of children both with and without disabilities together in the same space. It is necessary to prepare "diverse places of learning" with connectivity, such as regular classes, special support services in resource rooms, classes for special needs education and schools for special needs education, in order to guarantee every child the right to learning.

○ It is desirable for both children with and without disabilities to learn together for the creation of a cohesive society. It is expected that children will be able to develop behavior to appreciate the value of individuals and to find value in respecting and cooperating with one another by learning the importance of rightly understanding, helping and supporting each other as members of a single society.

○ As the future direction toward establishing an inclusive education system, it is necessary to advance efforts steadily by clarifying the short-term and mid and-long term targets.

2) Future direction of guidance for school advice and decisions on appropriate schools

○ It is necessary to begin offering educational consultation and support for children with disabilities as early as their infancy in collaboration with medical and welfare related departments and bureaus so as to decide which school will be able to provide the support required to meet the educational needs of each child and to be able to smoothly form unity among the children and their parents or guardians, the schools and boards of education.

○ It is appropriate to change the conventional structure of sending, in principle, children with disabilities who come under the school assignment criteria to schools for special needs education, and to enable school decision-making from a comprehensive viewpoint based on the condition of the disabilities, individual educational needs and the opinions of the children, their parents or guardians, experts and others. A final school decision shall be made by the municipal boards of education after providing sufficient information to the children with disabilities and their parents or guardians. Utmost respect should be paid to the opinions of the children and their parents or guardians and, in principle, a consensus should be reached by the children and their parents or guardians, the boards of education and schools on the educational needs and required support for the children. In the future, it will be necessary to review the structure for coordination in case the opinions of the children and their parents or guardians, the boards of education and schools fail to coincide.

○ It is appropriate to continue offering educational consultation after a decision has been made on the most suitable school in order to provide proper support by allowing flexible reconsideration of the school at the time of reviewing individualized education support plans.

○ It is necessary for the municipal boards of education to develop a system to provide children with disabilities and their parents or guardians with sufficient consultation/information. The prefectural boards of education need to fulfill and strengthen their function of providing assistance in the form of professional consultations and advice.

3) Preparation of human and material resources in order to promote an inclusive education system

○ Changes in the awareness of people engaged in education, the enhancement of teaching methods, and preparation of human and material resources are needed to further enhance special needs education also targeting developmental disabilities.

○ Reasonable accommodation should be given to both soft and hard (human and material) aspects. A further review is required on the different needs for resources by the type of disability.

○ Further promotion of joint activities and learning between schools for special needs education and kindergartens, nurseries and qualified comprehensive facilities for early child care and education, elementary schools, lower secondary schools, upper secondary schools etc. and increased efforts such as allowing additional school registration at an elementary/lower secondary school in the residential area of the child.

○ Greater use of the function of schools for special needs education as local centers for special needs education.

4) Measures to secure teachers and improve their expertise

○ It is necessary to review the future direction of teacher training at universities, the structure of in-service teacher training including training for management positions, the recruitment and deployment of personnel as specific measures to secure teachers and to improve their expertise for the establishment of an inclusive education system.

In addition, under the same Special Committee, a working group to consider the preparation of an environment for practical accommodation was established in May 2011, through which consideration is being given to the classification of disabilities (blind, deaf, health impairment, physical disabilities, intellectual disabilities, developmental disorders, etc.), issues common to these disabilities and practical accommodation, and the Special Committee on Ways of Providing Special Needs Education aims to compile its results within 2011.

IV. Responding to Challenges

1. Development of a support system in schools

MEXT is implementing the Special Needs Education General Development Tasks targeting all prefectures in order to enhance the support system in schools for students with disabilities, including those with developmental disorders.

In this project, measures are being taken to reinforce a support system in schools and the community such as the organization of a school committee within the school, establishment of a multi-disciplinary team, allocation of special needs education coordinator, implementation of advice by visiting experts, establishment of a special support coordination council in order to link schools with welfare, health and labor organizations, individualized education support plans and implementation of support for elementary schools and lower secondary schools through special needs schools.

2. Support project for developmental disabilities

MEXT has designated areas and has developed a system to provide consistent support from early childhood through to adulthood for children with disabilities, including those with developmental disorders, in the Special Needs Education General Development Tasks, and designating upper secondary schools, has been implementing practical research relating to the development of support methods for current students with developmental disorders and effective strategies for coordinating with related organizations. In 2010, 25 public and private upper secondary schools were designated as model schools. Information is being widely distributed nationwide through the MEXT website on the results of the efforts being made by the model schools so as to provide reference material for schools and prefectural boards of education so as to be able to provide appropriate support.

3. Allocation of special needs education support assistant

In light of the fact that the certified enrolled students provided for in Article 5 of the Order for Enforcement of the School Education Act and that students with a variety of disabilities, including those with developmental disorders, are enrolled in elementary and lower secondary schools, the expenses relating to the allocation of “special needs education support assistant” who will offer support in terms of school life and support in terms of learning activities in schools to children with disabilities, have been earmarked in the local public financial measures since FY 2007. From FY 2009, considering the importance of early detection and early assistance for developmental disorders, local public financial measures have been extended to cover public kindergartens. MEXT is providing information such as distributing a brochure compiling such reference material as examples of utilization of support assistant to the boards of education and has

been promoting allocation.

Making full use of these local public financial measures, the number of support assistant nationwide has been increasing (across the country: approx. 4,300 assistant to public kindergartens and approx. 34,000 assistant to public elementary and lower secondary schools were allocated as of May 1, 2010).

4. Financial schooling support

A system to encourage special needs education is being implemented in order to support the school attendance of children with disabilities and others pursuant to the Act on Encouragement for children's Attendance at Schools for Special Needs Education.

This system is intended to ensure opportunities for education for students with disabilities. In consideration of special circumstances relating to school attendance such as schools for special needs education and elementary and lower secondary special needs classes, for the purpose of alleviating the economic burden on parents and relating to the school attendance of the students, depending on the extent of the parents' ability to pay costs, the national government or local governments assume all or part of the expenses necessary for school attendance such as school fees, expenses to purchase textbooks and dormitory fees.

5. Job assistance in tandem with relevant organizations

In recent years, of the graduates of upper secondary courses of schools for special needs education, the percentage of graduates who become residents of welfare facilities has reached 60% and the percentage of those entering employment has remained at about 20%, and job independence is continuing to prove extremely difficult. One of the reasons for this is that the number of students enrolled in senior high school department owing to the development of the senior high school department of schools for special needs education and the number of students categorized as visitors for such education with severe or overlapping disabilities have increased but the percentage of persons entering employment has remained unchanged.

In June 2010, in cooperation with the Ministry of Health, Labour and Welfare, MEXT issued a document to each prefectural board of education, etc., and has been facilitating effective measures to support the employment of students with disabilities such as by proactively utilizing various strategies in labor organizations such as job assistance seminars for schools for special needs education. In addition, MEXT has been working on research relating to the improvement of vocational education through collaboration between the schools for special needs education and relevant organizations.

6. Enhancement of joint activities and learning

Having children with disabilities share activities with children without disabilities and members of the local community is not only significant in terms of fostering the sociality and rich humanity of all children, but is also a valuable opportunity for members of the local community to deepen their understanding and recognition of children with disabilities.

Therefore, MEXT has traditionally provided for the establishment of opportunities in the courses of study for those persons with disabilities and those persons without to share activities, and initiatives are underway in each school. In addition, in light of the Basic Act for Persons with Disabilities, the new courses of study clearly prescribe the provision of opportunities for interaction and collaborative learning between those with disabilities and those without. Moreover, MEXT has been working on practical research on the promotion of interaction and collaborative learning with elementary schools and lower secondary schools since 2010 in the areas where students enrolled in schools for special needs education reside. Moreover, at the National Institute of Special Needs Education, a research council for the leaders of the promotion of interaction and collaborative learning aimed at teachers and supervisors is being implemented and human resources who will become leaders are being trained by each prefecture.

7. Relevant laws and regulations and Cabinet decision

-Basic Act for Persons with Disabilities (Act No. 84 of May 21, 1970)
-School Education Act (Act No. 26 of March 31, 1947)
-Order for Enforcement of the School Education Act (Cabinet Order No. 340 of October 31, 1953)
-Basic direction for reform of the system for persons with disabilities (Cabinet decision of June 29, 2010)

Recent Data on Education for Children with Disabilities in Japan

This document is a translation from the Data on Special Needs Education in 2010, edited and published by the Special Needs Education Division of Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology with permission.

(1) Number of schools for special needs education, number of classes, number of children enrolled, number of teachers and staffs - totals for national, public and private institutions -

[As of May 1, 2010]

	Number of schools	Number of classes	Number of children enrolled				
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total
Total	1,039	31,398	1,597	35,889	27,662	56,667	121,815
(1) Visual impairment	65	1,242	240	623	487	1,978	3,328
(2) Hearing impairment	93	1,916	1,171	2,076	1,308	1,735	6,290
(3) Intellectual disabilities	495	15,755	66	19,076	16,190	37,629	72,961
(4) Physical/motor disabilities	142	4,701	42	5,941	3,418	3,829	13,230
(5) Health impairment	65	1,044	2	949	815	929	2,695
(1)+(3)	2	56	7	79	65	24	175
(1)+(5)	1	18	4	4	3	20	31
(2)+(3)	8	183	32	133	137	295	597
(3)+(4)	103	4,280	7	4,668	3,468	7,490	15,633
(3)+(5)	14	514	-	573	519	644	1,736
(4)+(5)	16	587	14	611	397	477	1,499
(1)+(4)+(5)	1	24	2	20	18	14	54
(3)+(4)+(5)	19	593	2	697	453	848	2,000
(2)+(3)+(4)+(5)	2	63	1	64	54	80	199
(1)+(2)+(3)+(4)+(5)	13	422	7	375	330	675	1,387
Total							87,550
Number of teachers							72,803
Number of staffs							14,747

*This table is classified by the type of disabilities which each school specifies according to their school regulations.

(2) Number of schools for special needs education, number of classes, number of children enrolled based on disability categories established - totals for national, public and private institutions - [As of May 1, 2010]

	Number of schools	Number of classes	Number of children enrolled				
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total
Visual impairment	82	2,157	274	1,746	1,082	2,672	2,239
Hearing impairment	116	2,775	1,228	3,117	1,889	2,357	2,891
Intellectual disabilities	656	26,299	229	31,580	24,341	50,770	26,955
Physical/motor disabilities	296	11,780	169	13,604	8,110	9,647	12,076
Health impairment	131	7,210	28	7,531	5,421	6,357	7,341

*In this table, the number of schools, classes and children enrolled were counted based on disability category respectively, so that these numbers were multi-counted if they are related to two or more disabilities.

(3) Number of classes for special needs education, number of children enrolled, number of teachers in charge, number of ordinary schools in which classes for special needs education are established

- totals for national, public and private institutions - [As of May 1, 2010]

	Elementary schools		Lower secondary schools		Total	
	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children
Intellectual disabilities	14,968 (49.3%)	52,959 (52.4%)	7,448 (54.6%)	27,140 (61.1%)	22,416 (50.9%)	80,099 (55.1%)
Physical/motor disabilities	1,892 (6.2%)	3,205 (3.2%)	675 (4.9%)	1,060 (2.4%)	2,567 (5.8%)	4,265 (2.9%)
Health impairment	849 (2.8%)	1,541 (1.5%)	341 (2.5%)	588 (1.3%)	1,190 (2.7%)	2,129 (1.5%)
Low vision	223 (0.7%)	272 (0.3%)	86 (0.6%)	101 (0.2%)	309 (0.7%)	373 (0.3%)
Hard of hearing	544 (1.8%)	926 (0.9%)	206 (1.5%)	336 (0.8%)	750 (1.7%)	1,262 (0.9%)
Speech and language disorders	434 (1.4%)	1,411 (1.4%)	73 (0.5%)	110 (0.2%)	507 (1.2%)	1,521 (1.0%)
Autism, Emotional disturbance	11,457 (37.7%)	40,705 (40.3%)	4,814 (35.3%)	15,077 (33.9%)	16,271 (37.0%)	55,782 (38.4%)
Total	30,367	101,019	13,643	44,412	44,010	145,431
Number of teachers in charge	32,544		14,753		47,297	
Number of schools established	15,501		7,380		22,881	

(4) Number of children receiving special needs services in resource rooms, number of teachers in charge, number of ordinary schools in which resource rooms are established - public institution -

[As of May 1, 2010]

	Elementary schools	Lower secondary schools	Total
Speech and language disorders	30,813 (54.8%)	253 (5.8%)	31,066 (51.2%)
Autism	8,031 (14.3%)	1,117 (25.5%)	9,148 (15.1%)
Emotional disturbance	4,742 (8.4%)	995 (22.7%)	5,737 (9.5%)
Low vision	160 (0.3%)	24 (0.5%)	184 (0.3%)
Hard of hearing	1,646 (2.9%)	337 (7.7%)	1,983 (3.3%)
Learning disabilities	5,542 (9.9%)	1,113 (25.4%)	6,655 (11.0%)
Attention deficit hyperactivity disorder	5,277 (9.4%)	521 (11.9%)	5,798 (9.6%)
Physical/motor disabilities	16 (0.03%)	8 (0.2%)	24 (0.04%)
Health impairment	27 (0.05%)	15 (0.3%)	42 (0.07%)
Total	56,254	4,383	60,637
Number of teachers in charge	4,537	580	5,216 *1
Number of schools established	2,465	382	2,910 *2

*1 The data includes 99 teachers of schools for special needs education.

*2 The data includes 63 schools for special needs education.

(5) National demographic data for schooling of children

[As of May 1, 2010]

		Compulsory education stage (elementary and lower secondary)		All stages (kindergarten to upper secondary)	
Number of children enrolled (all)		10,633,265	(100.0%)	15,671,721	(100.0%)
Number of children receiving special needs education		269,619	(2.5%)	327,883	(2.1%)
Breakdown of above	Enrollment in special schools	63,551	(0.6%)	121,815	(0.8%)
	Enrollment in classes for special needs education	145,431	(1.4%)	145,431	(0.9%)
	Number accessing resouce rooms	60,637	(0.6%)	60,637	(0.4%)
Number of children postponed or exempted schooling because of their disabilities		52	(0.0005%)		
Breakdown of above	Blind/visual impairment	0			
	Deaf/hearing impairment	0			
	Intellectual disabilities	8	52		
	Physical/motor disabilities	5			
	Health impairment	39			
	Enrolled in children's facilities/corrective institutions	70			
	Others	3,564			

*The number of children enrolled in schools for special needs education and special classes include all national, public and private institutions while those of resource rooms came from the data of public institution only.

(6-1) Trend of the enrollment rates belong to the classes for children with multiple disabilities counted by disabilitiy categories among all children in the schools - totals for national, public and private institutions -

①Elementary and lower secondary department

	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total (%)	31.0	36.6	38.3	43.8	45.1	44.6	43.4	43.5	43.3	43.1	42.8	42.5	41.2	41.2	41.1
Visual impairment		26.6	30.9	35.4	41.9	43.3	43.8	42.3	44.5	46.4	46.0	47.0	48.8	46.5	44.3
Hearing impairment		12.7	12.7	15.7	17.9	17.4	17.9	17.9	18.4	19.4	18.8	19.6	26.1	24.9	24.7
Intellectual disabilities		34.1	34.0	37.2	37.6	36.7	34.9	34.9	34.3	34.3	34.3	35.9	34.9	34.5	34.2
Physical/motor disabilities		53.9	59.9	71.4	75.0	74.9	74.4	74.8	75.3	75.4	75.3	66.1	64.5	63.8	59.7
Health impairment		33.3	33.0	31.4	32.5	34.1	35.9	37.9	38.5	39.5	39.3	44.4	44.8	45.5	45.5

*The ratios are calculated by the type of major disability of the child after 2008, though they were calculated by the type of school they belonged to until 2007. Furthermore, in previous cases, cace count might be dubbled or more for the child with multiple disabilities.

②Upper secondary department

	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total (%)			15.6	18.8	23.9	23.2	23.0	23.1	22.4	22.4	22.0	22.1	21.3	21.0	19.9
Visual impairment			7.2	8.0	7.6	7.9	8.3	8.0	7.5	7.7	7.9	8.1	15.8	15.6	15.4
Hearing impairment			5.3	6.0	7.9	7.3	7.2	8.0	8.9	9.5	7.9	8.0	18.8	18.3	16.9
Intellectual disabilities			9.0	13.6	17.9	17.1	16.5	16.8	16.2	16.5	16.3	17.8	17.4	16.8	15.9
Physical/motor disabilities			32.3	51.1	60.5	59.5	60.8	60.8	59.6	58.1	57.9	46.9	43.7	41.8	38.0
Health impairment			28.8	30.6	45.1	45.0	44.5	44.5	41.6	44.2	39.5	39.5	37.7	39.1	33.9

*The ratios are calculated by the type of major disability of the child after 2008, though they were calculated by the type of school they belonged to until 2007. Furthermore, in previous cases, cace count might be dubbled or more for the child with multiple disabilities.

