

## 1. Objective

Society's interest in learning disabilities (LD) heightened from around 1990 in Japan. This eventually led to the establishment of the National Association of Parents of Children with Learning Disabilities and the progress of scientific research. Amid such activity, in 1992, the Ministry of Education inaugurated the Conference of Cooperators in the Study of Instructional Methods for Children with Learning Disabilities and Similar Learning Difficulties. This conference first prepared an interim report and then its final 1999 report. The report indicated specific measures to provide educational support for learning disabilities. This finally came about after almost ten years had elapsed since the initial show of interest in learning disabilities in Japan in 1990. (Tsuge, 1999d)

In the US, on the other hand, the 1975 PL94-142 (Educational Methods for Disabled Children) presented a definition of the term learning disability and initiated the institution of educational support for children with learning disabilities. This public law in one stroke indicated the various concepts that have come to have a great impact on the current state of special education in the US, of course, but also in countries throughout the world. These concepts include Individual Educational Plans (IEP), Least Restrictive Environment (LRE) and Free and Appropriate Public Education (FAPE).

However, the event that provided the opportunity for learning disability to become a social concern was the general meeting of Parents' Associations held in Chicago over ten years earlier in 1963. Dr. Samuel A. Kirk gave a lecture on learning disabilities at that meeting. It provided the impetus thereafter for the establishment of academic societies and the foundation of academic journals. In due course, it achieved fruition in 1975, through PL94-142, which established the concrete direction of the nation's education administration.

In this way, there are many similarities between Japan and the US when comparing the course of concern for learning disabilities in the two countries. First, parents' associations were one of the key factors in initiating interest. Thereafter, academic research progressed greatly. Furthermore, it took about ten years for the education administration side to indicate a concrete direction regarding the state of educational support for learning disabilities. (Tsuge, 1998; Tsuge & Keogh, 1999; Tsuge, 2001b)

In the US, even when using 1975 as a starting point, support for learning disabilities already has a 25-year history. In Japan, however, the conference presented its report just last year. Therefore, it is important for Japan, which is finally about to begin providing educational support for learning disabilities, to conduct a comparative study at this point in time. It will be useful to compare the realities and issues concerning education in schools in Japan and the US, and clearly ascertain the characteristics of the respective countries. Furthermore, although

Japan has amassed much practical educational experience and academic research regarding elementary schools, it has extremely meager amounts of both for lower and upper secondary schools. Consequently, based on the present state of affairs in Japan, it is especially important to compare support for learning disabilities in the first and second halves of secondary education in Japan and the US. (Tsuge & Keogh, 1999; Tsuge, 2000; Tsuge, 2000g)

It is for this reason that this research project's objective is to clearly define the characteristics of the ways Japan and the US provide support to students with learning disabilities in public lower and upper secondary schools.

In order to achieve this objective, this project surveyed teachers of regular classes, "Tsukyu" instruction classes (called resource rooms in the US) and special classes and school principals. The survey covered areas such as the state of classes and schools, the state of in-service training, the types of classes teachers have experienced teaching to date and the support received by teachers, students and their guardians inside and outside schools.

## 2. Method

### *Structure of Questionnaires:*

First, the project prepared US versions of the questionnaires (Tsuge & Keogh, 2000) and then translated them into Japanese to prepare the Japanese versions. It divided the questionnaires into those for lower secondary schools and for upper secondary schools, which were then divided, respectively, into those for school principals and for regular class teachers and special education teachers. The questionnaires for special education teachers were based on the assumption that there would be "Tsukyu" resource rooms and special classes. (Please refer to Table 1.) It should be noted that some parts of the Japanese versions of the questionnaires have been revised from the standpoint of factors such as the educational circumstances in Japan. The main area of revision concerned the questionnaire for school principals. The Japanese versions included additional questions, asking about knowledge regarding the educational ideology of inclusion and about what principals sought from education for children with learning disabilities in Japan in the future. The judgement to include the former question was based on the fact that the situation in Japan is such that the educational ideology of inclusion is not yet sufficiently widespread. The latter question was included because Japan is currently still at the trial stage of developing a system of education for children with learning disabilities and of implementing its accompanying practices.

