Cooperation Between Teachers and Parents of Pupils with Severe and Multiple Handicaps Who Utilize Homebound/Hospital Education Services

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The purpose of this study was to investigate the cooperation between teachers-in-charge and parents of pupils with severe and multiple handicaps who utilize homebound/hospital education services. Three analyses were conducted. First, a national survey of homebound/hospital education services in 1996 was reanalyzed and the following six perspectives were extracted from the data: The need to discuss the curriculum with parents, the need to encourage greater use of medical or welfare services, the need to publish a class paper, the need to increase opportunity of schooling, the need to cooperate with parents in the health care of their children, and the need to have more interaction among parents. Second, nine highly experienced special education teachers involved in the provision of homebound/hospital education in Kanagawa Prefecture completed a questionnaire based on the reanalyzed data gathered in the first phase of the study. Third, in the initial national survey (1996), the publishing of a class paper was found to be effective in promoting cooperation between teachers and parents. To investigate this issue, 228 samples of class papers collected from 23 special schools were analyzed.

Results of this multi-phase study suggest that teachers involved in the program have been working hard to promote mutual understanding and cooperation with parents. Detailed examples of such activity are presented and relevant perspectives are discussed.

Key Words: Homebound/hospital education service, cooperation, class paper, severe and multiple handicap

Changes in the Communicative Relationship Between a Child and a Teacher (3): Practical Approaches to Support for Communication Disorders

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The purpose of this study was to consider the importance of keeping a teaching diary and utilizing the case conference approach in improving communication disorders between child and teacher. The paper, based on the teaching diaries and case conference involvement of three teachers, reports not only observations of the child’s behavior and teaching program, but also the introspective comments of both child and teacher. Results indicate that the teaching diary and case conference approaches are effective in improving the relationship between child and teacher and that the introspective perspectives of both teachers and children should be considered in case reports and case conferences. The researchers propose an applied approach be combined with an introspective perspective when considering the relationship between child and teacher.

Key Words: Communicative relationship, communication disorders, support for communication disorders, teaching diary, case conference

Analysis of and Perspective of Support for Issues Related to Deafblindness: As Seen from Referrals to NISE

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The Department of Education for the Multiply Handicapped of the National Institute of Special Education (NISE) is the sole organization in Japan to conduct research in the field of deafblindness. As a result, it acts as a national consultant for deafblind issues as well as offering a limited overseas service. This current analysis is based on 132 referrals to NISE made during the past six years (1993-99) and provides an overall perspective on relevant issues in the field of deafblindness including service provision. It was found that the Internet is a promis-
ing tool in deafblind education from the aspect of dis-
semination and the sharing of information. Discussion
mainly focuses on issues that have so far been neglected
in the research literature, in particular progressive deaf-
blindness due to Usher syndrome. The investigation pro-
vides a more comprehensive view of the variegated needs
of and the necessary support for deafblindness by com-
plementing past research conducted by NISE.

Key Words: Deafblind, progressive, Usher syndrome,
multiple disability, visual impairment, hearing im-
pairment, Internet

Making and Using Picture Books for Blind Children:
A Case Study Approach
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Picture books for blind children include pictures made
with tactile materials to enhance understanding. Never-
theless, while the use of pictures leads to increased com-
prehension of the stories, occasionally pictures are not
understood tactually, especially by very young children
with visual impairment. This paper addresses the follow-
ing issues: The production of readily comprehensible pictures
aimed at the early stages of the child's development, the
production of simple yet interesting picture books for
visually handicapped children, measures to encourage the
children to touch pictures in the books with the aim of
improving tactile perception, and the production of picture
books for blind children based on ordinary picture books.

To examine these issues, picture books for blind children
were developed and tested with two visually handicapped
children both aged three years. It was found that: 1) The
attributes of pictures (e.g. tactile material, size, form,
location) should be considered in making pictures. 2) Different tactile materials should be used for each picture.
3) The value of one attribute in each picture should be
changed on each page in order to make simple yet inter-
esting picture books for blind children. 4) It is possible
to facilitate 'searching', and 'tracing' tactile perception
of visually handicapped children using picture books.