(6-2) The number of children belong to the classes for children with multiple disabilities counted by disability categories and their enroll rates among all children in the schools - total for national, public and private institutions -

[As of May 1, 2010]

	Elementary and lower secondary dept.		Upper secondary dept.		Total	
	Number of children	Enrollment rate	Number of children	Enrollment rate	Number of children	Enrollment rate
Total	26,134	41.1 %	11,278	19.9 %	37,412	31.1 %
(1) Visual impairment	521	46.9 %	203	10.3 %	724	23.4 %
(2) Hearing impairment	694	20.5 %	197	11.4 %	891	17.4 %
(3) Intellectual disabilities	10,761	30.5 %	4,928	13.1 %	15,689	21.5 %
(4) Physical/motor disabilities	7,455	79.7 %	2,627	68.6 %	10,082	76.4 %
(5) Health impairment	557	31.6 %	369	39.7 %	926	34.4 %
(1)+(3)	36	25.0 %	2	8.3 %	38	22.6 %
(1)+(5)	3	42.9 %	1	5.0 %	4	14.8 %
(2)+(3)	64	23.7 %	40	13.6 %	104	18.4 %
(3)+(4)	3,929	48.3 %	2,031	27.1 %	5,960	38.1 %
(3)+(5)	404	37.0 %	131	20.3 %	535	30.8 %
(4)+(5)	827	82.0 %	313	65.6 %	1,140	76.8 %
(1)+(4)+(5)	26	68.4 %	5	35.7 %	31	59.6 %
(3)+(4)+(5)	510	44.3 %	196	23.1 %	706	35.3 %
(2)+(3)+(4)+(5)	46	39.0 %	29	36.3 %	75	37.9 %
(1)+(2)+(3)+(4)+(5)	301	42.7 %	206	30.5 %	507	36.7 %

*This table is classified by the type of disabilities which each school specifies according to their school regulations.
*The enrollment rates were calculated as ‘the number of children belonged to the classes for children with multiple disabilities’ divided by ‘the total number of children in the school’.

(7-1) Careers after graduation from lower secondary department of schools for special needs education or classes for special needs education of lower secondary regular schools

- totals for national, public and private institutions - [As of May 1, 2010]

		Number of graduate students	Number of students who entering higher education	Number of students who entering training institutions	Number of students who entering work life	Number of students who entering institutions or medical institutions	Others
Schools for special needs education	Total	8,948 (100.0%)	8,788 (98.2%)	13 (0.1%)	4 (0.04%)	73 (0.8%)	70 (0.8%)
	Visual impairment	182 (100.0%)	181 (99.5%)	-	-	-	1 (0.5%)
	Hearing impairment	446 (100.0%)	445 (99.8%)	1 (0.2%)	-	-	-
	Intellectual disabilities	6,364 (100.0%)	6,255 (98.3%)	8 (0.1%)	2 (0.03%)	58 (0.9%)	41 (0.6%)
	Physical/motor disabilities	1,544 (100.0%)	1,522 (98.6%)	-	-	7 (0.5%)	15 (1.0%)
	Health impairment	412 (100.0%)	385 (93.4%)	4 (1.0%)	2 (0.5%)	8 (1.9%)	13 (3.2%)
Classes for special needs education		13,550 (100.0%)	12,646 (93.3%)	335 (2.5%)	128 (0.9%)	441 (3.3%)	

*Upper columns are for the number of students and lower columns are for its share (%) to the total. The total of all the rates above does not reach 100% because of the round off.

(7-2) Trend of the enrollment rates in upper secondary department of schools for special needs education after graduation from lower secondary department of schools for special needs education or classes for special needs education of lower secondary regular schools - totals for national, public and private institutions -

[As of the March in each year]

		1980	1985	1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Schools for special needs education	Total	% 59.7	% 61.4	% 67.2	% 77.5	% 90.1	% 90.7	% 92.0	% 91.3	% 92.1	% 92.7	% 94.2	% 93.7	% 94.7	% 95.0
	Visual impairment	89.6	92.5	90.8	91.4	94.4	92.5	95.4	94.2	95.3	93.6	96.3	99.4	97.6	98.4
	Hearing impairment	94.8	96.8	95.6	95.2	95.4	94.5	93.8	96.6	94.6	96.9	96.0	92.0	96.9	94.2
	Intellectual disabilities	49.9	56.7	66.8	81.2	94.5	94.4	95.8	95.1	95.8	96.9	97.4	97.0	97.8	97.5
	Physical/motor disabilities	71.9	74.5	78.1	84.6	94.1	95.5	95.0	94.3	95.5	94.6	96.7	96.7	96.9	95.9
	Health impairment	24.0	22.8	28.5	31.0	42.9	46.4	42.9	45.3	45.0	47.7	49.9	50.0	50.4	52.4
Classes for special needs education		11.5	25.9	39.7	52.1	62.2	64.9	73.1	62.6	64.6	64.8	65.5	70.2	69.7	70.0

(8-1) Careers after graduation from upper secondary department of schools for special needs education

- totals for national, public and private institutions - [As of May 1, 2010]

		Number of graduate students	Number of students who entering higher education	Number of students who entering training institutions	Number of students who entering work life	Number of students who entering institutions or medical institutions	Others
Schools for special needs education	Total	16,073 (100.0%)	476 (3.0%)	493 (3.1%)	3,792 (23.6%)	10,520 (65.5%)	792 (4.9%)
	Visual impairment	383 (100.0%)	108 (28.2%)	19 (5.0%)	82 (21.4%)	132 (34.5%)	42 (11.0%)
	Hearing impairment	442 (100.0%)	203 (45.9%)	30 (6.8%)	148 (33.5%)	40 (9.0%)	21 (4.8%)
	Intellectual disabilities	12,191 (100.0%)	82 (0.7%)	300 (2.5%)	3,261 (26.7%)	8,010 (65.7%)	538 (4.4%)
	Physical/motor disabilities	2,619 (100.0%)	41 (1.6%)	100 (3.8%)	253 (9.7%)	2,106 (80.4%)	119 (4.5%) %
	Health impairment	438 (100.0%)	42 (9.6%)	44 (10.0%)	48 (11.0%)	232 (53.0%)	72 (16.4%)

*Upper columns are for the number of students and lower columns are for its share (%) to the total. The total of all the rates above does not reach 100% because of the round off.

(8-2) Trend of the rates of the students who going to the work from the upper secondary department of schools for special needs education (regular course)

- totals for national, public and private institutions -

[As of the March in each year]

Type		1980	1985	1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Schools for special needs education	Total	% 42.7	% 33.0	% 35.7	% 29.2	% 22.0	% 20.5	% 19.4	% 20.4	% 20.5	% 22.7	% 23.1	% 24.3	% 23.7	% 23.6
	Visual impairment	30.2	25.5	27.6	18.3	12.6	13.3	11.9	11.9	17.0	14.4	12.4	15.3	19.1	21.4
	Hearing impairment	49.7	48.5	47.6	37.0	31.4	29.3	25.5	31.5	34.4	32.4	35.4	42.4	35.1	33.5
	Intellectual disabilities	57.9	37.8	40.7	33.4	25.5	23.7	22.4	23.2	23.2	25.3	25.8	27.1	26.4	26.7
	Physical/motor disabilities	24.5	19.2	20.2	13.0	6.5	6.6	6.0	6.4	6.1	7.7	7.7	11.8	11.0	9.7
	Health impairment	5.8	8.5	18.6	18.0	8.0	6.1	10.1	13.0	10.3	15.4	18.5	16.4	12.1	11.0

(9) The status of homebound education in the upper secondary department of schools for special needs education - national, public and private institutions -

	Prefectures	Number of schools	Number of children
2001	All the prefectures	261	895
2002	All the prefectures	269	1,012
2003	All the prefectures	266	1,038
2004	All the prefectures	257	936
2005	All the prefectures	249	934
2006	All the prefectures	235	923
2007	All the prefectures	248	929
2008	All the prefectures	248	948
2009	All the prefectures	244	942
2010	All the prefectures	249	894

(10) Expenditure of school education per one child - public institution - [FY 2008]

Public	Expenditure of school education	
Schools for special needs education	8,088,298 Yen	Expenditure of school education per one child
Elementary schools	880,948	9.2 times as high as those of children in ordinary elementary schools
Lower secondary schools	1,035,473	7.8 times as high as those of students in ordinary junior high schools

Current Situation and Problems for Early Detection and Early Support for Children with Developmental Disabilities

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Abstract: In Japan, the consultation rate at infant physical examinations for 1 year and 6 month olds and 3 year (3 year and 6 months) olds is high, and these examinations are thought to function effectively as a place to screen for children with developmental disabilities by reviewing the details of physical examinations, survey sheets, etc. However, in order to enhance support at an early stage, it is important to not only improve the accuracy of early detection, but to also improve the system of specialized agencies. In addition, in order to provide continuous support after children enter school, it is necessary to consider a system of awareness, detection, and support for children between the ages of 3 and 5 years old. A counseling/support system that would link such awareness to support services is necessary as many children requiring consideration are found at kindergartens and nurseries. At present, however, mother-child healthcare measures and welfare bureaus cannot provide sufficient services. Resource rooms for the speech impaired and schools for special needs education, which serve as educational facilities, provide considerable support services for many small children who have possible developmental disabilities. It is important for them to collaborate with health and welfare facilities. In addition to providing support for children, support for their guardians is also important. There is urgent need for the development of information provision and counseling services for pregnant women, as well as tools for sharing information.

Keywords: Early detection/support, Infant physical examination, Kindergarten and nursery, Resource room for the speech impaired, School for special needs education

I. Introduction

For children with developmental disabilities, it is important from an early stage to provide them with integrated support that is based on their individual stages of development, and the need address early detection and support is extremely high. In the Law Concerning Support of Persons with Developmental Disabilities, as well, the realization of early detection and support is mentioned as a national responsibility.

Early childhood is the period in which children establish the base for learning and group life in school, as well as for independence and social participation thereafter, including the development of communication abilities such as speech, interpersonal relationships, and social skills, and the acquisition of various cognitive functions. If children do not receive appropriate support during this period, they often have various difficulties in learning at school and in their daily lives and may develop secondary disabilities such as emotional anxiety and maladjusted behavior. It is therefore very important to establish a comprehensive support system to provide early support to children with developmental disabilities. However, there are also many problems attributed to the disability characteristics. The following are the major challenges we face at present:

(1) Earlier diagnosis tends to be more uncertain. In early childhood, there is a high ratio of children with possible developmental disabilities for which definite diagnosis is difficult.

(2) Even if public health nurses or childcare workers are aware of possible developmental disabilities, it is hard to make an adequate determination.

(3) The younger the children are, the more difficult it is for parents to accept the disabilities.

(4) From mother-child healthcare measures, to welfare, medical care, and education, each related organization provides fragmented support, rather than life-long support appropriate to the developmental stage.

(5) The programs and systems for supporting disabled children at kindergartens and nurseries are insufficient, and they have no adequate professional backup systems.

(6) The social resources provided by local governments vary and there are substantial regional gaps.

In this paper, we will examine the results of four surveys recently conducted by the National Institute of Special Needs Education (NISE) regarding the current situation and problems

for early detection and support for children with developmental disabilities in Japan: "Survey on Detection and Support of Children with Developmental Disabilities during the Infant Physical Examination," "Survey on Detection and Support of Children Needing Personal Consideration in Kindergartens and Nurseries," "Survey on Support and Guidance for Children in Resource Rooms for the Speech Impaired," and "Survey on Support of Children in Early Childhood at Schools for Special Needs Education," from which we will consider what should be done in the future for establishing systems for early detection and support for children with developmental disabilities.

II. Survey on Detection and Support of Children with Developmental Disabilities during the Infant Physical Examination

1. Survey Overview

This survey was part of the "Study on Establishment of Integrated Support System for People with Mild Developmental Disabilities from Early Childhood: With Focus on Field Survey on Detection and Support Systems in Early Childhood" (Lead author: GOKAMI Tetsuo) conducted by NISE in 2005 and 2006.

The purpose of the survey was to survey the actual situation of the detection and support of infants and toddlers with developmental disabilities or those at risk at the time of the infant physical examination for 1 year and 6 month olds and 3 year (3 year and 6 month) olds, and to collect a basis for establishing an integrated support system for developmental disabilities, in particular a support system centered around early childhood.

2. Survey Population and Procedure

We randomly selected 168 cities in total among those with populations of 50,000, 100,000, 200,000-300,000, and 400,000 or more in every prefecture, and sent a questionnaire to public health nurses in charge of mother-child healthcare measures at health centers. The survey was conducted in February and March of 2006.

3. Survey Content

We asked questions on: (1) time and system of physical examination, (2) the number of public health nurses, psychologists, etc., (3) track record of physical examinations, (4) research and tests on speech and mental development, (5) individual consultations on psychological development, (6) treatment of children with psychological or developmental risk, (7) treatment of children with developmental disabilities or those at risk, (8) partnership with other organizations, (9)method of carrying out physical examination, etc.

4. Key Findings

1) The response rate was 79.2%.

2) Screening rate

In most localities, physical examinations were carried out in the form of mass-screening, and the screening rate was high for both age groups: 95.2% for 1 year and 6 month olds and 92.1% for 3 year (3 year and 6 month) olds. These examinations are considered to be effective occasions for identifying infants and toddlers with developmental disabilities or those at risk.

3) Staffing of public health nurses and psychologists

The number of full-time public health nurses was not proportionate to the size of the population: 2.0 in cities of 50,000, 1.6 in cities of 100,000, 0.8 in cities of 200,000-300,000, and 1.8 in cities of 400,000 or more people. Full-time psychologists were available in 12 cities (9.0%), and part-time psychologists were available in 79 cities (59.4%). The number of professionals was not large overall.

4) Health checkup items

Table 1 shows the health checkup items asked in the preliminary examination. In the physical examination for 1 year and 6 month olds, nearly 90% of the localities asked questions regarding speech development ("expressive language," "receptive language," "pointing"), while the ratio of localities asking questions regarding interpersonal relationships ("attachment behavior toward mother," "reaction to being called by name," "interest in people and other children around them") was lower,

Table 1: Health checkup items regarding developmental disabilities

Items for 1 year and 6 month olds	No. of localities (n=140)	Items for 3 year (3 year and 6 month) olds	No. of localities (n=141)
Expressive language	97%	Hyperactivity	70%
Receptive language	89	Concentration of attention	68
Pointing	92	Expression of the eyes	79
Attachment behavior toward mother	65	Reaction to sounds	83
Reaction to being called by name	78	Obsession with certain objects	47
Interest in people and other children around them	83	Inquisitive and talkative	55
Other	24	Other	30

with 65% asking questions regarding "attachment behavior toward mother." In the physical examination for 3 year (3 year and 6 month) olds, 68-83% of the localities asked about "hyperactivity," "concentration of attention," "expression of the eyes," and "reaction to sounds," which are characteristics of ADHD and autism, while 47% asked about "obsession with certain objects." Checkup items to identify infants and toddlers with developmental disabilities vary by locality, and further study is necessary if they are to be used as a screening tool.

5) Individual psychological (developmental) counseling

Of the cities surveyed, 70% provided individual psychological (developmental) counseling. Major complaints in individual counseling were consultations regarding language development (about 90%) and behavior/temperament/habits (about 80%), while the ratio of consultations regarding interpersonal relationships and social skills was 32% in the physical examination for 1 year and 6 month olds and 64% for 3 year (3 year and 6 months) olds, showing that the percentage increased with age. The level of language development gives a hint of the need for individual counseling; however, specific criteria for assessments leading to individual counseling for behavioral and interpersonal/social aspects is needed (Table 2).

6) Treatment of children with psychological or developmental risks

Table 3 shows how the treatment for children who were identified in the mass-screening as having a psychological or developmental risks and in need of special care. In both age groups (1 year and 6 month olds and 3 year (3 year and 6 month) olds), telephone counseling and home visits were most common (more than 90%), followed by referral to special institutions (85%, 89%) and individual counseling (75%, 73%). In the checkup for 1 year and 6 month olds, many localities offered group guidance (81%), while there were not many referrals for follow-up observation (39%, 37%).

7) Group guidance

In the physical examinations for both 1 year and 6 month olds and 3 year (3 year and 6 month) olds, group guidance was most often offered to children with worrying levels of hyperactivity and restlessness, those who had delayed language or mental development, and those who showed signs of poor interpersonal relationships including the mother-child relationship, in that order (all of them in the 90% range); followed by those who did not have developmental delays in particular but showed some concerning signs and those who needed parental guidance (in the 80% range), and to those who did not have sufficient play space and playmates (in the high 30% range). These groups are presumed to include many children at risk of developmental disabilities, and it is necessary to improve group guidance to better support interpersonal relationships and social skills.

III. Survey on Detection and Support of Children Needing Personal Consideration in Kindergartens and Nurseries

1. Survey Overview

This survey was part of the "Study on Establishment of

Table 2: Major consultations in individual psychological (developmental) counseling

	At physical examination for 1 year and 6 month olds	At physical examination for 3 year (3 year and 6 month) olds
Physical development	10%	5%
Mental development	50%	53%
Language development	95%	90%
Behavior/temperament/habits	78%	79%
Interpersonal relationships and social skills	32%	64%
Childcare attitude	23%	21%
Lifestyle	20%	16%
Other	3%	5%

Table 3: Treatment of children in need of follow-up

	At physical examination for 1 year and 6 month olds		At physical examination for 3 year (3 year and 6 month) olds	
	No. of localities	%	No. of localities	%
Individual counseling	106	75	103	73
Group guidance	114	81	86	61
Telephone counseling	132	94	130	92
Home visit	132	94	131	93
Referral to follow-up observation	55	39	52	37
Referral to special institution	120	85	125	89

Integrated Support System for People with Mild Developmental Disabilities from Early Childhood: With Focus on Field Survey on Detection and Support Systems in Early Childhood" (Lead author: GOKAMI Tetsuo) conducted by NISE in 2005 and 2006.

The purpose of the survey was to investigate the enrollment numbers and actual situation of children with developmental disabilities in kindergartens and nurseries, when and by whom their disabilities were identified, and what kind of consideration and planning accompany childcare, thereby obtaining the basic information for identifying and supporting children with developmental disabilities in their early childhood.