**Table 1** Structure of Questionnaire

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For Principal

- Basic Information of School
- Inclusion Policy(\*)
- Students with Learning Disabilities
  - in Regular Classroom, Resource Room, and Special Classroom
- In-service Training in School (Regular Education, Special Education)
- Place of Supports
- Course of Advancement After Upper Secondary School Graduation
- Future Support Sought for Students with Learning Disabilities (\*)
- Written Comments

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For Teachers (Regular Classroom, Resource Room, and Special Classroom)

- State of Support Within School
- State of Support Outside School
- Instructional Experience of Teachers by Type of Class
- In-service Training (Regular Education & Special Education)
- Teacher's Feelings Toward Instructing Students with Learning Disabilities
- Experienced Difficulties in Instructing Students with Learning Disabilities
- Written Comments

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(\*: This questions were reformed for Japanese version.)

***Targeted Districts:***

In the US, the project surveyed four school districts (District W, District X, District Y and District Z) in Los Angeles County, California, and its surrounding areas. In Japan, it surveyed a total of 12 districts, four districts each in three metropolitan areas: the Tokyo area, Osaka area and Nagoya area. In the survey the term district refers to either prefectures, government ordained designated cities, cities or wards within each metropolitan area.

***Targeted Subjects:***

The subjects of the surveys in both Japan and the US included school principals and regular class teachers, teachers of "Tsukyu" instruction classes (called resource rooms in the US) and special class teachers in public lower and upper secondary schools in the targeted districts. However, since Japanese upper secondary schools do not have "Tsukyu" resource rooms and special classes, the survey targeted only their regular classes. In addition, the Japanese upper secondary schools targeted included regular, technical and commercial Japanese upper secondary schools.

**Procedure:**

In the US, the author of the questionnaires conducted the survey while in temporary residence at the University of California, Los Angeles (UCLA). The project distributed the questionnaires to each school district by mailing the number of questionnaires required for each school together in one package to the school districts, for three of the four school districts in Los Angeles County and its surrounding areas, from January to March 1998. In the case of the remaining school district, however, the project mailed one copy of each questionnaire to a university professor who had been carrying out joint research with the school district and had the professor make the required number of copies of the questionnaires and distribute them to the schools. The respondents individually mailed back the completed questionnaires directly to UCLA one to two months later. Please refer to Tsuge & Keogh (2000) for details.

In Japan, the project requested the cooperation of and mailed the questionnaires together in one package to the boards of education of a total of 12 districts, four districts each in three metropolitan areas, in October 1999. Each board of education then mailed the questionnaires to the schools it selected. The completed questionnaires were collected by having the respondents individually mail them back to the National Institute of Special Education by the end of November 1999, using the return envelope attached to the questionnaire for that purpose.

**Number of Responses:**

The survey received responses from a total of 99 people in the US survey, with the breakdown for the four school districts being 46, 18, 13 and 22 respondents. Please refer to Table 2.

**Table 2** Data Collection of Questionnaire Sheets (The US)

School District	A	B	C	D	Total	
<b>Lower Secondary School</b>						
Principal					4	
Teacher in Regular Classroom					14	
Teacher in Resource Room					8	
Teacher in Special Classroom					12	
Other (Teacher who are in two or more classroom)					3	
				Sub Total	41	
<b>Upper Secondary School</b>						
Principal					6	
Teacher in Regular Classroom					24	
Teacher in Resource Room					12	
Teacher in Special Classroom					16	
Other (Teacher who are in two or more classroom)					0	
				Sub Total	58	
	46	18	13	22	Total	99

The breakdown for lower secondary schools was 4 principals, 14 regular class teachers, 8 resource room teachers and 12 special class teachers. For upper secondary schools, it was 6 principals, 24 regular class teachers, 12 resource room teachers and 16 special class teachers. The reply rates for the three districts for which the numbers of questionnaires mailed were known were 51%, 50% and 41%, respectively.