Key Words: Picture books for blind children, visually
handicapped infant, tactile perception

Educational Guidance in Classrooms for the Emotionally Disturbed:
An Analysis Based on Length of Teacher Experience
in Ordinary Education, Special Education,
and Education for the Emotionally Disturbed

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The purpose of this study was to investigate the relation-
ships between teaching experience in ordinary education,
special education and education for the emotionally
disturbed and the current educational practice in special
classes for emotionally disturbed children. The investiga-
tion is based on information collected from a questionnaire
survey distributed to all special classes for the emotion-
ally disturbed in Japan.

Results were as follows: 1) The most significant rela-
tionship was found to be between teachers' years of
experience in education for the emotionally disturbed and
educational practice in the special class for emotionally
disturbed children. 2) There is a significant relationship
between years of experience in teaching the emotionally
disturbed and class size, the use of standardized testing
procedures, a greater frequency of curriculum planning
on a monthly and term basis, a decrease in difficulties
experienced in the classroom, and more use of consulting
staff from special education centres and education com-
mittees in contrast to informal support from profes-
sional colleagues in the school. These findings suggest
teacher experience in catering to the needs of the emo-
tionally disturbed is related to the professionalism of
special education teachers and should be considered in
their training.

Key Words: Autism, educational carrier, special class,
elementary school
Two Word Mand Training of a Child With Developmental Disorder
Using Behavior Therapy: A Single Case Study
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Mutuko Inadome
(Narashino General Welfare Centre)

It is said that to generalize and to maintain behaviors taught using behavior therapy are difficult for children with developmental disorder. To solve these problems, behaviorists propose a variety of methods. Among these teaching methodologies is the teaching of 'mand' rather than 'tact' and improving teaching itself. The mand model method and time-delay method have developed using this approach.

In this case study, a two word mand was thought using the mand model method and the time delay method in a baseball game setting to accomplish generalization and maintenance. It was found that the mand was learned when the program was completed and the maintenance and generalization of the mand was successfully achieved.

These findings suggest: 1) The use of imitation to learn spontaneous words is paradoxical so it is necessary to prepare for this problem. 2) Difficulty associated with achieving generalization and maintenance of learned performances using behavior therapy is not caused by the behavioral scheme, but the content and method of teaching. 3) The time of changing a procedure and the length of interruption of a procedure are important factors in achieving successful learning. 4) The single case experimental design is useful because it teaches us function of the intervention when we lose our way.

Key Words: behavior therapy, mand, generalization, maintenance, single case experimental design

Telecommunication Instruction of Children with Hearing Impairment
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This paper reports on an observation and analysis of telecommunication instruction of children with hearing impairment. Subjects were twin boys with profound hearing sensori-neural hearing loss over 90dB each. The instruction of telecommunication started from June 1997 and the instructor on telecommunication was a teacher of a school for the deaf. The record of telecommunication was compiled by the mother of the children. Three aspects of this analysis are discussed: 1) The skill of the telecommunication in terms of communication skill and the telecommunication partner. 2) the situation of the telecommunication in terms of talking to the partner, asking again and the contents of the communication, and 3) The option of the telecommunication equipment used viz. telephone aid, telephone with amplifier and the use of the telephone together with facsimile. Finally a check list including the above three factors as an index of progress on the telecommunication is proposed.

Key Words: Telecommunication, sensorineural hearing loss, communication skill, telecommunication equipment

Formation of Braille Sign System Activity of a Student with Deaf-blindness: Action Research in the Early Stages of Braille Learning
Hiroyuki Sugai and Yoshimi Tsuchiya
(Department of Education for the Multiply Handicapped)

This action research carried out at the Attached Child Guidance Clinic of The National Institute of Special Education was designed to investigate the leaning process of a student with blindness and severe hearing loss on the formation of Braille sign system activity. We adopted a teaching strategy which is based on the Postulate System of Sign System Activity (Umez; 1980).

The formation process of Braille sign system activity was divided into five stages, that is 1) differentiation of direction in behavioral space, 2) differentiation of plane geometrical space, 3) discrimination and setting up of Braille types, 4) construction of one to one correspondence among elements of three sets; X (event system), Y (Braille sign system), and Z (behavior system), and 5) advancement
in order of each sets.