2. Survey Population and Procedure

We sent a questionnaire to 182 kindergartens and 214 nurseries in 12 cities, including designated areas for the "Model Project for Promoting Special Needs Education System."

3. Survey Content

We have asked questions on (1) the enrollment numbers of children who need personal consideration, support, and planning ("children with needs"), (2) the current situation of children with needs and when and by whom those children were identified, (3) what kind of planning is involved in caring for children with needs, (4) partnerships with related organizations to care for children with needs, (5) obtaining information on early developmental history, (6) staff training, and (7) how care is provided.

4. Key Findings

1) The response rate was 54.4% for kindergartens and 52.3% for nurseries.

2) Enrollment of children with needs

There were 79 kindergartens (79.8%) and 93 nurseries (83.0%) where children with needs were enrolled. Table 4 and Table 5 show the enrollment numbers of children with needs at kindergartens and nurseries. The number of children with developmental disabilities or those who were diagnosed as possibly having developmental disabilities was larger at three/four years of age in kindergartens, and at two/three years of age in nurseries. There were few children who were newly diagnosed as having developmental disabilities at five years of age in kindergartens and at four years of age in nurseries; however, in nurseries, the number of children with needs increased again at five years of age. It is presumed that these children were pointed out at a rather early stage, such as during infant physical examinations or counseling at specialized institutions, as possibly having developmental disabilities.

3) Actual situation of children with needs

We tallied behaviors shown by children with autism, ADHD, etc., in children with needs. Table 6 shows the findings in nurseries, which have a broader age range of children.

The appearance of behaviors varies by age. The most common behavior was (3) "not good at interacting with others" (302), followed by (4) "hyperactive and restless" (299), (2) "cannot act in a group" (260), (6) "has strong obsessions" (238), and (1) "does not follow instructions" (236). In comparison, behaviors such as (7) "has higher level of knowledge in certain aspects than age group" (82) and (5) "likes to climb up high places" (65) were uncommon. A similar trend was found at kindergartens.

4) When and by whom children with needs were identified

In nurseries, 181 children were identified as those with needs before enrollment, 446 during childcare, 50 at infant/school

Table 4: Number of children with needs and others enrolled in kindergartens (n=79)

		Younger than 3	3 years old	4 years old	5 years old	Other
Children with needs	No. of children	2	54	129	130	3
	No. of kindergartens	2	29	58	60	1
Children with developmental disabilities	No. of children	3	30	94	100	0
	No. of kindergartens	3	19	63	63	0
Children to be supported	No. of children	0	13	35	34	1
	No. of kindergartens	1	8	23	21	1

Table 5: Number of children with needs and others enrolled in nurseries (n=93)

		0 years old	1 year old	2 years old	3 years old	4 years old	5 years old
Children with needs	No. of children	15	42	99	163	161	211
	No. of nurseries	9	22	56	64	70	68
Children with developmental disabilities	No. of children	2	19	58	123	116	151
	No. of nurseries	2	14	45	79	75	62
Children to be supported	No. of children	0	7	21	82	75	82
	No. of nurseries	0	6	19	41	45	41

physical examinations and at other institutions, and 17 at other occasions. As for the 446 children identified during childcare, 34 were less than 1 year old, 91 were 1 year old, 121 were 2 years old, 122 were 3 years old, 64 were 4 years old, and 14 were 5 years old. It was found that many children had been identified as having developmental disabilities during childcare at 1 to 3 years old. It was also found that, in kindergartens, many guardians had already been aware that their children had developmental disabilities and discussed with the staff before entering, such as when filing an application or during interviews with teachers.

As for those who had identified children with needs, 142 were guardians, 661 were the staff in nurseries, 146 were the staff at the infant physical examination or other institutions, and 14 were other. These children were identified more often by the staff at nurseries than by guardians. This shows these children were spotted by observing them in a group.

5) Consideration, support, and planning in caring for children with needs

Table 7 shows the kinds of support provided to children with needs in kindergartens and nurseries. The two most common ways to support these children were (1) “meticulous, individual care by a class teacher” and (3) “childcare system in which the entire staff take care of each child.” Support such as (4) “partnerships with physicians and other professionals,” (5) “partnerships with specialized institutions,” (6) “guidance and support for guardians,” and (11) “use of peripatetic consultation by local government or other organizations” were more common in nurseries than in kindergartens.

IV. Survey on Support and Guidance for Children in Resource Rooms for the Speech Impaired

Table 6: Behaviors of children with needs (in nurseries) (n=93)

		0 years old	1 year old	2 years old	3 years old	4 years old	5 years old
(1) Does not follow instructions	No. of children	16	34	72	72	55	59
	No. of nurseries	9	27	41	41	34	36
(2) Cannot act in a group	No. of children	15	35	76	76	59	75
	No. of nurseries	10	26	43	43	37	41
(3) Not good at interacting with others	No. of children	20	36	82	82	77	87
	No. of nurseries	12	27	45	45	43	42
(4) Hyperactive and restless	No. of children	19	44	75	75	76	85
	No. of nurseries	12	33	44	44	43	43
(5) Likes to climb up high places	No. of children	3	16	17	17	15	14
	No. of nurseries	3	12	14	14	11	11
(6) Has strong obsessions	No. of children	16	35	65	65	55	67
	No. of nurseries	12	30	46	46	31	34
(7) Has higher level of knowledge in certain aspects than age group	No. of children	3	7	13	13	20	39
	No. of nurseries	3	5	12	12	17	29
(8) Suddenly hits or pushes other children	No. of children	9	29	43	43	41	44
	No. of nurseries	8	20	34	34	27	31
(9) Other	No. of children	9	30	45	45	39	35
	No. of nurseries	7	22	25	25	25	23

Table 7: Support provided in kindergartens and nurseries

	Kindergartens	%	Nurseries	%
(1) Meticulous care by a class teacher	76	90.5	96	92.3
(2) Care by staff member other than the class teacher	59	70.2	70	67.3
(3) Childcare system in which the entire staff take care of each child	72	85.7	94	90.4
(4) Partnerships with physicians and other professionals	16	19.0	45	43.4
(5) Partnerships with specialized institutions	58	69.0	93	89.4
(6) Guidance and support for guardians	56	66.7	86	82.7
(7) Childcare according to an individual childcare (guidance) plan	31	36.9	56	53.8
(8) Planning teaching materials	31	36.9	53	51.0
(9) Planning play equipment	11	13.1	25	24.0
(10) Considering the creation of childcare environment	44	52.4	66	63.5
(11) Use of peripatetic consultation by local government or other organizations	24	28.6	45	43.3
(12) Counseling with a professional team of local government or other organizations	23	27.4	30	28.8
(13) Other	12	14.3	10	9.6

1. Survey Overview

This survey was intended to study the actual situation of education for children with speech and hearing impairment, as well as the results and problems of that education, and was conducted as the "National Survey on Actual Situation of Hearing Impairment/Speech and Language Impairment Classes and Special Needs Services in Resource Rooms" as a part of the 2006 NISE Thematic Research titled "Practical Study on Integrated System to Support Children with Speech and Hearing Impairment in the Community" (Lead author: KOBAYASHI Michiyo). In education for children with speech and hearing impairment, support and guidance have been actively provided to young children, including those with developmental disabilities, as early support and guidance are believed to be effective.

In this paper, we will highlight the actual situation of support and guidance to young children in resource rooms for children with speech impairment.

2. Survey Population and Procedure

We sent a questionnaire by mail to educational institutions such as elementary and lower secondary schools across the country that have classes for the hard of hearing, classes for children with speech and language impairment, resource rooms (for the hard of hearing) or resource rooms (for children with speech and language impairment) and kindergartens, etc. that have classes for children with speech and hearing impairment (hereinafter "classes for the impaired"), and collected their responses. The survey was conducted from September to December, 2006.

3. Key Findings (Section concerning support and guidance to children)

1) The response rate was 59.4%.

2) The number of institutions and staff that provide guidance to children

Of the 1,299 schools and kindergartens (institutions) that responded to our questionnaire, 400 had classes for the impaired to provide guidance to children. Among them, 135 reported that there was a person in charge of impaired children, while 265 reported that there was no person in charge of impaired children. A total of 4,859 children were receiving guidance at these institutions.

3) Actual Situation of Children with Needs

Figure 1 is a breakdown of the different disabilities of the 4,859 children receiving guidance at the abovementioned 400 institutions. It is presumed that categories of "Delay in language development" and "Other" include children with characteristics of developmental disabilities as there are many children in these categories who did not have a physical examination during early childhood.

Regarding children being provided with guidance, Figure 2 shows the number of children who "had been diagnosed by a physician or judged by a specialized institution" and the number of children who "had not been diagnosed or judged, but had been evaluated by a person in charge." In the Figure, "Diagnosed" refers to "children who had been diagnosed by a physician or judged by a specialized institution" and "No diagnosis" refers to "children who had not been diagnosed or judged, but had been evaluated by a person in charge." The categories of "Diagnosed" and "No diagnosis" together represent a total of 899 children presumed to have developmental disabilities. "Autism" was the most common symptom with 300 children, 67% of whom had already been diagnosed. The second largest group was "Pervasive Developmental Disorder" with 291 children, 42% of whom had already been diagnosed.

4) Partnerships with other organizations in the community

As for who recommended the classes for the impaired, the most common answer was "kindergarten" and "directly contacted by guardians," followed by "nursery." Many classes for the impaired had partnerships with local early childhood education institutions and childcare organizations as well as educational activities for guardians in the community. Some classes for the impaired sent their staff to infant physical examinations and subsequent guidance. This shows that the classes for the impaired are working as a part of the local support system while coordinating with local mother-child healthcare measures and medical care.

5) Status of "resource rooms for children with speech impairment"

Table 8 shows the format and who is in charge of resource rooms for children with speech impairment. There were 135

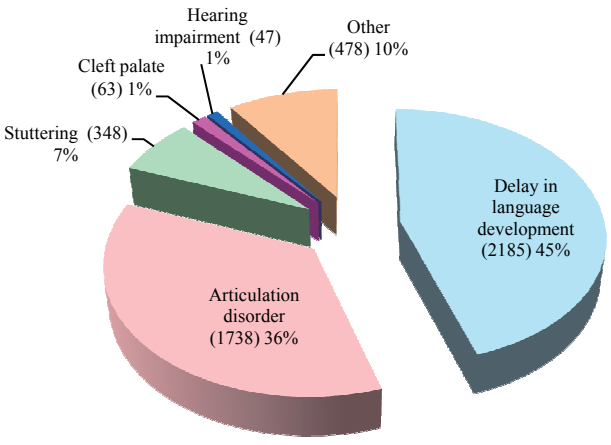
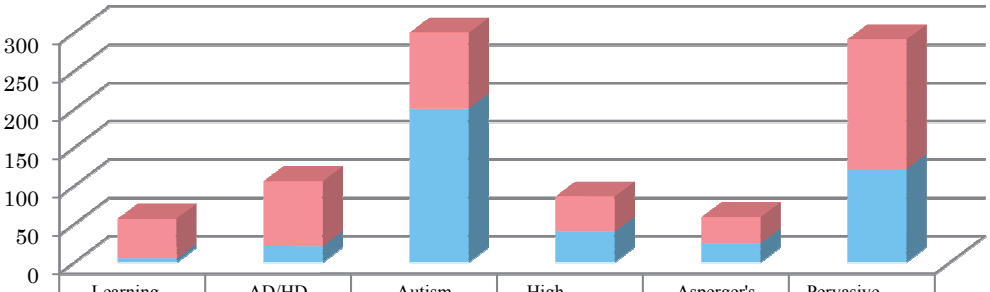


Figure 1: Number of children by disability



	Learning disabilities	AD/HD	Autism	High-functioning autism	Asperger's syndrome	Pervasive developmental disorder
No diagnosis	52	85	99	46	34	169
Diagnosis	5	21	201	40	25	122

Figure 2: Children with developmental disabilities (899)

organizations providing support and guidance to children. Those organizations were categorized into "standalone" (30) and "annexed to elementary schools" (105), and then further broken into smaller categories according to the location and the operating organization that the person in charge belonged to. The standalone organizations were located either "within a kindergarten" or "within an educational research institution, etc." In organizations located within a kindergarten, a teacher at the kindergarten would be the person in charge of such children, while in organizations located within an educational institution, etc., a speech-language-hearing therapist from the municipal board of education, a supervisor of school education, a retired teacher, or a kindergarten teacher would be in charge.

The organizations "annexed to elementary schools" were categorized into four groups according to the operating organization that the person in charge belonged to, namely: (1) kindergarten teachers, nursery school teachers, and speech-language-hearing therapists from the municipal board of education; (2) kindergarten teachers from the municipal public kindergarten; (3) nursery school teachers, child supervisors, etc., belonging to the municipal welfare department; and (4) kindergarten teachers and nursery school teachers belonging to the parent association. Those therapists and teachers worked not at the organization they originally belonged to, but at the elementary school.

The organizations located in a kindergarten are referred to as "XX Kindergarten Resource Room for the Speech Impaired." Some organizations located in an elementary school are called "Child Department of XX Elementary School Resource Room for the Speech Impaired." These are deemed to be a form of a "resource room for special needs guidance during childhood." In organizations annexed to elementary schools, integrated and unified support can be provided to children from early childhood to school-age and continuous support can be expected.

As indicated above, there are no institutional standards for "resource rooms for the speech impaired," and they are set up and operated by schools or local governments according to their own policies based on the actual situation of the community. Some organizations are relatively easy to access for guardians when they would like consultation for language development. In order

Table 8: Format and Person in Charge of Resource Rooms for Children with Speech Impairment

Format	Location	Belongs to	Type of job	No. of institutions	Total
Standalone	Within kindergarten	Kindergarten	Kindergarten teacher	24	30
	Within educational research institution	Municipal board ofeducation	Speech-language-hearing therapists; other (supervisor of school education, retired teacher, etc.)	5	
		Municipal governor's departments	Kindergarten teacher	1	
Annexed to elementary school	Within elementary school	Municipal board of education	Kindergarten teacher; nursery school teacher; speech-language-hearing therapist; other (former teacher, counselor, etc.)	64	105
		Municipal public kindergarten	Kindergarten teacher	20	
		Municipal government's welfare division	Nursery school teacher; other (municipal employee, part-time employee, child instructor, etc.)	14	
		Parent association	Kindergarten teacher; nursery school teacher	1	
		Other: Belongs to more than one office (e.g., the municipal board of education and the welfare division, the municipal board of education and kindergarten, etc.); N/A		6	

to enhance the function of early childhood support and guidance for children with developmental disabilities in the future, it is necessary to make legislative preparations.

V. Survey on Support of Children in Early Childhood at Schools for Special Needs Education

1. Survey Overview

This survey was conducted as part of a 2006/2007 Project Study titled "Study on Integrated Support System for Children with Developmental Disabilities from an Earlier Stage" (Lead author: ATSUMI Yoshikata) to understand the actual situation of support programs for children in early childhood and to identify the current and future issues of support particularly for children with developmental disabilities, with the aim of enhancing the central function of schools for special needs education.

2. Survey Population and Procedure

We sent a questionnaire by mail to 1,002 schools for special needs education throughout the country (71 for the visually impaired, 106 for the hearing impaired, 535 for those with intellectual disabilities, 198 for those with physical/motor disabilities, and 92 for those with health impairment—as of when the survey was conducted) and collected the responses. Schools that offer programs for several kinds of disabilities were categorized based on their original program. The survey was conducted in October and November 2006.

3. Survey Content

We asked questions on (1) the total number of children enrolled in kindergarten classes (and from among that the number of enrolled children with developmental disabilities), (2) support programs for children in early childhood other than the children enrolled in the kindergarten, (3) activities implemented in partnership with local organizations, etc., and (4) partnerships, etc. with local elementary schools regarding the attendance of children with developmental disabilities.

4. Key Findings

1) The response rate was 82.1%. (823 schools responded)

2) Children with developmental disabilities enrolled in kindergarten classes

Table 9 shows the number of children enrolled in kindergarten classes of 823 schools that responded as of when the survey was conducted. Of this number, the number of children with developmental disabilities was 214 in total (see Table 10). The most common disability was hearing impairment, and the number of children with hearing impairment was 128, which accounted for 60% of the total.

3) Support programs for children other than those enrolled in the kindergarten

Out of 823 schools, (1) 562 schools (69%) answered that they "currently provide support," (2) 17 (2%) said they "plan to provide support," (3) 217 (26%) said they "provide no support," and (4) 27 (3%) responded with "no response" (see Figure 3). It is shown that about 70% of those schools offer support programs for children other than the children who were enrolled in kindergarten classes.

Looking at support programs by the type of disability, programs for the visually impaired were offered in 60 schools (95%) and those for the hearing impaired in 86 schools (91%),

Table 9: Number of children enrolled in kindergarten classes

Type of disability	3 years old	4 years old	5 years old	Total
Visual impairment	74	82	95	251
Hearing impairment	363	378	361	1,102
Intellectual disability	10	24	26	60
Physical/motor disability	11	20	20	51
Health impairment	0	0	1	1
Total	458	504	503	1,465

Table 10: Number of children with developmental disabilities enrolled in kindergarten classes

Type of disability	3 years old	4 years old	5 years old	Total
Visual impairment	7	11	15	33
Hearing impairment	36	40	52	128
Intellectual disability	10	19	19	48
Physical/motor disability	1	2	1	4
Health impairment	0	0	1	1
Total	54	72	88	214

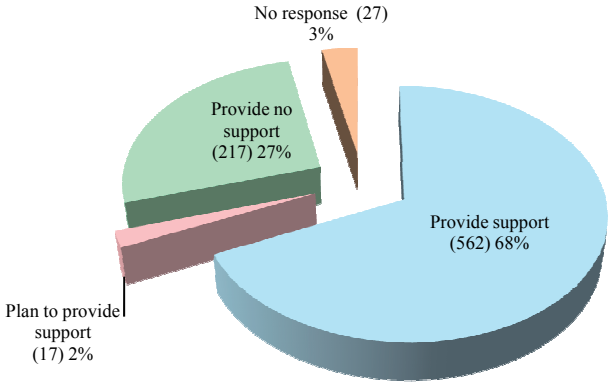


Figure 3: Support for children other than those enrolled in kindergarten classes

indicating that support programs for both of these disabilities were being offered at more than 90% of the schools. In addition, programs for children with intellectual disabilities were offered in 291 schools (67%), those for children with physical/motor disabilities in 95 schools (62%), and those for children with health impairment in 30 schools (39%) (see Table 11).