In Japan, the survey received responses from 536 people from a total of 12 districts, four districts each in three metropolitan areas. Please refer to Table 3. The breakdown for lower secondary schools was 38 principals, 152 regular class teachers, 12 "Tsukyu" resource room teachers and 62 special class teachers, for a total of 264 people. For upper secondary schools, it was 52 principals and 220 regular class teachers, for a total of 272 people. The reply rates for lower secondary schools were: principals - 79%, regular class teachers - 63%, special education teachers (for "Tsukyu" resource room and special classes) - 31%. For upper secondary schools, the reply rates were: principals - 54% and teachers (of all regular classes) - 54%.

**Table 3** Deta Collection of Questionnaire Sheets (Japan)

	Tokyo Area	Osaka Area	Nagoya Area	Sub Total
<b>Lower Secondary School</b>				
Principal	13	13	12	38
Teacher in Regular Classroom	43	52	57	152
Teacher in Resource Room	5	3	4	12
Teacher in Special Classroom	11	24	27	62
			Sub Total	264
<b>Upper Secondary School</b>				
School for Regular Course				
Principal				28
Teacher in Regular Classroom				114
School for Industrial Course				
Principal				12
Teacher in Regular Classroom				49
School for Commercial Course				
Principal				12
Teacher in Regular Classroom				54
Sub Total				
Principal	9	15	28	52
Teacher in Regular Classroom	38 *	61 *	121 *	220
			Sub Total	272
Sub Total in each District	119	168	249	Total 536

Remark-1 : \* Sub total in each district are 217, and three persons are , because each district include one school that are not clear of school type.

Remark-2 : Deta collection from one area in Tokyo area was only from lower secondary school.

### ***Human Subject Committee's Approval:***

In order to carry out the questionnaire survey in the US, the project received the advance approval of the UCLA Human Subject Committee concerning research targeting human subjects.

### ***Analytical Perspective:***

The project carried out comparative analyses of the respective questions asked of school principals, the various types of classes and lower and upper secondary schools.

## **3. Results**

### **3.1. Questionnaire for School Principals**

#### ***3.1.1. School Size (Including Ethnic Distribution)***

Japan:

#### ***Number of Classes:***

The average number of classes for lower secondary schools was 17.8 classes, with the school with the greatest number of classes having 29 classes and the school with the smallest number of classes having 4 classes. For upper secondary schools, the average was 22.9 classes, with the school with the greatest number of classes having 32 classes and the school with the smallest number of classes having 12 classes.

#### ***Number of Students:***

The average number of students for lower secondary schools was 582.7 students, with the school with the greatest number of students having 1,020 students and the school with the smallest number of students having 63 students. For upper secondary schools, the average was 879.4 students, with the school with the greatest number of students having 1,279 students and the school with the smallest number of students having 480 students.

### ***Ethnic Distribution:***

The average ethnic distribution for lower secondary schools was: Japanese - 99.25%, Asians other than Japanese - 0.49%, Caucasians - 0.04%, Blacks - 0%, Hispanics - 0.07%, Others - 0.09%. For upper secondary schools, the average ethnic was: Japanese - 99.33%, Asians other than Japanese - 0.59%, Caucasians - 0%, Blacks - 0%, Hispanics - 0%, Others - 0%. Furthermore, in the lower secondary school with the lowest percentage of Japanese students, non-Japanese students accounted for 2.2% of the student body, and in the upper secondary school with the lowest percentage of Japanese students, non-Japanese students accounted for 3% of the student body.

### ***Number of Teachers:***

The average number of teachers for lower secondary schools was 31.4 teachers, with the school with the greatest number of teachers having 53 teachers and the school with the smallest number of teachers having 15 teachers. For upper secondary schools, the average was 59.6 teachers, with the school with the greatest number of teachers having 102 teachers and the school with the smallest number of teachers having 34 teachers.

US:

### ***Number of Classes:***

The average number of classes for lower secondary schools was 30 classes, with the school with the greatest number of classes having 36 classes and the school with the smallest number of classes having 24 classes. For upper secondary schools, the average was 75 classes, with the school with the greatest number of classes having 100 classes and the school with the smallest number of classes having 34 classes.