The result shows that 1) the subject grasped the relation among the three sets; X, Y, Z. The Braille types used was two or three-molecules (syllables)-synthetic construct (i.e. ku/shii; comb, ha/sa/ni; scissors; ha/ko: box, sa/ra: plate), 2) the subject composed Braille sentence consisting of three molecule-synthetic construct (i.e. "kushio/hakoe/iruru", that is "go-comb/box-to/put: put comb into the plate") as the construction of the Cartesian product among three sets, that is A (characteristics of handled objects) × B (characteristics of object as reper-
tacle) × C (characteristics of handling movement), and 3) the learning was facilitated by assistance of verbal cues but sometimes confused by the subject’s unclear utterance.

The findings suggest that 1) the strategy adopted in this action research is useful not only to develop the teaching-and-learning tactics to produce Braille sentences, but also to modify it in ever-changing situation, and 2) teaching-and-learning process should be as a mutual interaction process characterized by sharing and collaboration.

Key Words: Deaf-blindness, Braille, sign system activity, situational constitution, mutual interaction

Identification of Learning Disabilities in the USA: The Issue of the Aptitude-Achievement Discrepancy Model

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This article reviews the issue of the definition of learning disabilities and eligibility criteria for students with learning disabilities in the United States of America. Even though in the USA, in that students with learning disabilities have been an issue in special education for a long time, there remains the problem of lack of clarification of the definition of learning disabilities and the norm of diagnosis for learning disabilities. It is considered essential to review the ongoing debate concerning the definition of learning disabilities in the USA. Because the aptitude-achievement discrepancy is a key component in the identification of learning disabilities in the various States of the USA, this study focuses on the aptitude-achievement discrepancy model.

The article consists of four sections: 1) an historical review of the discrepancy model in definitions of learning disabilities; 2) methods of quantifying these discrepancies; 3) the problems of the discrepancy model itself; and 4) alternative methods of the discrepancy model. The methods of quantifying a severe discrepancy include the following four common procedures: deviation from grade level, expectancy formula, standard score differences, and regression discrepancy. However, disadvantages in the discrepancy model consist of problems in identifying students with learning disabilities, problems with the model itself, and the essential problem of the discrepancy model for identification of students with learning disabilities.

The first group of issues include the following three problems: 1) the discrepancy model depends on their quantifying methods or tests that are used arbitrarily in the identification of learning disabilities; 2) eligibility criteria depend on the circumstances of each state; and 3) the data from the model do little to aid in the formulation of individualized education programs.

The second group of issues are problems of the overlap of groups identified by the discrepancy formula and the problem that IQ is irrelevant to the identification of learning disabilities.

The third issue is that many students must reach the threshold of severe failure before they can receive special education services.

As alternative methods of aptitude-achievement discrepancy, discrepancies inraand inter-academic skills and discrepancies among cognitive processing skills are introduced. These alternative methods facilitate the reconsideration of the label of learning disabilities and the description of students with learning disabilities by means of their strength in skills and needs in special education.

The final section of the paper highlights the differences between Japan and the USA as follows: 1) educational support system for students with disabilities; 2) characteristics of students with learning disabilities; and 3) the standardized assessment methods and training teachers in these assessment methods.

Key Words: Learning disabilities, discrepancy, eligibility criteria, the United States of America, cognitive processing skills
Parent Support in Early Intervention Programs for Children with Special Needs
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(Department of Education for the Speech and Hearing Handicapped)

It is generally agreed today that early intervention with infants and young children with special needs is essential. This paper suggests that not only the nature of support given to family members and the networks of early intervention should be examined. Focus is on the type of support given to family members, especially to parents and guardians who key caregivers for infants and young children. The research literature in Japan since 1990 is reviewed and categorized into five groups: 1) The relationship between children with special needs and their mothers. 2) The roles of the mother. 3) Expectations of parents and guardians of the nature of early intervention provided. 4) Network systems of early intervention and their substance. 5) Further issues concerning support given to parents and guardians. It is proposed that not only specialized support be given to meet the child’s needs but that the intervention process meet the needs of the whole child in the completeness of the family setting. If such a structure is established, parents and guardians can bring up their children with confidence.