4) Support for children in early childhood with developmental disabilities

Out of 823 schools, (1) 562 schools (69%) answered that they "currently provide support," (2) 17 (2%) said they "plan to provide support," (3) 217 (26%) said they "provide no support," and (4) 27 (3%) responded with "no response" (see Figure 3). It is shown that about 70% of those schools offer support programs for children other than the children who were enrolled in kindergarten classes.

Looking at support programs by the type of disability, programs for the visually impaired were offered in 60 schools (95%) and those for the hearing impaired in 86 schools (91%), indicating that support programs for both of these disabilities were being offered at more than 90% of the schools. In addition, programs for children with intellectual disabilities were offered in 291 schools (67%), those for children with physical/motor disabilities in 95 schools (62%), and those for children with health impairment in 30 schools (39%) (see Table 12).

5) Number of children with developmental disabilities receiving support

As shown in Figure 4, the number of children receiving support was highest in 5-year-olds, followed by 4-year-olds, children 0 to 3 years of age, and 3-year-olds, while the number of children with developmental disabilities increased by age, with the number of 5-year-olds being almost four times larger than that of children 0 to 3 years of age. This means that 43% of the children receiving support had developmental disabilities.

6) Specific content of support programs

(1) Support for children and guardians

Many schools offered educational counseling. Mothers' classes, guardians' workshops, and other support programs, including awareness of disabilities and child-rearing, were also offered to support guardians in many schools. Many schools not only offered counseling, but guidance as well. Many responses stated that guidance was provided individually or in a group, with a focus on play and daily life activities, since the children were still in early childhood. Support for developmental tests and assessments were also provided in many schools. In addition, the provision of information on medical institutions, etc., was cited as important assistance.

(2) Support for teachers in kindergartens and nurseries

Most schools offered peripatetic consultations, training

Table 11: Number of schools providing support to children in early childhood other than those in kindergarten classes

	Visual impairment	Hearing impairment	Intellectual disability	Physical/motor disability	Health impairment
Provide support	60	86	291	95	30
Plan to provide support	0	0	14	1	2
Provide no support	3	7	118	49	40
No response	0	2	2	8	5
Total	63	95	435	153	77

Table 12: Number of schools providing support to children with developmental disabilities

Type of disability	0 to 3 years old	3 years old	4 years old	5 years old
Visual impairment	11	15	23	20
Hearing impairment	46	44	46	44
Intellectual disability	63	108	171	227
Physical/motor disability	19	32	41	54
Health impairment	4	8	12	14
Total	143	207	293	359

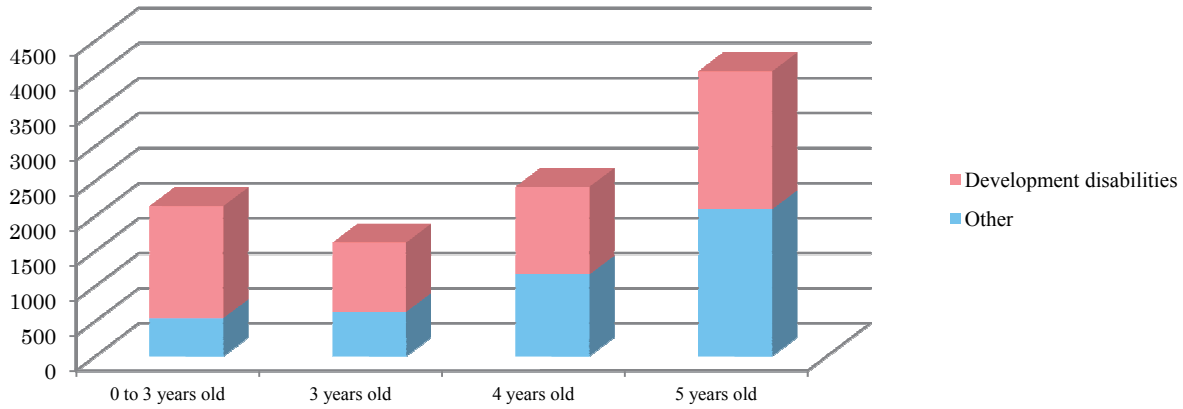


Figure 4: Number of children in early childhood receiving support

workshops, and other assistance to kindergartens and nurseries. Peripatetic consultations for children with disabilities were mostly on how to understand and adequately relate to the disability of a child, things to keep in mind in daily life, how to improve the environment, etc. Some training workshops were organized by kindergartens, etc., while many sent speakers to public training workshops organized by local governments. It was observed that support for children with developmental disabilities was a major issue in kindergartens and nurseries.

7) Partnerships with local organizations, etc.

There were many schools that had teachers participate in the school attendance guidance committee of the local board of education, specialist teams, and peripatetic consultant activities, as well as assist at health centers with physical examinations for 1 year and 6 month olds and 3 year olds, parent-child classes, and child classes organized after the examination. There were some schools that implemented therapeutic care and education counseling and childcare counseling at public institutions, home visits, and assistance to parent association activities as part of consulting activities. Quite a few schools organized onsite lecture meetings for local residents and training workshops, exhibitions and trials of auxiliary devices, public programs, and public lessons, etc., for nursery staff and teachers. In addition, some schools not only exchanged information with health, medical, and welfare organizations, but also organized joint case study sessions. These activities are deemed to be useful for sharing information on specific cases and contributing to the improvement of staff expertise.

8) Partnerships with local elementary schools regarding the attendance of children with developmental disabilities

As shown in Figure 5, 518 schools (63%) participated in activities of the local school attendance guidance committee, 464 schools (56%) in peripatetic consulting activities, and 411 (50%) provided information, including materials on educational counseling, etc. However, not many schools participated in internal school committees, the planning of individual educational support, and the planning of individual guidance. It is easier to work together when there is an established role as a public committee member, while there are not enough partnerships in terms of assistance for specific matters concerning

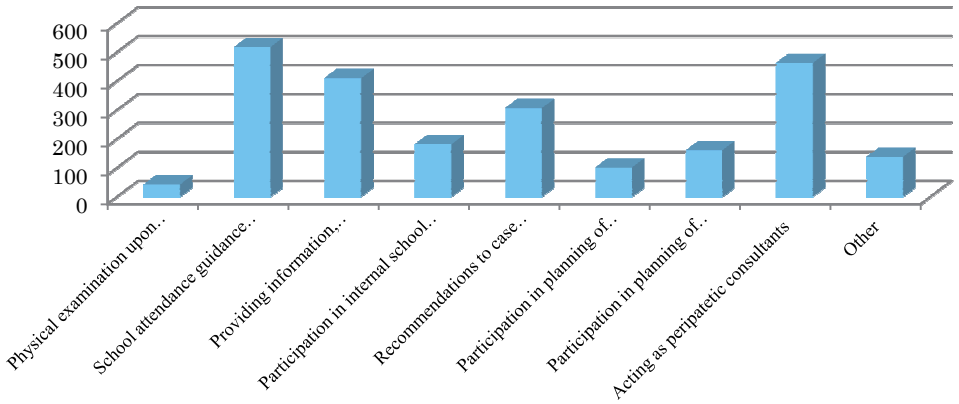


Figure 5: Partnerships with local elementary schools regarding school attendance

children, such as participation in school committees, the planning of individual educational support, and the planning of individual guidance.

VI. Observation and Summary

We have summarized the current and future issues we have observed from the results of four surveys: "Survey on Detection and Support of Children with Developmental Disabilities during the Infant Physical Examination," "Survey on Detection and Support of Children Needing Personal Consideration in Kindergartens and Nurseries," "Survey on Support and Guidance for Children in Resource Rooms for the Speech Impaired" and "Survey on Support of Children in Early Childhood at Schools for Special Needs Education." In concluding, we will discuss what should be done in the future to establish a system for early detection and support for children with developmental disabilities from five points of view.

1. The current and future state of the physical examinations for 1 year and 6 month olds and 3 year (3 year and 6 month) olds

Both the executing rate and the consultation rate of physical examinations for 1 year and 6 month olds and 3 year (3 year and 6 month) olds were higher than 90%. In addition, psychological (developmental) counseling and surveys on speech and mental development were executed by many local governments. It is, therefore, believed that these physical examinations can be effectively used as a screening opportunity to identify children with developmental disabilities or those with potential risk. The staffing of full-time health workers and psychologists, however, was not always sufficient, and there were many localities where these examinations were conducted only by a health worker. It is imperative to assign more professional workers such as psychologists in order to enhance these examinations and improve the accuracy of screening for detecting children with developmental disabilities or those with potential risk.

The younger a child is, the more difficult it is to provide a definitive diagnosis on developmental disabilities. As for children that need psychological (developmental) counseling, the content of the screening test during the preliminary examination and criteria for judging whether or not psychological (developmental) counseling is needed are crucial. Survey items on health checkup questionnaires at the preliminary examination vary with locality and age. Therefore, in order to utilize these examinations as a screening opportunity more effectively, further study on the content of the health checkup questionnaires, etc. is necessary.

Children screened in the physical examination will be given follow-up observation as necessary. In order to provide appropriate follow-up to children with developmental disabilities and those with potential risk, it is necessary to provide professional counseling to both the children and parents. It is also necessary to establish specialized institutions, such as a community center for therapeutic care and education that determines the need for therapeutic care and education early on and provides appropriate support as needed.

It is required by law that a physical examination should be given to children up through the examination for 3 year (3 year and 6 month) olds, and there is no health checkup required after that until they reach school age. As difficulties caused by the developmental disability characteristics are often found in a group when children enter kindergarten at the age of three, it is considered to be necessary to establish an appropriate system of awareness, earlier detection, and support for children with developmental disabilities when they are around three to five years old. In some areas, a yearly physical examination is conducted for children from the age of three, and there are also areas that conduct a physical examination for five-year-olds. Further discussion will be needed to utilize and share the results of the physical examination at the time of entering elementary school in coordinated manner among health, medical, welfare, and educational organizations, with the aim of providing continuous support also after entering elementary school.

2. Awareness and support in kindergartens and nurseries

According to the survey results, it was found that approximately 80% of kindergartens and nurseries had children with special needs, such as those with developmental disabilities. Children with needs were enrolled in every class level, from the one-year-old class level in nurseries and from the under-three-years old class level in kindergartens. Addressing children with developmental disabilities, etc. is therefore a pressing issue in kindergartens and nurseries as well.

Behaviors of children with needs observed in nurseries were "does not follow instructions," "cannot act in a group," "not good at interacting with others," "hyperactive and restless," "has strong obsessions," etc. These are signs often found among children with developmental disabilities. They become conspicuous in a group and tend to be easily observed. It is suggested to be highly effective if these behaviors are checked in the physical examinations for 1 year and 6 month olds and 3 year (3 year and 6 month) olds as screening items.

Children with needs were often noticed during childcare activities. In particular, the number of such children increased with age up until the age of three, but decreased among four and five-year-olds. This indicates that children with needs are most

likely to be identified by the time they turn three, or four at the latest. Those who noticed such children were primarily the staff in nurseries, followed by their guardians. As their behaviors are easily observed in a group in kindergartens and nurseries, it is suggested that children with developmental disabilities can be identified through meticulous observation by the staff in kindergartens and nurseries.

The Ministry of Education, Culture, Sports, Science and Technology has promoted the special needs education system also in kindergartens; however, there are still many problems in developing this system. For instance, it is not easy to convince parents because providing a definitive diagnosis is difficult for children of this age. It is also not determined yet how to obtain a clear picture of individual needs and to realize specific assistance. It will be necessary to consider establishing a system to obtain consultation and assistance from external specialized organizations, so that daily awareness in kindergartens and nurseries can be linked to practical support programs.

3. The role of "resource rooms for the speech impaired" as an organization providing support and guidance to children

In many localities, the Mother-Child Healthcare Measure Division and the Welfare Division are in charge of children needing special support. In some localities, however, their support is insufficient, and resource rooms for the speech impaired play a role in providing support and guidance to children with needs as a part of the integrated support system in the community in coordination with the mother-child healthcare measure division and medical organizations. In this survey, 4,859 children were receiving support and guidance and at least 899 of them were presumed to have developmental disabilities. Since the response rate was approximately 60%, it is assumed that a considerable number of children with developmental disabilities are receiving support and guidance from resource rooms for the speech impaired and other educational organizations of this sort.

As for education for children with hearing and speech impairment, there is no legal base for providing support and guidance to such children. It is therefore left to the board of education of each school district or municipal government to take measures to handle such children. It was also observed in this survey that elementary schools, which did not have a person in charge of children with needs, often provided support and guidance to such children as "educational services." Some schools did have someone in charge of such children; however, they were from not only educational institutions, such as kindergartens and boards of education, but were also from welfare divisions of local governments and parent associations. These results indicate that municipal boards of education are devising methods of staffing that are based on the reality in the community.

Resource rooms for the speech impaired function to provide support and guidance to a wide range of children, including those with developmental disabilities. Since it is easier for guardians to participate in consultation about "language development" rather than about "developmental disabilities," these resource rooms play an important function of consultation in the support system in some communities.

The required role of these resource rooms varies considerably from one community to another, and there is a range of children with different disabilities and ages. It will be necessary in the future to examine clarifying the position of resource rooms as an educational organization providing support and guidance to children, including legislative preparations.

4. Providing support as the central function of schools for special needs education

Approximately 70% of schools for special needs education provided support to children other than those enrolled in kindergarten classes. The number of 5-year-old children with needs was larger than those of 3 years of age, and about 50% of 5-year-olds with needs had developmental disabilities. As a support organization for children in the community, schools of special needs education, along with resource rooms for the speech impaired, are expected to provide support and guidance to more children with developmental disabilities.

Accomplishments of early support include support programs for child development, support programs for guardians who have difficulties in accepting their children's disabilities and in childcare, networking with health, medical, and welfare organizations, support for kindergartens and nurseries, and support for enrollment in elementary schools. Early intervention is thought to facilitate the learning of basics in language development, reduce problem behaviors, and prevent secondary disabilities. In addition, it will improve the environment surrounding such children by strengthening the ties between guardians and sharing understanding between the family and the kindergarten or nursery.

On the other hand, there are issues, such as improving staff expertise in the face of diversified disabilities and multiple disabilities, how to secure the human resources and time to provide continuous and systematic support, establishing the entire school as a local support system, and difficulties in providing a definitive diagnosis for developmental disabilities at an earlier stage.

It is desirable that schools for special needs education provide specialized support to children from kindergartens and nurseries

to elementary, middle, and high schools as their central function. In order to play this role effectively, it is crucial to fully understand how such children behave in kindergartens and nurseries where they spend many hours each day. Children with developmental disabilities, in particular, often show completely different behaviors in individual situations, such as educational counseling, from real-life situations, such as in a group. Therefore, it is important to observe such children in kindergartens or nurseries. It is also important to regard schools for special needs education as one of the resources in the community and to share roles with related organizations within the network according to their expertise.

5. Support programs for guardians and use of support tools, such as consultation support files

In early detection and support for children with developmental disabilities, providing support to guardians is important as well. It is indispensable to establish a system where such children can receive appropriate support for their developmental stage, where guardians' thoughts and wishes are respected, and where guardians can raise their children without concern. Guardians would feel a deep sense of unease if their child was screened in the physical examination and referred to a psychological (developmental) counselor. It is not easy for parents to accept that their children have developmental disabilities. We should take sufficient time to obtain informed consent from guardians and have full accountability to them. Counseling should not be given only to those who have potential risk, but a system should also be established where necessary information about developmental disabilities is provided to guardians before childbirth and guardians can receive counseling on childcare whenever necessary. As for information regarding detection and support, a tool, such as counseling/support files, should be utilized with sufficient consideration for personal information so that the information can be shared by health, welfare, medical, educational, and other related organizations, and continuous and integrated support can be guaranteed. While there are various organizations across the country, including childcare support centers, home education support centers, and child development counseling centers to reduce concerns about child-rearing and to stabilize parent-and-child relationships, it is necessary to enhance their functions, including the staffing of specialists, etc.

< Reference >

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Significance of Career Education in Special Needs Education and Background of the Development of a "Career Planning Matrix (Draft)" for Children/Students with Intellectual Disabilities

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Abstract: In this research, the "Table of Stages and Contents of Career Development (Draft)" for children/students with intellectual disabilities, which was prepared as an example of a frame work for supporting the career development of children/students with intellectual disabilities, was tested and revised from the perspective of a life-career (Super, 1980), and as a result, the revised "Career Planning Matrix (Draft)" for children/students with intellectual disabilities was proposed. Further, for each of the career orientations (strengths to build) presented in the draft, points of concern and examples of instructional contents at the elementary, lower secondary, and upper secondary departments of special needs schools were organized into the explanations of the career orientations. In this paper, we will discuss the significance of career education in special needs education and report on the outline of the preparation and revision of the draft.