### ***Number of Students:***

The average number of students for lower secondary schools was 773 students, with the school with the greatest number of students having 840 students and the school with the smallest number of students having 706 students. For upper secondary schools, the average was 2,023 students, with the school with the greatest number of students having 2,954 students and the school with the smallest number of students having 1,100 students.

***Ethnic Distribution:***

Since there were great differences depending on the school district in the US, the respective ethnic distributions for each of the four target school districts are presented. First, for District W, the ethnic distribution was: Caucasians - 79.2%, Hispanics - 11.2%, Asians and Pacific Islanders - 8.0%, Blacks - 0.9%, Others - 0.6%. For District X, the ethnic distribution was: Caucasians - 75.0%, Hispanics - 14.0%, Asians and Pacific Islanders - 6.2%, Blacks - 4.4%, Others - 0.5%. For District Y, the ethnic distribution was: Caucasians - 79.9%, Hispanics - 12.7%, Asians and Pacific Islanders - 5.3%, Blacks - 1.5%, Others - 0.6%. For District Z, the ethnic distribution was: Caucasians - 63.0%, Hispanics - 25.6%, Asians and Pacific Islanders - 7.2%, Blacks - 3.8%, Others - 0.5%. This is an area with high percentages of Caucasian students in all of the four school districts.

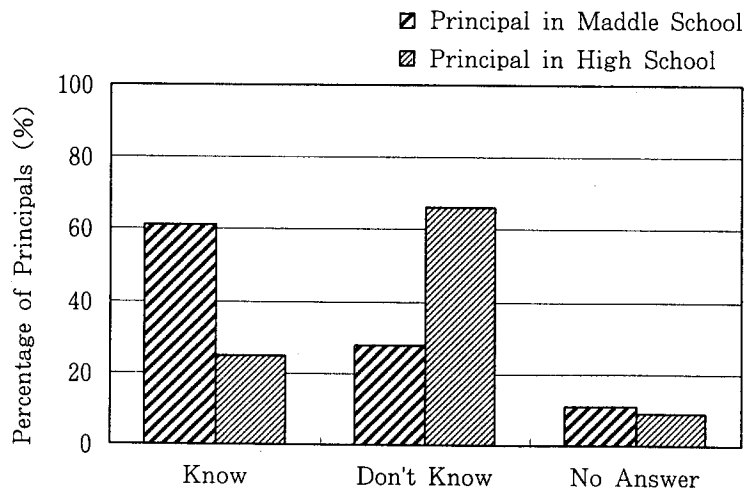
***Number of Teachers:***

The average number of teachers for lower secondary schools was 33 teachers, with the school with the greatest number of teachers having 37 teachers and the school with the smallest number of teachers having 29 teachers. For upper secondary schools, the average was 80 teachers, with the school with the greatest number of teachers having 107 teachers and the school with the smallest number of teachers having 45 teachers.

***3.1.2. The Educational Ideology of Inclusion***

**Japan:**

As Figure 1 indicates, 61% of lower secondary school principals and 25% of upper secondary school principals replied that they knew of the education ideology of inclusion. This reveals that this ideology has become generally known more quickly in lower secondary schools than upper secondary schools.



**Fig.1** Principals Who Know Inclusion <Japan>

**US:**

On the other hand, since knowledge of this ideology is widespread in the US, US principals were asked about the state of the implementation of this ideology within their schools.



According to the replies to this question regarding the school's policy on inclusion, among lower secondary schools, 50% implemented a policy of full inclusion, 25% implemented inclusion and 25% implemented segregation. Among upper secondary schools, 40% implemented full inclusion, 40% implemented inclusion and 20% implemented segregation. As to the reasons for implementing a policy, the most common reason given by lower secondary school principals was because of students' needs, which 50% of respondents indicated, followed by because of the wishes of the students' guardians and because of the abilities of the teachers, which in both cases 25% of respondents indicated. The most common reason for implementing a policy given by upper secondary school principals was because of students' needs, at 56%, followed by because of the wishes of the students' guardians, at 33%.