Key Words: Parent support, early intervention, educational guidance, network systems of early intervention

National Survey on the Current Situation of Vocational Education and Courses Offered for Graduates From the Upper Secondary Department of Special Schools for the Health Impaired
Tetsuro Takeda, Tomoko Takamura, Kazumi Yabuki, Hitoshi Hara
(Department of Education for the Health Impaired)

This paper reports on the current situation of vocational education and graduate courses in the upper secondary departments of special schools for the health impaired in Japan. 39 schools with a total of 285 graduates at the 1997 academic year were involved in the survey. It was found that the major disease categories of graduate students were as follows; 121 (42.5%) had neurological disorders, 49 (1.2%) behavioral disorders, 27 (8.5%) had diseases of the respiratory system, and 25 (8.8%) had renal diseases. In 79.5% of special schools for the health impaired, vocational education subjects based on the regular school curriculum, such as home economics, business and industry were offered and 171 graduates (60%) actually took vocational education subjects. In 69.2% of the above mentioned schools, several kinds of job training were carried out and 94 graduates (33%) actually had experience of on the job training. Finally, using the knowledge gained from understanding the current status of graduates (e.g. disease status), the vocational education and the course of graduates from the upper secondary department in special schools for the health impaired is discussed.

Key Words: Upper-secondary department in special schools for the health impaired, graduate course, vocational education job training

Analysis of Trends in the “Tsukyu” System for Emotionally Disturbed Children (2)
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Michiko Konno
(Shirayuri College)

The purpose of this study was to analyze trends in the “Tsukyu” system (i.e. resource rooms in schools) and individualized education programs for emotionally disturbed children. The focus of the project was resource rooms in elementary schools and secondary schools. Questionnaires were sent to prefectural boards of education and resource room teachers in schools. The main findings of this investigation were as follows: 1) The number of resource rooms for emotionally disturbed children has increased each year, but the number of prefectoral established resource rooms has not increased. 2) About 30% of children in elementary schools have an autistic disorder,
and about 70% of students in secondary schools have school phobia. 3) About 90% of children in elementary schools and about 80% of students in secondary schools are employed one-to-one instruction. 4) About 90% of elementary schools and 70% of secondary schools make individualized educational programs. 5) In one-to-one instruction, children are offered educational therapeutic activities (Yugo Kunren) and supplementary academic skills.

Key Words: Tsukyu system, resource room, autism, emotional disturbance, individualized education programs

Individualized Education Program in Special Classes for Emotionally Disturbed Children in Ordinary Elementary and Secondary Schools

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Recently, "teaching according to the individuality" has thought to be important. So, we made questionnaires about the practice of one-to-one instruction in special classes for emotionally disturbed children in ordinary schools in metropolitan area (Tokyo, Kanagawa, Saitama, Chiba), and received answers from 181 out of 270 elementary schools and 68 out of 116 lower secondary schools. The main findings of this investigation were as follows; 1) In the elementary schools, more than half of the children in special classes for emotionally disturbed are autism. 2) In the lower secondary schools, school refusal (50%) and autism (21%) are mainly found. 3) 93% of the elementary schools and 85% of the lower secondary schools provide one-to-one instruction, and average hours of the instruction are 8.2 hours per week per children in the elementary schools, and 6.8 hours in the lower secondary schools. 4) Both in the elementary schools and the lower secondary schools, the main content of one-to-one instruction is the supplementary academic skills. 5) Individualized education programs are made in 85% of the elementary schools and 65% of the lower secondary schools. 6) The programs are made mainly by the teachers of special class, and parents and the teachers of ordinary class are involved as well. 7) 95% of the schools evaluate the programs after practice.

Key Words: individualized education programs, IEP, one-to-one instruction, emotional disturbance, autism

Issues of Copyright in Special Education

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This article is concerned with the issue of copyright in the various fields of special education practice. First, the copyright law in Japan is reviewed from the perspective of special education. Second, how special education personnel should deal with the copyright issues is discussed using the following practical examples: 1) Utilization of teaching materials developed by special schools

2) Dealing with copyright issues in children's work.
3) Utilization of materials on Internet homepages.
4) Utilization of multimedia software materials.

Finally, the importance of placing the issue of copyright in the teacher education curriculum is discussed.

Key Words: Copyright, Internet, Multimedia, Teacher education