It is expected in the future that each school, through the use of this planning matrix, will improve the educational curriculum as a competency-based program and enhance support for the career development of each child/student.

Keywords: Career education, Intellectual disability, Life career, Stages and contents of career development, Competency-based program

I. Introduction - Background and Purpose of the Study

Since the "Recommendation on Improvement of Connection of Elementary and Secondary Education to Higher Education" was issued by the Central Council for Education on December 16, 1999, career education has been positioned as a priority action plan for educational reform, and various measures have been taken. A part of this was the inclusion of the phrase "career education" in the National Curriculum Guideline for Upper Secondary Department of Special Needs Schools, announced on March 2009. Thus, there have been demands for the promotion of early career education through a systematic approach in special needs education, and there is growing interest in career education among schoolteachers. In special needs education, areas of career education have been traditionally emphasized; however, efforts are being made across the country based on proposals such as the "Table of Stages and Contents of Career Development (Draft)" (National Institute of Special Needs Education (NISE), 2008) for children/students with intellectual disabilities (hereinafter referred to as the "former draft (2008)"), which was prepared as an example of a framework for reviewing curriculum and instructional contents, etc.

Against this background, this study aims to 1) verify and revise the former draft (2008) from the perspective of a life-career so that it can be applied to a wide range of children/students and propose a revised version (hereinafter referred to as the "new draft (2010)"), and 2) develop a tool for utilizing the new draft (2010) and propose a practical model based on the use of the tool, in order to promote and enhance career education in schools.

In this paper, we will discuss the significance of career education in special needs education from the perspective of "support for work and transition," "curriculum," and "individual educational support plan," and give an overview of the former draft (2008), the outline of the preparation and revision of explanations of career orientations, and points to consider when applying the new draft (2010).

II. Significance of Career Education in Special Needs Education

1. Definition and Significance of Career Education

In the "Report of the Integrated Cooperative Research Committee on the Promotion of Career Education" (Guidance and Counseling Research Center of the National Institute for Educational Policy Research (NIER), 2004) and the "Guidelines for Promoting Career Education in Elementary, Middle, and High Schools" (Ministry of Education, Culture, Sports, Science and Technology (MEXT), 2006), "career education" is defined as "education to encourage career development for each and every child (student) and to increase the motivation, attitude, and ability needed to develop the career suited to each individual. Simply stated, education to cultivate an attitude towards working and careers in each and every child (student)." Since then, career education has been generally understood as "education to cultivate an attitude towards working and careers in children/students." It can be interpreted as a possible approach to the challenge that school education has faced in relation to social

problems such as the transition from school to society and changes in the lifestyle and awareness of children, which provide the background for the need for career education. In addition, the focus on the philosophy of career education is also to emphasize promoting education so that children can flexibly and strongly respond to the various issues they will face and become self-reliant as a member of society and a professional, without being affected by drastic changes in society; in other words, to give children the fortitude to live.

In special needs education, the "Report on Career Education in Upper Secondary Department of Schools for the Blind, Deaf and Otherwise Disabled" (Cooperative Research Committee on Career Education in Upper Secondary Department of Schools for the Blind, Deaf and Otherwise Disabled, March 18, 1996) states that, in order to enhance career guidance, "efforts should be made to cultivate a desirable attitude towards working and careers, as well as good grounding as a professional through overall school educational activities, including further enhancing experience-learning, so that students can think about their future and their role as a member of society, and choose and decide their course independently." In addition, the revised national curriculum guideline emphasizes "enhancing career education towards independence and participation in society" as its basic policy. Thus, it appears that the cultivation of an attitude towards working and careers has been promoted as a focus of career education.

In the Notice from the Director of the Elementary and Secondary Education Bureau, MEXT, "Promotion of Special Needs Education (Notice) No. 125 (April 1, 2007)," it is stated that special needs education is education that "provides appropriate guidance and necessary support in order to improve or overcome problems in life or in learning … from the perspective of offering support to voluntary efforts towards the independence and participation in society of children/students with disabilities," and contributes to the establishment of "a basis for creating a coexisting society in which various people actively live and work, recognizing disabilities and other individual differences." Strictly speaking, the meaning of "attitude towards working and careers" in children/students that is developed in order to be professionally independent and participate in society is different from that in "career education."

For example, providing students with "support for work" is a central theme for special needs education, and as shown in the Notice from the Ministry of Health, Labour and Welfare (MHLW) to the labor departments of prefectural governments in April 2007 and the Notice subsequently issued by the Director of the Elementary and Secondary Education Bureau, MEXT, it is necessary for schools for special needs education to realize the organic link between welfare support, special needs educational support, and employment support for individuals with disabilities. The "cultivation of attitude towards working and careers" stated above has been referred to in these social contexts.

2. Relationship between Career Education and Support for Work and Transition

"Support for work" or "support for transition" is a social role that schools are expected to play and should be considered separately from educational results. Businesses that accept students who have completed school education have their own social role, and they "employ" people in order to carry out their role. As a result, in one's occupation" or in the "workplace," some employees can achieve self-realization by making the pursuit of that role in the focus of their life, while others may discover they have made the wrong choice. It is necessary to consider each individual ability "developed" as a result of education and the adaptation of such abilities to the workplace as completely different dimensions.

Regarding this matter, Watanabe (1998) points out the difference between "occupation" and "career" in the following manner. One of the most important characteristics of an "occupation" is that it "exists independently from an individual." In other words, "the occupation exists regardless of the people who are engaged in it" and "it can choose people who are qualified to pursue it."

In contrast, "a career is something that an individual makes himself and cannot exist independently from that individual," Watanabe says. A career is "something an individual builds and creates step by step over time" through specific choices and decisions.

An "occupation" exists independently from an "individual" and chooses the "individual," but an "individual" develops his "career" through the selection of an occupation. This distinction affects the relationship of the two roles schools have to play, that is, the design, implementation, and assessment of curriculum and support for work and transition to social participation.

3. Challenges in Career Education and Evaluation of Curriculum

"Career development" is a life-long issue. The design of curriculum in career education, therefore, should connect to the development of the "individual careers of children/students at any given point in time."

In addition, it should be noted that the curriculum in career education is a "competency-based program." Regarding this matter, the authors of a MEXT-commissioned study titled

"Fundamental Study on Occupational Education and Career Guidance (Final Report)" (Occupational Education and Career Guidance Research Group, 1998), say that, in structuring career guidance, they "have studied definitions of career guidance in middle schools and high schools in Japan, as well as 'the fortitude to live,' and have come to propose the establishment of a competency-based structured career guidance program throughout the 12 years from elementary school to high school." Watanabe (1998) explains that for a competency-based program, the education program is structured such that the subject (a learner or a chooser) him/herself "makes a goal to gain the ability to deal with a specific task and achieving that is a representation of the results of the program," and claims that "the program is a model expressed by a specific task, the ability needed to deal with the task, and a behavioral pattern obtained as a result of gaining that ability." This idea has a large effect on what form the assessment of career education (assessments by schools and by children/students) should take.

When it comes to an assessment of career education, there are some questions as to whether career education can be really assessed, as the content attempting to be cultivated through career education includes interest, motivation, attitude, expressive power, social skills, and other factors that are hard to measure. It is also pointed out that the relationship is not clear between those items listed in the "Table of Stages and Contents of Career Development (draft)" for children/students with intellectual disabilities, which was been developed as an example of a competency-based content chart, and the specific goals of the guidance and contents in each class. Thus, several challenges still need to be addressed in order to promote career education.

It is said that the concept of "competency" was originally developed as a recruiting selection method in governmental agencies in the United States the early 1970s and it was selected as a "performance estimate factor." According to Aihara (2002), while the abilities needed to perform a duty can be divided into two types: inherent abilities, such as personality, character, and talent, and acquired abilities, such as knowledge and skill, factors strongly connected to work performance, i.e. "mentality and attitude toward work," "obsession," and "behavioral traits," which are characteristic to people who continuously achieve a strong performance, can also be called competency. Aihara explains that, as shown in the iceberg model of Figure 1, these abilities are hidden out of sight just below the waterline.

As for the concept of "competency," Watanabe (1998) says that "the idea of competency-based is common in the education world." In fact, the goal of each subject provided in the national curriculum guideline can be regarded as a competency, irrespective of definitions given in career guidance.

In special needs education, it is now common to establish specific guidance goals (goals for action) that can be assessed objectively in order to improve lesson contents. That is quite important for specifically examining an appropriate assessment of classes and improvement measures for the future; however, it tends to be less clear in recognizing competencies that are developed as children go through many classes. In other words, abilities gained by children/students with disabilities are strongly affected by the environment and the same kind of skill can or cannot be achieved depending on the environment.

It is, therefore, important to differentiate assessments (recording methods included) of specific abilities acquired by taking individual classes and those developed through the accumulation of these experiences, and to share that definition among the staff.

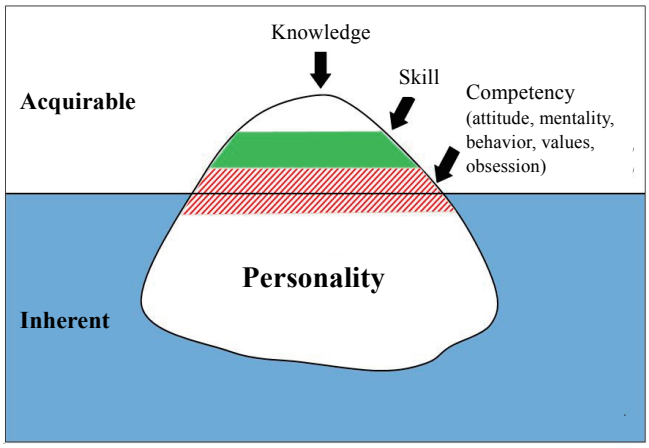


Figure 1: Iceberg Model of Competency (Aihara)

Source: Takao Aihara, 2002, *The Reality of Utilizing Competency*, Nikkei Publishing

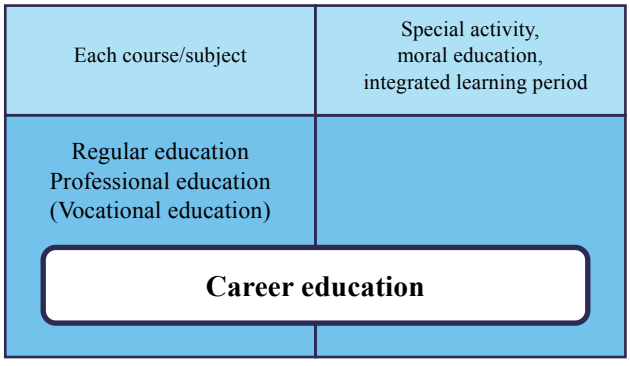


Figure 2-1: Relationship between Each Subject and Career Education in Regular Education

Source: Guidance and Counseling Research Center of the NIER, 2004, Report of the Integrated Cooperative Research Committee on the Promotion of Career Education.*Competency*, Nikkei Publishing

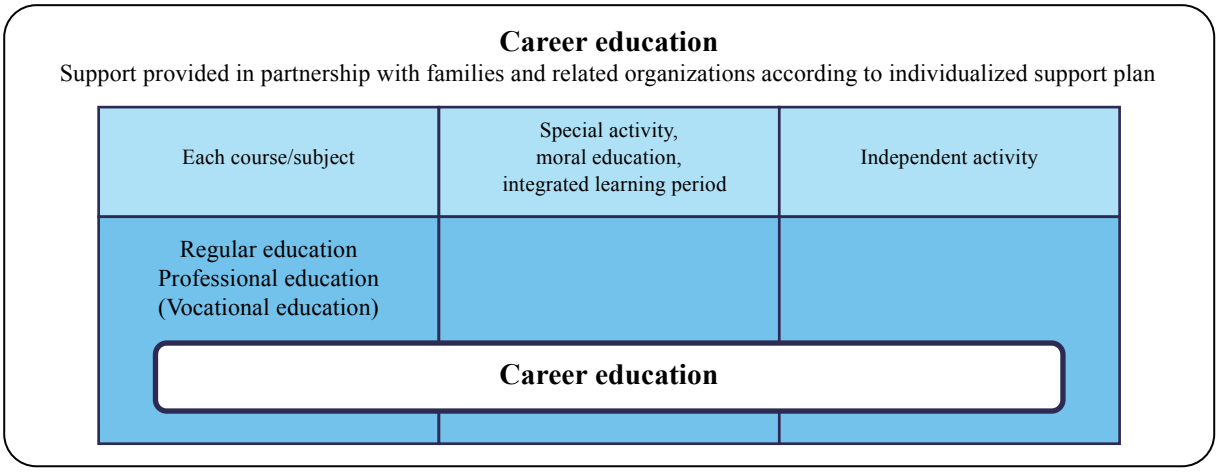


Figure 2-2: Relationship between each subject and career education in special needs education
Source: Guidelines for Career Education in Schools for Special Needs Education, Edited by the National Association of Principals of Special Needs Education School for Children with Intellectual Disabilities, 2010, The Earth Kyoikushinsha.

4. "Individualized Education Support Plan" to Secure "Individuality" in Career Education

The assessment of children/students' competency should be carried out on the "temporal axis" and the "spatial axis" by the people involved.

Figure 2-1 shows the scope of career education in schools indicated in the "Report of the Integrated Cooperative Research Committee on the Promotion of Career Education" (Guidance and Counseling Research Center of the NIER, 2004). Career education should be promoted in all educational activities in schools and should be incorporated entirely in every subject (subject and course in high schools), moral education, special activities, and periods for integrated study.

The promotion of career education in all educational activities applies equally to special needs education. Figure 2-2 shows the scope of career education for special needs education, including "independent activities," which is a unique guidance program for special needs education.

In addition, schools for special needs education have developed an "individualized education support plan" to provide support for the educational needs of children/students in cooperation with families, communities, and related medical, welfare, health, and labor organizations, as needed. The "individualized education support plan" is regarded as a comprehensive support plan, together with an "individualized teaching plan," which is a curriculum customized for each individual (Figure 2-2).

Career education, therefore, should be incorporated and assessed in each subject, moral education, special activities, activities to promote independence, and periods for integrated study, and career development on each child (student)'s "temporal axis" and "spatial axis" should be assessed also in the individualized education support plan.

III. "Table of Stages and Contents of Career Development (Draft)" and "Career Planning Matrix (Draft)" for Children/Students with Intellectual Disabilities

1. Background to Developing the "Table of Stages and Contents of Career Development (Draft)" for Children/Students with Intellectual Disabilities

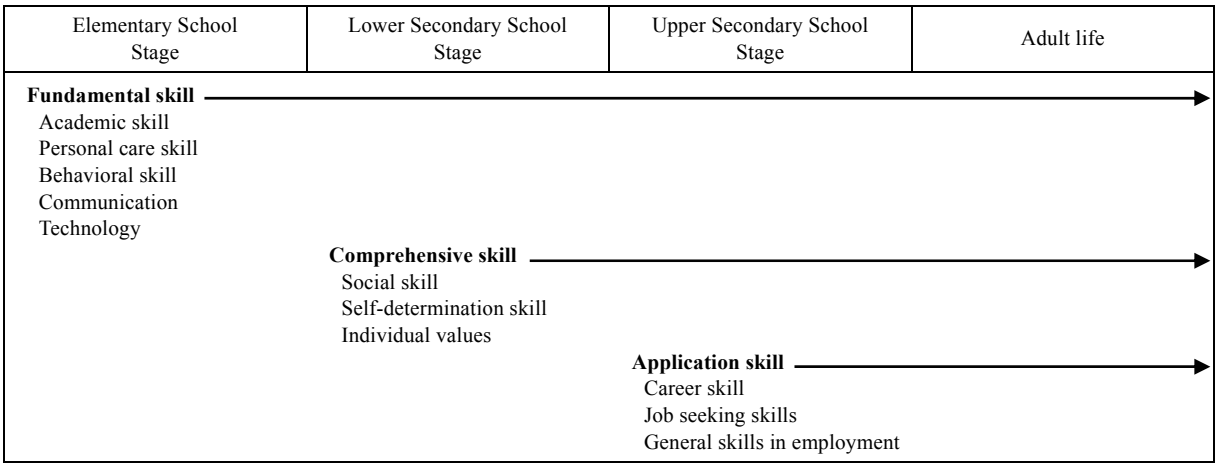
The former draft (2008) was proposed in the preceding thematic research, "Study on Guidance Contents and Methods to Ensure Employment for Persons with Intellectual Disabilities" conducted in 2006 to 2007. Based on the four areas of competency, i.e., "building personal relationships," "information utilization," "future plan making" and "decision making," which were demonstrated in the conceptual model for structuring career guidance by the Occupational Education and Career Guidance Research Group (1998), we have organized career orientations on "strengths to build" for each department (school). There are 13 for the elementary department, 17 for the lower secondary department, and 18 for the upper secondary department. These career orientations and their explanations were prepared on the basis of (1) the "Framework for Educational Programs that Cultivate an Attitude towards Working and Careers (Example)" (Guidance and Counseling Research Center of the NIER, (2002)), (2) the systematic career curriculum that schools should have as "preparation for employment," which is idea concept from Hanley-Maxwell and Collet-Klingenberg and introduced by

Table 1: Four areas of competency

Forming Personal Relationships
Respect others' individuality, communicate with various people while exhibiting own individuality, and work on tasks in cooperation with others
Information Utilization
Understand the significance of learning and working and their roles and diversity, and utilize a range of information to make choices on one's own career and lifestyle
Future Plan Making
Think about own life and lifestyle in the future with hopes and dreams, and positively design own future in light of the social realities
Decision Making
Make better choices and decisions on own accord while actively addressing and overcoming challenges and conflicts in the process

Source: Developed by the author based on *Promotion of Education that Cultivates an Attitude towards Working and Careers in Children/Students,* 2002, Guidance and Counseling Research Center of the NIER.

Table 2: Systematic Career Curriculum(Cheryl Henley-Maxwell & Collet Klingenberg)



Source: Cheryl Henley-Maxwell & Collet Klingenberg. (2004) Wehman, P., Kregel, J. (Eds), Functional Curriculum for Elementary, Middle, and Secondary Age Students with Special Needs. 2nd Ed. PRO-ED, Austin, TX.

* Translation by Koshio reorganized by Kimura (2008).

Wehman and Kregel in "Functional Curriculum (2004)," (3) the contents of each subject that schools for special needs education teach to children/students with intellectual disabilities, in accordance with the National Curriculum Guideline for Schools for the Blind, Deaf and Otherwise Disabled (March 1999), and (4) practices offered by 6 partner research institutions across the country. The four areas of competency in (1) are shown in Table 1, the systematic career curriculum in (2) is shown in Table 2, and the former draft (2008) is shown in Table 3 (pp.56-57).

2. Revision of "Table of Stages and Contents of Career Development (Draft)" for Children/Students with Intellectual Disabilities

Previous research indicated the former draft (2008) should be revised or examined in terms of the following three points. First, it should be further considered from the perspective of "life-career," which is now highlighted in the fields of occupational rehabilitation and career psychology. Second, the table should be examined based on the practice in schools for special needs education (for students with intellectual disabilities) attended by children/students at various developmental stages, since the previous research collected data from six schools, four of which were high schools for the disabled (schools for special needs education that only have a upper secondary department). Third, practices implemented according to the former draft (2008) should be examined.

We also considered that the overall content should be reviewed in light of current social changes with the announcement of new national curriculum guidelines in March 2009. Thus, we have revised the table based on the above points.

1) Revision Procedure

In developing the new draft (2010), we have identified problems in the former draft (2008) through the following methods and discussed how to revise them.

- ●Brainstorming sessions in a workshop organized by the researcher in charge of each area
- ●Collecting opinions from practices in six partner research institutions across the country
- ●Launching website related to the research and collecting opinions through the site
- ●Analysis of previous studies and other Japanese texts concerning career education
- ●Analysis of American texts concerning career education, self-determination, etc., of children with disabilities
- ●Examine content of explanations of the new national curriculum guidelines, etc.

2) Problems in the Former Draft (2008)

The following six problems were pointed out as major issues in the former draft (2008) as a result of the above methods.

(1) Many of the career orientations and their descriptions were limited to working life and might not be practical to apply to children/students in some cases.
(2) The contents of explanations were not well-balanced among departments and were particularly insufficient for the elementary department.
(3) It would be easier to understand these career orientations if specific examples of guidance were shown for each of them.
(4) Among career orientations for lower secondary and upper secondary departments, there are some that can be applied to the elementary department as well.
(5) Some career orientations were similar and indistinguishable and some were hard to understand.
(6) Similar terms were used, such as "skills," "abilities," "strengths to build," etc., and they should be sorted out.

3) Principles for Revision of the Former Draft (2008)

In light of these problems, we have revised the former draft (2008) according to the following basic principles.

Relating to (1):

From the perspective of a life- career, the explanations should include aspects not only of working life but also of family and community life. Using the explanations of the national curriculum guidelines as a reference, the explanations should pay as much consideration as possible to children/students at various stages of development. The career orientations and explanations should be written based on the concept of "competency," as shown in the "Table of Stages and Contents of Career Development (Draft)" and the "Educational Programs that Cultivate an Attitude towards Working and Careers (Example)" (Guidance and Counseling Research Center of the NIER, 2002). The title, "Table of Stages and Contents of Career Development (Draft)," should be also reconsidered, in order to avoid the mistaken idea that the development stage of each child (student) is assessed.

Relating to (2):

More detailed and complete explanations should be written for elementary and lower secondary departments so that the explanations are well-balanced between departments. For the elementary department, the explanations should be written for lower grades as well as for upper grades, respectively, wherever possible. The continuity between departments should be reviewed, and the same topic and examples should be highlighted as much as possible.

Relating to (3):

For each career orientation, practical guidance cases should be shown using information on practices and proposals of curriculum guidelines and annual teaching plans collected from partner research institutions and website members.

Relating to (4) & (5):

The framework of the former draft (2008) and "Framework for Educational Programs that Cultivate an Attitude towards Working and Careers (Example)" (Guidance and Counseling Research Center of the NIER, 2002), and other previous studies should be considered and their authors should be interviewed. In addition, foreign texts, such as "Functional Curriculum" (Wehman and Kregel) should be studied. The career orientations should be reorganized based on the insights gained by these analyses. Furthermore, the explanations should also refer to the connection and differences between career orientations.

Relating to (6):

We have studied previous studies that included terms like "skills," "abilities," and "strengths to build," and have revised these terms so that they can be understood easily by anyone.

In the revised version, we tried to include more opinions from those who actually work in schools. We maintained the theory and significance of career education argued in the previous study but tried to make the "Table of Stages and Contents of Career Development (Draft)" easier to understand visually. We also reviewed and revised the style and format of the career orientations and their explanations so that it would be easy to use them at schools, etc.

4) Concept of the Revision of the Former Draft (2008)

In order to improve the above problems, we reviewed the structure, scope, and content of each career orientation and revised eight points. The revisions and main reasons for the revisions are given below.

(1) Integration of "self-awareness" (lower secondary and upper secondary department) and "understanding of others" (lower secondary and upper secondary department) in the area of "forming personal relationships"

At present, "self-awareness" and "understanding of others" are taught separately, but there were many opinions pointing out that teachers usually teach these two at the same time. Therefore, "self-awareness" (lower secondary and upper secondary department) and "understanding of others" (lower secondary and supper secondary department) were integrated into one as "self-awareness and understanding of others."

(2) Changing name of "social rules" (elementary and lower secondary department) in the area of "information utilization"

In the former draft (2008), "social rules" (elementary and lower secondary department) included the use of social resources in the community and compliance with rules and manners. In order to encourage students to utilize as many social resources in the community as possible from an early stage, the name of "social rules" was changed to "use of social resources and manners."

(3) Changing name of "financial management" (lower secondary department) in the area of "information utilization"

As it was pointed out that the name of "financial management" (lower secondary department) had an image of being difficult, it was changed to "use and management of money" (lower secondary department), which includes not only the management of money but also how to spend money.

(4) Changing name of "understanding and sharing of roles" (elementary department) in the area of "information utilization"

(5) Dividing and integrating "understanding and playing of roles" (lower secondary and upper secondary departments) in the area of "future plan making" into other career orientations

(4) and (5) were the major changes in the new draft (2010). These two career orientations were extended from "understanding and sharing of roles" in the area of "information utilization" in the former draft (2008), but there were many opinions that the difference between these two was unclear because of the categorization. Therefore, referring to the idea of various roles indicated in "Life Career Rainbow" (Super, 1980) as well as eight competencies in the four competency areas indicated in the "Educational Programs that Cultivate an Attitude towards Working and Careers (Example)" (Guidance and Counseling Research Center of the NIER, 2002), we changed the name and divided/integrated them into other career orientations. These changes are shown in Figure 3. The name was changed to "the joy of working." Here, "working" means labor in a broad sense and was revised as such because it is important to learn to be useful through helping others from the elementary department stage.

Various roles included in "understanding and playing roles" in the area of "future plan making" in the former draft (2008) (the roles of workers, family members, and citizens in "Life Career

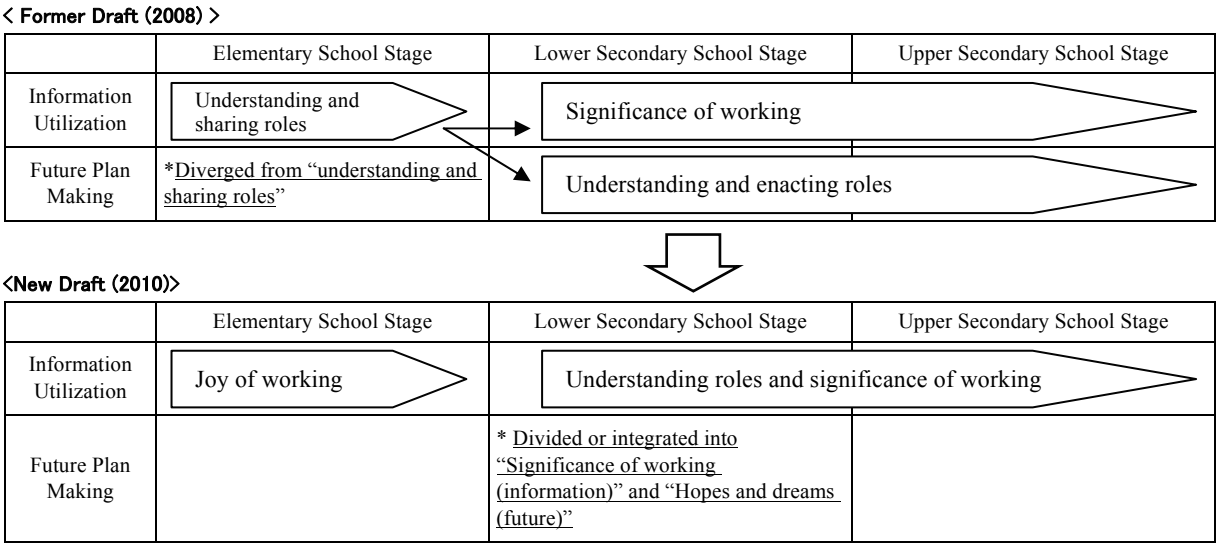


Figure 3: Changes from the former draft (2008) to the new draft (2010)

Rainbow") are to be emphasized in "dreams and hopes," "something to live for and something worthwhile," etc., in the same competency area.

(5) Introduction of "something worthwhile" (elementary department) in the area of "future plan making"

In the former draft (2008), "something to live for and something worthwhile" was only in the guidelines for the lower secondary and upper secondary departments. However, it has been observed that even in the elementary department, "something worthwhile" could be experience through fully engaging in activities and feeling a sense of accomplishment. There were also some descriptions that were deemed to correspond to "something worthwhile" in curriculum guidelines for kindergarten department. Therefore, we have introduced "something worthwhile" (elementary department), which corresponds to "something to live for and something worthwhile" for the elementary department stage.

(6) Changing name of "choice" (elementary department) and "choice (decisions and responsibility)" (lower secondary and upper secondary departments) in the area of "decision making"

The names of "choice" (elementary department) and "choice (decisions and responsibility)" (lower secondary and upper secondary department s) in the former draft (2008) were changed to "self-choice" (elementary department) and "self-choice (decision and responsibility)" (lower secondary and upper secondary departments) to emphasize the importance of making independent choices for children/students and of providing assistance to them.

(7) Changing the scope of "self-regulation" in the area of "decision making" from "upper secondary department" to "lower secondary and upper secondary departments"

In the former draft (2008), the career orientation of "self-regulation" was only for upper secondary department, which was an extension of "review" and "affirmative self evaluation" (lower secondary and upper secondary departments), but because "self-regulation" is also related to "target setting," "choice," and "choice (decisions and responsibility)," we decided not to extend it from other career orientations but to relate it with other career orientations in the area of "decision making." In the broader sense, "self-regulation" was included in the other career orientations in the area of "decision making" for the elementary department stage, but we placed it in the scope of lower secondary and upper secondary departments in the sense that it relates to career options.

(8) Other

As a result of the above changes, the number of career orientations in the new draft (2010) increased from 13 to 14 for the elementary department, while it decreased from 17 to 16 and 18 to 16 in the lower secondary and upper secondary departments, respectively.

These career orientations are horizontally connected, and they are accumulated over time instead of switching to a completely new set of career orientations when entering higher-level departments. Therefore, we decided to use the word, "group," and integrated all career orientations into four groups in each competency area, for a total of sixteen groups. Figure 4 shows the outline of the groups of career orientations.

We also made improvements to the issues pointed out, such as standardization of terms, more detailed explanations, and use of concrete guidance examples. The name of "Table of Stages and Contents of Career Development (Draft)" has caused some misconception that it is an assessment scale to evaluate the development stages of children/students owing to the use of wording such as "stages of development" and "contents." After discussing possible alternatives, we decided to rename it "Career Planning Matrix (Draft)" in the sense that it is a systematic plan to support career development for children/students, because it was originally a "layout" for providing integrated and systematic support for the career development of children/students. The career orientations are also renamed "career orientations and explanations" and curriculum guidelines for each department

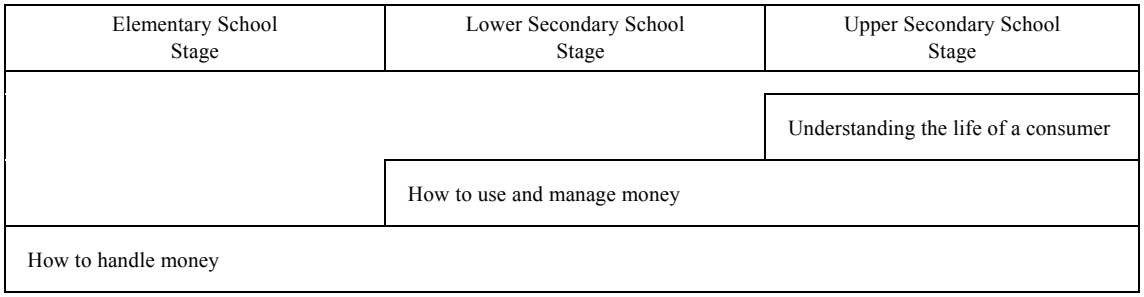


Figure 4: Concept of groups of career orientations (an example of the groups "how to handle money/financial management/understanding the life of a consumer)

(school) stage are presented. Table 4 (pp.58-59) shows the new draft (2010) and Table 5 (pp.60-61) shows an example of career orientations and explanations.

3. Notes for using the new draft (2010) and its career orientations and explanations

The following points should be noted when using the "Career Planning Matrix (Draft)" and its career orientations and explanations.

(1) It is a tool for review guidance and classes

The career orientations of the "Career Planning Matrix (Draft)" are not used to assess the abilities of children/students but to enhance teachers' support for children/students to achieve the targets. The new draft (2010) is developed as an example of a framework for teachers to note and share as basic factors for promoting the career development of children/students, and it is expected to be used as a filter to improve teaching in the class and maintain consistency and integrity of learning content.

(2) It is a tool for partnership and cooperation

It is important for teachers to concentrate on classes and the course units through the positioning of each career orientation in the "Career Planning Matrix (Draft)" and to create a common understanding between teachers. These career orientations can be used as a perspective for creating a common understanding with the family members as well as in the community.

(3) It is important not to assess ability but to "develop" competency

In career education, competency is the focus, rather than ability. Competency is the ability to handle an issue and implies that it is something one can acquire by training. It does not focus on whether or not one can do something or has potential, but rather on the "development" of individuals through training or working together. In promoting career education, it is necessary to teach and assist children/students from the perspective of competency. It should also be noted that the career orientations in each department stage are presented as "strengths to build" in the relevant department based on one's calendar age.

(4) Connects between the career orientations

The career orientations in the "Career Planning Matrix (Draft)" are related to each other horizontally as a group. The career orientations in the group are regarded not as switching to a completely different set when entering a higher department but as accumulating over time. When it is difficult to teach the content of the career orientation to children/students at the corresponding department, teachers may use the content of the lower department. However, it is desirable to teach the content of the career orientation at the corresponding department by ensuring that children/students can engage in activities based on the concept of competency as a strength to build in the corresponding department through planned support. It should be noted that there are also series of cohesive activities, such as the groups in the area of "decision making."

(5) The career orientations are structured to be based on any of the four areas of competency

The career orientations of the "Career Planning Matrix (Draft)" are structured to be based on any one of the four areas of competency. When it is hard to see which career orientation children's daily activities are directed to, it is necessary to first confirm which competency area the goals of the activities fall into.

(6) The guidelines (examples) shown in the career orientations and explanations are just examples

The guidelines (examples) shown in the career orientations and explanations are just examples. The same activity could be categorized in another competency area if looked at from a different perspective. For instance, the activity of "getting dressed" can be categorized in the area of "forming personal relationships" if it is aimed at having a neat appearance, but in the area of "information utilization" if it is aimed at using a procedure sheet or other clues for getting dressed, or in the area of "decision making" if is aimed at selecting which clothes to wear for a special occasion. It is necessary to consider and confirm which competency area the goal of the activity in question falls into, based on the definitions of the four competency areas, just as described in (5).

4. For Enriched Career Education in the Future

In promoting career education and using the new draft (2010), it has sometimes been observed that children/students are assessed in terms of their abilities – what they can and cannot do. However, we have to make others aware that career education should be competency-based and promote it that way.

The former draft (2008), the new draft (2010), and the "Framework for Educational Programs that Cultivate an Attitude towards Working and Careers (Example)" are nothing more than "examples," and it is possible for each school to use them as a guide or reference in improving or assessing their curriculum from the perspective of career education. On the other hand, if they are bound by these examples and lose their own creative approach, then it would become a great disadvantage. It is desirable for each school, from hereon out, to examine such frameworks and improve their curriculum as appropriate in accordance with actual conditions at the schools.

The significance of promoting career education through the use of such frameworks by schools is the "improvement of curriculum." To improve the curriculum from the macro

viewpoint is to clarify the "meaning and value," "weighting," and "linking" of the educational methods and contents from the perspective of supporting the career development of each child (student) in each stage of school education (kindergarten through upper secondary departments) and to create a better common understanding within schools as well as between schools and families/related organizations. On the other hand, to improve the curriculum from the micro viewpoint is, to study how what children/students have learned in one class can be reflected and developed in the next class or other classes, in order to support the career development of children/students. In other words, it is to address the improvement of curriculum based on the career development of children/students and to reflect the results and issues in the improved curriculum. These are all thought to be effective for sharing the perspective of improving curriculum and clarifying the purpose and connection of activities; however, these approaches require careful attention so as to not limit the scope of that perspective or make it inflexible.

In order to improve the link between the curriculum, school program, and classes in career education, we have to understand the significance of learning from the standpoint of the child/student, that is, to understand from the perspective of career development. Therefore, practical cases of career education should not be focused only on their activities and methods, but the significance of the interaction of specific activities and children (student)'s efforts should be emphasized. In other words, children/students' changes in their sense of values through experience (learning) and the significance of guidance and support by teachers and others should be simultaneously recognized in parallel and documented.

IV. Conclusion

In addition to proposing the new draft (2010), this study proposes tools to promote efforts to improve the curriculum and teaching from the perspective of career education as a specific means of using the matrix. These tools include the "Sheet for career orientation positioning in a course unit," the "Sheet for career orientation positioning/class improvement in a class," and the "Sheet for supporting the child/student's wish." They have been tested and assessed in the partner research institutions, etc., and have been reported in the third and the fourth papers. It is certainly desired that career education in the future be enriched by examination through the specific activities in school stated above, as well as by active discussion based on insights gained through these efforts.

In closing, what is sought in career education is both competency development and environmental development. In other words, the career development of children/students should be encouraged while schools, communities, and society should be reviewed as a more appropriate environment for that purpose and improved. It is the relationship between personal factors and environmental factors in ICF. These factors must be integrated in order to provide enriched education in a better form. Career education is the support function for society at large, and we should note that school education itself needs a fundamental review in order to provide a better support.

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Table 3: "Table of Stages and Contents of Career Development (Draft)" for Children/Students with Intellectual Disabilities

	Elementary Department (School)	Lower Secondary Department (School)	Upper Secondary Department (School)
Career Development Stage	Period for acquiring fundamental skills for work and daily life	Period for acquiring skills to integrate and apply the fundamental skills for work and daily life into working	Period for acquiring skills to specifically apply skills required for work and daily life after graduation by imagining actual working life
Explanation of career development stages and developmental issues	In this stage, children are encouraged and motivated to acquire fundamental skills for work and daily life at home and in the community, although unspecialized yet, and start learning the comprehensive skills necessary for a flexible mind later in life. From the perspective of career development, in all activities in school and daily life, children shift from play to activities with clear goals, from familiar resources to those found in the community, and from supported activities to independent activities, in order to achieve holistic development as a person. Hopes and dreams for work should be also fostered.	In this stage, children apply their fundamental skills, which have been acquired during the elementary department stage, to their place of work (working) and daily life so that they can respond to changes. From the perspective of career development, they gain an understanding of themselves and others (good points about themselves and peers), which is a quality necessary for a working life, discover their aptitude through actual work experience, and learn the significance and value of working through a sense of worth and fulfillment. They also experience choosing their future path by their own judgment.	In this stage, based on the integrated skills acquired during the lower secondary department stage, children obtain professional knowledge and skills through continuous work experience on the assumption that they will be hired by companies, choose their job, and prepare for transition. From the perspective of career development, they make their own decisions based on their aptitude and sense of satisfaction, acquire knowledge and skills for working, form attitudes necessary for working, develop the competency to seek necessary support appropriately, understand and carry out instructions and advice, form the habits necessary for a working life, utilize the knowledge necessary for economic life, and make use of their leisure time.
Competencies related to professional (career options) development	Strengths to build in elementary department stage	Strengths to build in lower secondary department stage	Strengths to build in upper secondary department stage
Area / Skills in this area			
Forming Personal Relationships Respect others' individuality, communicate with various people while exhibiting own individuality, and work on tasks in cooperation with others Discover good points about themselves and others through specific activities, build interpersonal skills necessary to carry out various activities in school education, and obtain skills to play a role in a group in cooperation with others. In addition, increase ability to express intentions appropriately, which is necessary in social life, and acquire skills to respond to the occasion and situation accordingly in order to participate in various activities in social life.	Interpersonal relationships: Good points about oneself / Good points about friends	Self-understanding: Affirmative self-understanding based on a sense of fulfillment Understanding of others: Understand others' feelings, thoughts, and positions	Self-understanding in the context of work Understanding of others' thoughts and individuality
	Participation in a group: Interact with adults and friends, and participate in group activities	Cooperation and collaboration: Understand one's role in a group and cooperate/collaborate	Play one's role as a member of a group (team)
	Expression of intention: Express intentions necessary for daily life	Expression intentions necessary for social life	Expressive power capable of seeking necessary help appropriately or consulting with others
	Greetings, cleanliness, and proper physical appearance: Greetings and proper physical appearance	Words and actions appropriate for the situation: Proper greetings and behaviors for the situation	Words and actions appropriate for the time, place, and occasion
Information Utilization Understand the significance of learning and working and their roles and diversity, and utilize a range of information to make choices on own career and lifestyle Understand each job is indispensable for people's daily lives through practical activities and acquire skills to collect and make use of various information on activities and jobs that one is interested in. In addition, learn the value of compensation paid for labor, understand the rules necessary in one's social life and acquire skills to act accordingly, as well as understand various rules in society and acquire skills to utilize them.	Interest in various kinds of information: Have an interest in work and working people	Information collection and utilization: Collect information on future path	Collect and utilize information on things necessary for occupational life
	Social rules: Utilize community resources	Understand social mechanisms and rules	Understanding of laws and institutions: Understand various social institutions and services and utilization of them in real life
	Handling money: Understand the importance of money in daily life	Managing money: Understand the basic life of a consumer and well-planned consumption	Understanding the life of a consumer: Understand the relationship between labor and compensation, and well-planned consumption
	Understanding and sharing of roles: Understand duties and roles and execute them	Significance of working: Understand the existence of various kinds of jobs through experience	Understand the significance of jobs and working

Promoting overall development centered on play from early childhood

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Future Plan Making Think about own life and lifestyle in the future with hopes and dreams, and positively design own future in light of the social realities	Have a longing for a job and expect a new life and work through experiences that bring a sense of accomplishment and fulfillment in various activities.			Understanding and playing roles: Understand the role that one should play in school and family life	Understand and play the necessary role in society
		Habit formation: Form the habits necessary for family and school life		Form the habits necessary for a working life	Form the habits necessary for a working life
		Hopes and dreams: Interest in a professional role model		Dreams for the future and longing for a job	Expectations for a new life centered on work
				Something to live for and something worthwhile: Voluntary efforts for learning activities	Realize the significance of career and utilize leisure time according to future plan
				Career plan: Independent plan to achieve a goal	Career plan to connect to the future plan
Decision Making Make better choices and decisions on own accord while actively addressing and overcoming challenges and conflicts in the process	Understand the meaning of choices and acquire skills to choose and make decisions. At the same time, understand the meaning of fulfilling one's responsibility through acting on one's choices. In addition, decide own goals in order to develop problem solving abilities and acquire the skills to self-evaluate the results in order to understand that there are many choices in conflict situations and develop an attitude to seek better choices.	Goal setting: Consciousness of and motivation for a goal		Set a goal and make efforts to achieve it	Set a goal to realize a future plan and desired career and make efforts to achieve it
		Choices: Choice of play and activities		Choices (decisions and responsibility): Better choices based on individuality and interests / Independent choice for a future path	Choose a future path based on experience such as on-site practical work in the industry
		Review: Review activities		Affirmative self-evaluation: Review activities on-site and make efforts to utilize the experience for the next time	Self-evaluation of activities carried out in work on-site in the industry or as practice
					Self-adjustment: Utilize alternative choices to solve problems
Relationship with stage of each subject for those with intellectual disabilities		Stage to experience and learn fundamental activities one by one with a teacher's support (1st and 2nd stages in elementary department)	Stage to independently learn activities leading to a social life (3rd stage in elementary department)	Stage to learn the basis of social life and working life in the future, built upon life experiences already acquired (1st stage in lower secondary department)	Stage to learn advanced content, built upon fundamental content about family life, social life, and working life after graduating from school(1st and 2nd stages in upper secondary department)

National Institute of Special Needs Education (2008)

Table 4: "Career Planning Matrix (Draft)" for Children/Students with Intellectual Disabilities

(Revised Version of the "Table of Stages and Contents of Career Development (Draft)" for Children/Students with Intellectual Disabilities)

	Elementary Department (School)	Lower Secondary Department (School)	Upper Secondary Department (School)
Career Development Stage	Period for developing fundamental competency for work and daily life	Period for developing competency to integrate and apply the fundamental competency for work and daily life to working	Period for developing competency to specifically apply necessary competency for work and daily life after graduation by imagining actual working life
Explanation of career development stages and developmental issues	In this stage, children are encouraged and motivated to acquire fundamental competencies for work and daily life at home and in the community, although unspecialized yet, and start learning the comprehensive competencies necessary for a flexible mind later in life. From the perspective of career development, in all activities in school and daily life, children shift from play to activities with clear goals, from familiar resources to those found in the community, and from supported activities to independent activities, in order to achieve holistic development as a person. Hopes and dreams for work should be also fostered.	In this stage, children apply their fundamental competencies, which have been acquired during the elementary department stage, to their place of work (working) and daily life so that they can respond to changes. From the perspective of career development, they gain an understanding of themselves and others (good points about themselves and peers), which is a quality necessary for a working life, discover their aptitude through actual work experience, and learn the significance and value of working through a sense of worth and fulfillment. They also experience choosing their future path by their own judgment.	In this stage, based on the competency developed during the lower secondary department stage, children obtain professional knowledge and skills through continuous work experience on the assumption that they will be hired by companies, choose their job, and prepare for transition. From the perspective of career development, they make their own decisions based on their aptitude and sense of satisfaction, acquire knowledge and skill of work, form attitudes necessary for working, develop the competency to seek necessary support appropriately, understand and carry out instructions and advice, form the habits necessary for a working life, utilize the knowledge necessary for economic life, and make use of their leisure time.
Competencies related to professional (career options) development Competency area	Strengths to build in elementary department stage	Strengths to build in lower secondary department stage	Strengths to build in upper secondary department stage
Forming Personal Relationships Respect others' individuality, communicate with various people while exhibiting own individuality, and work on tasks in cooperation with others	Discover good points about themselves and others through specific activities, build interpersonal skills necessary to carry out various activities in school education, and develop the competency to play a role in a group in cooperation with others. In addition, increase ability to express intentions appropriately, which is necessary in social life, and develop the competency to respond to the situation accordingly in order to participate in various activities in social life.		
	Interpersonal relationships	Understanding oneself and others	
	●Awareness of good points about oneself ●Awareness of good points about friends	●Affirmative self-understanding based on a sense of fulfillment, understand others' feelings, thoughts, and positions	●Self-understanding in the context of work, and respect for others' thoughts and individuality
	Participation in a group	Cooperation and collaboration	
	●Interact with adults and friends, and participate in group activities	●Understand one's role in a group and cooperate/collaborate	●Play one's role as a member of a group (team)
	Expression of intention		
	●Express intentions necessary for daily life	●Expression intentions necessary for social life	●Expressive power capable of seeking necessary help appropriately or consulting with others
	Greetings, cleanliness, and proper physical appearance	Words and actions appropriate for the situation	
	●Make it a habit to greet and maintain proper physical appearance	●Proper greetings and behaviors for the situation	●Words and actions appropriate for the time, place, and occasion
Information Utilization Understand the significance of learning and working and their roles and diversity, and utilize a range of information to make choices on own career and lifestyle	Understand each job is indispensable for people's daily lives through practical activities and develop the competency to collect and make use of various information on activities and jobs that one is interested in. In addition, learn the value of compensation paid for labor, understand the rules necessary in one's social life and develop the competency to act accordingly, as well as understand various rules in society and develop the competency to utilize them.		
	Interest in various kinds of information	Information collection and utilization	
	●Have an interest in surrounding environment, including work and working people	●Collect and utilize various information on future path, etc.	●Collect and utilize information on things necessary for occupational life and social life
	Utilization of social resources and manners		Utilization of laws and institutions
	●Utilization of local society's resources and familiar rules	●Understand social mechanisms and rules	●Understanding of various social institutions and services and utilization of them in real life
	Handling money	Use and management of money	Understanding the life of a consumer
	●Understand the importance of money through experience	●Understand the basic life of a consumer and well-planned consumption	●Understanding of the relationship between labor and compensation, and well-planned consumption
	Joy of working	Understanding of roles and significance of work	
	●Understand and play a role of their own	●Understand that there are various kinds of jobs and what work is through experience ●Understand and implement the one's necessary role in school and family life	●Understand the significance of job and working and play the necessary role in society

Promoting overall development centered on play from early childhood

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Future Plan Making Think about own life and lifestyle in the future with hopes and dreams, and positively design own future in light of the social realities	Have a longing for a job and expect a new life and work through various experiences that bring a sense of accomplishment and fulfillment in various activities. In addition, develop the competency to play the role necessary for an independent life in work as well as in society, and the competency to form the habits necessary for a working life.	Promoting overall development centered on play from early childhood	Habit formation ●Form the habits necessary for family and school life	●Form the habits necessary for a working life	●Form the habits necessary for a working life
			Hopes and dreams ●Interest in a professional role model	●Dreams for the future and longing for a job	●Expectations for a new life centered on work
			Something worthwhile ●Actively involved in activities	Something to live for and something worthwhile ●Voluntary efforts for various learning activities	●Realize the significance of career and utilize leisure time according to future plan
				Career plan ●Independent plan to achieve goals	●Career plan to connect to the future plan
Decision Making Make better choices and decisions on own accord while actively addressing and overcoming challenges and conflicts in the process	Understand the meaning of choices and acquire skills to choose and make decisions. At the same time, understand the meaning of fulfilling one's responsibility through acting on one's choices. In addition, decide own goals in order to develop problem solving abilities and develop the competency to self-evaluate the results, in order to understand that there are many choices in conflict situations and develop an attitude to seek better choices.		Goal setting ●Consciousness of and motivation towards a goal	●Set a goal and make efforts to achieve it	●Set a goal to realize a future plan and desired career and make efforts to achieve it
			Self-choice ●Choice of play and activities	Self choices (decisions and responsibility) ●Better choices based on one's individuality and interests ●Independent choice for a future path	●Choose a future path based on experience such as practical on-site work in the industry
			Review ●Review activities	Affirmative self-evaluation ●Review activities on-site and make efforts to utilize the experience for the next time	●Self-evaluation of activities carried out in work on-site in the industry or as practice
				Self-adjustment ●Utilize alternative choices to solve problems	●Utilize alternative choices to solve problems
Relationship with stages of each subject for those with intellectual disabilities			Stage to experience and learn fundamental activities one by one with a teacher's support (1st and 2nd stages in elementary department) / Stage to independently learn activities leading to a social life (3rd stage in elementary department)	Stage to learn the basis of social life and working life in the future, built upon life experiences already acquired (1st stage in lower secondary department class)	Stage to learn advanced content, built upon fundamental content about family life, social life, and working life after graduating from school (1st and 2nd stages in upper secondary department)

National Institute of Special Needs Education (2010)

Table 5: Example of Explanation of Career Orientation

Making Future Plan

Group - Something to live for and something worthwhile
About this group This group shows that, in order for children to be socially independent, it is important to raise awareness that active involvement in activities, including work, fully utilizes their talents and leads to a better life. In addition, "something to live for and something worthwhile" is a comprehensive concept that includes various values. It is therefore important to have them discover something to live for or something worthwhile, while respecting their individuality. For a student who likes sports, for instance, we can set a goal for the student to participate in a tournament. We also can introduce a tea ceremony class under our unique certification system, or we can encourage students to participate in the Kanji Examination or PC Certification Test, or try to obtain a registered home helper license. It will be encouraging to obtain a higher certification step by step and motivate them to continue. In addition, attending a concert or expressing themselves through engaging in musical or artistic activities, together with people in the community or professionals, will result in self-realization and give them a sense of fulfillment and accomplishment. It is important to tie what they discovered while in school to support after graduation.
Structure of the Group

Elementary Department	Lower Secondary Department	Upper Secondary Department
	Something to live for, something worthwhile	
Something worthwhile		

Future (elementary)	Something worthwhile

(1) Strengths to build

Elementary department ○Active involvement in activities

Guide them to work on activities to their heart's content so that they believe they will accomplish something.

(2) Explanation

In the elementary department stage, let children work fully on activities and cherish the experience of achieving something. Teachers should care for children's hope of achieving something and provide support so that they can obtain a sense of fulfillment or satisfaction. It is necessary to celebrate their accomplishments together.

It is also important to introduce learning activities that children feel they can do or that they are good at or would like to do, and let them have a variety of experiences, while ensuring that they can feel a sense of accomplishment.

(3) Possible Guidelines (Example)

Subject/Theme	Purpose	Points to remember
Let's play on the field (Play: lower Elementary)	Use your body fully and play with whatever you want.	Secure a sufficient space for play, plenty of materials, instructional equipment, and time so that everyone can feel they played fully and really well.
Mr. Postman (life-unit: higher Elementary)	Make sure that you deliver a posted letter to friends.	Set up a mail box in school and let them post a letter to their friends. Let children carefully handle these letters and deliver them to their friends. Let them have many experiences of being thanked by others.

Future (Lower and upper secondary)	Something to live for, something worthwhile

(1) Strengths to build

Lower secondary department class ○Active involvement in various learning activities

Guide them to use their motivation to do what they like as a driving force for various learning activities.

Upper secondary department class ○Let them realize the significance of career and utilize their leisure time according to their future plan

Guide them to feel a sense of satisfaction about working and to think about utilizing their leisure time according to their future plan.

(2) Explanation

In the lower secondary department stage, a focus is placed on enhancing self-motivation through activities they like. When their spontaneous attitude is recognized by others, their motivation is inspired, which has an impact on learning activities as a whole. Take particular note of experiences that they have achieved by themselves with as little assistance as possible, such as using some support device. It is believed that their sense of fulfillment and accomplishment will increase and develop into something worthwhile in the future.

In the upper secondary department stage, let students realize as much as possible through experience, such as practical work on site, that active involvement in work and other activities will utilize their talents fully and lead them to a better life. In addition, as they will have to participate in social life after graduation, let them expand their hobbies, and provide them an opportunity to learn how to participate in group activities in the workplace and how to use public facilities in their leisure activities so that they will have an enriched life after graduating from school. It is also important to help them find a place where they can continue what they have learned and experienced in school.

Leisure time should be used to “enjoy” life, but it is also effective in “reducing stress.” Let them think by themselves about how to reduce stress and let them gain the experience to do so. It is also important to give them an opportunity to talk to a consultant in a community organization.

Enhancing the quality of leisure time activities is important for students so that they will have something to live for after graduation in the future; however, it is crucial that others should not force them to engage in these activities or have them spend leisure time in a way they really do not like. These activities should be their choice and significant for them. In some cases, students find their work itself is something they live for, as their work is very rewarding. Therefore, it is necessary to recognize “something to live for” in a broader sense and provide support to students.

(3) Possible Guidelines (Example)

Subject/Theme	Purpose	Points to remember
Let’s make the fair a success (work, life-unit: Lower secondary)	Produce a large amount of products for a fair	Produce a large amount of products for a fair so that many people can purchase them. Confirm the number of products being made and finished each time to enhance their motivation.
Prepare and sell a lunch (life-unit: Upper secondary)	Prepare lunch as ordered	Not only sell lunch, but also ask questions to customer as to how they liked their lunch and use the information to develop the future menu. Ask customers to send a photo of their lunchtime and enhance the motivation of cooks.
Expand your hobbies (life-unit, comprehensive: Lower and upper secondary)	Learn how to beat a drum from a drummer	Invite a drummer periodically and have an opportunity to learn how to perform. Hold a recital at the end of the year and invite guardians and local people to show the results of their efforts.

Disposable assets. Are special education teachers still needed in 21st Century Australian schools?

Philip Garner – Professor, University of Northampton
Fiona Forbes – National President, Australian Special Education Principals Association

There are many models of provision available in Australia for those children and young people with Special Educational Needs (SEN). However, the quality of educational outcomes for students with SEN is reliant principally on the knowledge of their classroom teacher. This brief article considers whether 21st Century Australian schools still require teachers who have experience and training in those pedagogical and content-related approaches in order to meet the educational needs of SEN students. In so doing it adopts the position of participant researchers, using a series of critically reflective narratives. The approach, which has been a significant mode of professional enquiry in many countries since the 1970s (Stenhouse, 1975), enables linkages to be formulated between useful theories, enquiry and subsequent school-based action (McNiff, 2007).

The Australian Context

Australia like the USA has a federal system of government, with states and territories being sub-national entities of the Australian Federal Commonwealth Government, sharing political power through a constitution. State and Territory governments have responsibility for education, health, transport and so on, with fiscal support from the federal government. Local Governments are established by state Governments to look after the needs of the community such as garbage collections, parks and gardens, sporting facilities and local planning issues.

The Australian constitution is the guide for the federal funding and delivery of education through collaborative policy and now partnerships with states and territories. The Australian government funds part of education in each state, generally the salaries for teachers and *specifically* funds provision for students with disabilities. The Australian Labour Government entered into national partnership agreements with states and territories beginning 2008, through the Council of Australian Governments, a 'peak' inter-governmental forum. These new partnerships have targeted areas such as 'quality teachers', literacy and numeracy, schools serving locations with low socio-economic indicators and professional learning for leaders.

Geography plays a huge part in the inconsistencies in education provision throughout Australia. Physical distance is a challenge in securing and maintaining consistency in educational delivery. Perth in Western Australia (WA), for example, is known as the most geographically isolated capital city in the world, and the state of WA is five times the size of Texas in the US. To amplify this further, WA comprises one third of the Australian land-mass whilst also being 20 times the size of Japan. Equity in delivery of education, whether this be early childhood, primary, secondary, tertiary or special education is hindered by this tyranny of distance. In fact, the states of WA, Queensland and New South Wales have dedicated schools for isolated and distance learning - where 'Schools of the Air' are still used. Whilst computerisation and advances in technology can materially help to facilitate the education of those children living in urban and regional areas , those in remote interior locations must still rely on radio for learning, due to lack of a reliable infrastructure.

History

Australia is a relatively young country, being only 222 years old. As a former colony it has traditionally followed the lead of its Commonwealth parent, England. It shared ideals, culture and governance throughout its early periods of development; this was particularly the case in respect of education. From the 1950's it came to be more influenced in its educational thinking. In these earliest stages of development of the nation state, all information, ideas and innovations took time to reach Australia, resulting in a corresponding delay in incorporating new thinking within education and other services. It could be argued that such a 'lag' is still evident today, although not as pronounced as hitherto.

The current development of the Australian Curriculum provides an apt illustration of this point. The United Kingdom developed its 'national curriculum' in 1989. In Australia, after several failed attempts, its own national curriculum is emerging, some 20 years later. A further example of a time-delay in the flow of educational ideas is to be found in the notion of internship, or locating pre-service teachers in schools for teacher training. This has been happening in New Zealand, Canada, the United Kingdom and the USA for over 10 years; Australia, on the other hand, is only just beginning to develop such a model.

But it would be fallacious to assume that no innovation took place within the Australian educational system. On the contrary, it has some of the finest innovative practices in education, with exceptional outcomes for students and a secure international reputation. It would appear, however, that in some areas of

educational reform special education provision being one - Australia continues to be slow to develop, appearing to adopt a' wait and see' approach.

Educational Inclusion

One aspect of education where the so-called 'lag effect' is discernible in Australia has been its developments in special education provision and particularly the rate of impact of inclusion. In 1974 the Warnock Committee began its enquiry, with its final report being released in 1978 (DES, 1978). As England remained a major influence on Australia in respect of policy, this report was a pivotal document in Australian Special Education history. Warnock argued for greater integration of students with SEN into mainstream schools, and shifted categorisation away from negative, within-child explanations of learning difficulty to that of enablement and of 'special educational needs'. Together with the US legislation PL 94 – 142 (1975), the impetus to examine existing provision elsewhere was overwhelming.

Australia began the process of reviewing its provision for students with SEN. As recently as 1986, special school facilities were not run by central government, but by charities in states such as Queensland (QLD). In that year teachers formerly employed by charities became employed by the QLD education department; the State assumed responsibility for the education of students with SEN. Training in special education at this time was provided by teachers colleges and some universities. In fact special education provision was so valuable and trained professionals relatively scarce that some states such as WA provided subsidised year-long programs to train personnel as special educators. In spite of this relatively recent history in special education development, the reforms resulting in the inclusion of students with SEN within mainstream classrooms have been swift, although understandable concerns have been expressed regarding their level of resourcing. This is consistently identified as a key factor implicated in the ongoing problems encountered by schools, their leaders and their teachers when attempting to adopt an inclusive approach for all students with SEN.

Several key reports have been undertaken relating to SEN in Australia in recent times. These have contained recommendations oriented towards greater student inclusion, as illustrated by those in the Collins Report (1984) from Victoria, which sought to include all students and dispense with special schools. Other significant reports in the sector were produced by Gow, Snow and Ward (1987) and by Doherty (1985). Both examined teacher attitudes to inclusion. With the ratification of the *Salamanca Statement* in 1994, which occurred only six years after some Australian state and territory education authorities assumed responsibility for education of SEN, the way provision for SEN was viewed in Australia changed again. The bureaucrats in States and Territories, who enacted the recommendations of the *Salamanca Statement* in education departments across Australia, did so with an "all or nothing" approach. The push to include had become such an ideological priority that the needs of students with SEN and their families seemed to be a secondary issue. This has caused some resentment from mainstream teaching staff and schools, referred to as a process called 'main dumping' after 1994. The Doherty Report (*op cit*), which examined NSW special education provision, reported that teachers in mainstream schools in the state were ill-equipped to cater for the inclusion of students with SEN and that training was needed for success to occur. Both Doherty and Gow *et al*, found that the lack of accountability for students with SEN was also a barrier to inclusion. Almost concurrently there appeared to emerge a professional reluctance about having 'those students in my class'. Effective teacher training in SEN & Inclusion is the key to successful inclusive provision; and yet it was not at that point – nor is it currently - systemically available for all new or existing teachers.

Pre and Post Service Training

Whilst education systems across the world have been working towards developing educational provision which is more inclusive, such moves has been hampered with inadequate training for teachers, whether they be currently practising or those undertaking pre-service training programmes (Davies & Garner, 1997). There appears to be a level of naivety and simplicity regarding the training needs of teachers, especially with regard to ta recognition of the curricula and pedagogies required to enable included SEN students to reach their full potential. The chronic absence of coverage of SEN issues in training and professional development programmes, both historically and at the present time, has meant that teachers are at a disadvantage when attempting to design and implement appropriate programs, and in assessing their impact and effectiveness.

In Australia schools they endeavour to implement inclusive education with a cadre of poorly trained teachers in the area of SEN. It certainly appears that there has been a gap between the rhetoric of inclusion 'policy' and its translation into teacher preparedness. A body of research has now developed to demonstrate this gap. Jenkinson (1997) suggested that disadvantages of inclusive practices outweighed their advantages, in instances of students with high support needs in regular classes. Others (Kauffman *et al.,* 1988; Hodges *et al.;* Ashman, 2003; Forbes & Garner, 2011) demonstrated there was a *lack* of research and therefore little compelling evidence regarding academic outcomes for those included, albeit there is ample evidence from research to support the benefits of social outcomes for both the included students and their mainstream peers.

The absence of well-resourced and supported inclusive education

of SEN students has been premised on a number of factors. Important amongst these is that the education of SEN students is about 'Edu-care' rather than Education, echoing Fulcher's 'charity discourse' (Fulcher, 1989). It appears that there is no need for specialised instruction, because 'immersion' will be effective. There has been a perception that continues today that 'curriculum differentiation and adaptation will allow students with SEN to 'catch up' with their mainstream peers' (Forbes, 2007).

Such interpretations are inaccurate. There should be great concern amongst educational and social policy makers in western post-industrialised countries where inclusion is regularly promoted as the first choice for students with SEN. In many such instances there is evidence of shortfalls and inadequacies in the pre and post service training for teachers. This has a material impact on the educational outcomes of students with SEN. Nevertheless, such approaches remain the preferred way forward for western governments; there is little substantive and reliable research evidence to indicate its equivocal success (Wu, Ashman and Kim, 2008).

It will be apparent, even from a cursory survey of provision in Australian universities that the number of special education courses has diminished over time. The country has an aging trained special education profession and it is apparent that there are very few new fully trained teachers available to take their places. Changes to teacher training in SEN are therefore urgently required, as these have tended not to keep pace with the rate at which inclusion reforms have taken place (Forlin & Lian, 2008). The situation could be said to have reached a point of crisis.

There are many examples of excellent inclusion models in Australia, and indeed around the world. The major factor either enabling inclusion to flourish (or, correspondingly, to inhibit its development) is the supply of teachers with appropriate expertise in special education. With appropriate human resources a model of service can be built to ensure that schools develop inclusive practice, based on the notion of a continuum of service for all students with SEN. In this, special schools and teachers with specialist skills can operate along an inclusive 'spectrum', where free-flow of teachers, skills, ideas and students is potentially possible. It is the 'system' that is inclusive – not the individual school *per se*. It may be argued that a preoccupation with the ideology of inclusion has diluted the essential specialist knowledge needed to teach students with SEN. If so, then it may be necessary for special schools to become the lighthouse schools for training because this is where the residual expertise now lies (Forbes, 2007).

However, in order to achieve this desirable situation, true collaborative partnerships and pathways of training for pre-service teacher education are essential. Previously in Australia there have been too few partnership opportunities of this kind, where tertiary training institutions and special schools act together to make this a viable reality.

A major factor to ensuring that there is an adequate supply of trained specialist teachers in SEN rests in directing funding resources to secure this. Too many schools in the Australian system view inclusion as being best served by assigning a teaching assistant to an SEN child in a mainstream environment. In so doing the most vulnerable students in the school system are being placed with the person who may be least trained to meet their needs. Nor does current pre-service training adequately prepare newly graduated teachers to work effectively working with teacher's assistants. Furthermore, such assistants are often left to rely on their own knowledge and are further handicapped by a lack of training, with few states having clear role criteria for such personnel.

It should also be emphasised that for inclusion to work there is a need for appropriate training for all teachers to ensure quality educational outcomes for students with SEN. Forlin and Lian (2008) discuss educational reform in the Asia –Pacific region and the possibility of providing equitable outcomes for SEN with significant changes to teacher education. Ashman *et al* (2008) discuss the need for expertise and continuum of service, and found little compelling evidence that suggests inclusive practices provide enduring learning outcomes for students in academic areas. On the contrary, these authors found that there was a body of evidence on social benefits for all.

Wu *et al*, (2008), in discussing mainstreaming or inclusion of SEN, argue that these students did not need tailor made instruction. We believe that this is most certainly not the case. A current example is the process of development of the Australian National Curriculum, where the attitude remains that students with SEN simply need a teacher to make 'adjustments' to the curriculum for regular students. Those who work with students with SEN know that this is certainly not the case.

Students with SEN need and deserve an inclusive curriculum provided by quality trained teachers. Curriculum planning is a fundamental stage of education development. If it is not attended to by skilled and informed practitioners, then we are dismissing the idea that inclusion is about educational outcomes. Students with SEN are simply there to be shoe-horned into an appropriate 'place', irrespective of the appropriateness of the curriculum offered to them. In such instances, inclusion becomes about 'place', not about 'people'.

Current curriculum documents in Australia are replete with statements intimating that they refer to all students. However, because currently the provision is mapped from such a level that a portion of students will never achieve, they are exclusive in their nature. Forbes (2007), in a paper entitled *Towards Inclusion: An Australian Perspective,* argued that in order to realise inclusion we

need to start with the fundamental education document that every teacher uses: the curriculum. Once SEN is built into that curriculum - and not bolted on as an afterthought - it is then that we will begin to be truly inclusive.

An appropriately structured curriculum for pre-service teachers taught in their tertiary courses ,will result in the emergence of successive cohorts of young teachers who know where to begin to teach students with SEN. Vital to this process, functioning as mentors in schools, are those experienced special education teachers, who possess the skills and on-the-job know how within the system. Without these talented individuals, we lose a vital link to learning in SEN. Just as we have science and maths specialist teachers, or early childhood teachers as essential components in the learning and teaching programs in schools, so are the teachers of special education equally essential.

Forlin (2006) argued that teachers are the ones who are pivotal to the success in the inclusive model of education. However for this to occur there is more needed. Teacher preparation for ensuring quality outcomes in education is imperative, whatever the model of service delivery. If systems are committed to ensuring the success of Australia's current education reform agenda, such as the $550 million investment in Improving Teacher Quality National Partnership, then teacher preparation to work in inclusive environments needs be given the highest status and priority. To ensure schools are given the best possible opportunity to be inclusive, then systemic inclusion must also be well constructed and conceived.

However, Loreman and Deppeler (2002) found the opposite obtained. They suggested that teachers were less than satisfactorily prepared to teach in inclusive classes. Equally, in 2000, Garner discussed the 'conceptual and practical unpreparedness' of newly graduated teachers. In fact, it appears that nothing much has changed over the years, with Griffin (2008) stating that newly graduated teachers themselves commented that it was SEN students and indigenous students they felt the least prepared to teach. But such perceptions themselves are not new. Garrett (1996) observed that in the 25 years since the inception of the 1944 British Education Act, many children with special educational needs still do not have access to an appropriately trained teacher, and even then Garrett commented on special education pioneers rapidly coming to retirement age. International preoccupations with inclusive education are matched also by a failure over time to provide for adequate training to ensure its success.

Moving forward

Several issues need to be addressed in order to shift the somewhat depressing context for SEN and teacher training towards something more optimistic. There is a need by all those involved in education to place value on the work that is undertaken by special educators. Their unique knowledge of pedagogies, strategies and skills should be further developed, as well as being utilised in support of trainee teachers. There is a regrettable perception in education that 'special educators can only teach students with SEN'. Furthermore, this activity is sometimes regarded as an easy option in teaching, compared for example to that of being a teacher of English or Maths. Even more damagingly, there is a widely held belief that these teachers spend their time with SEN students, there is no academic rigor needed; so therefore these teachers 'do not work as hard'.

For things to change there is an urgent need for a realignment of thinking of the value of special educators and special education. We should not be afraid to use the words special education, as indeed our students need this degree of specialisation. There must be awareness about differentiated and adjusted learning considerations, and accommodations which in fact are new words for what is known as "special education", regardless of setting. In order to attain this, what is needed is quality staff with recent practical and extensive classroom knowledge of special education in our tertiary institutions. These people become vital in advancing the pathways forward that are truly inclusive of all, by advocating for quality teaching in course design, that is relevant to what happens in our classrooms.

Are Special Education Teachers needed in 21st Century Classroom in Australia? Most definitely, not only needed but essential. When this happens the nation will be on its way to developing an inclusive education system, that values the entire continuum of service needed to cater for the diversity that is SEN.

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