### 3.1.3. Students with Learning Disabilities Enrolled in Regular Classes, "Tsukyu" (Resource Rooms) and Special Classes

#### Japan:

As Figure 2 indicates, 37% of lower secondary school principals and 4% of upper secondary school principals replied that students with learning disabilities were enrolled in regular classes. 34% of lower secondary school principals and 88% of upper secondary school principals replied that students with learning disabilities were not enrolled in regular classes. 29% of lower secondary school principals and 8% of upper secondary school principals did not reply to the question.

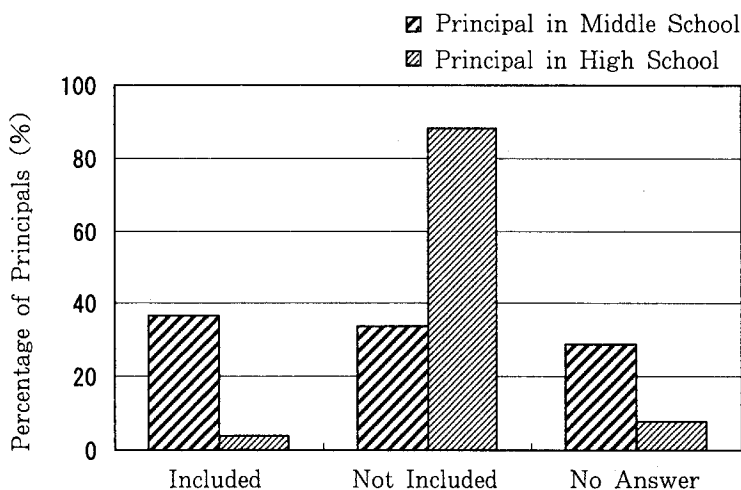


Fig.2 Principals Who Answered LD Students are Included in Regular Classroom <Japan>

#### US:

In the US, there were no principals of either lower or upper secondary schools who replied that there were no students with learning disabilities enrolled in regular classes. In addition, in lower secondary schools an average of 11.0% of students had Individual Educational Plans (IEP). These would be students with special educational needs, including learning disabilities. The lower secondary school with the highest percentage of such students had 11.3% with IEPs and

with the lowest percentage had 10.7% with IEPs. In upper secondary schools, an average of 11.0% of students had IEP, with the school with the highest percentage having 12.1% with IEPs and the school with the lowest percentage having 9.9% with IEPs.

### ***3.1.4. Existence of In-service Training (for Regular Education and Special Education) within Schools***

#### **Japan:**

58% of lower secondary school principals and 63% of upper secondary school principals replied that in-service training for regular education was provided within the school. In addition, 61% of lower secondary school principals and 4% of upper secondary school principals replied that in-service training for special education was provided within the school.

#### **US:**

In the US, 100% of both lower and upper secondary school principals replied that in-service training for regular education was provided within the school. In addition, 100% of both lower and upper secondary school principals also replied that in-service training for special education was provided within the school.

### ***3.1.5. Place for Support***

#### **Japan:**

I describe here the situation in the case of lower secondary schools, as I received a comparatively high number of replies from them. 14 schools replied that students with learning disabilities are enrolled in regular classes; 8 schools replied that they had students with learning disabilities enrolled in regular classes who used "Tsukyu" resource rooms; and 16 schools replied that students with learning disabilities are enrolled in special classes. Of the 14 schools that replied that they enrolled students with learning disabilities in regular classes, the average number of such students was 3.6 students, with the school with the largest number of such students having 21 students and the school with the smallest number of such students having 1 such student. Of the 8 schools that replied that they had students with learning disabilities enrolled in regular classes who used "Tsukyu" resource rooms, the average number of such students was 2.1 students, with the school with the largest number of such students having 6 students and the school with the smallest number of such students having 1 such student. In addition, of the 16 schools that replied that students with learning disabilities are enrolled in special classes, the average number of such students was 6.6 students, with the school with the largest number of

such students having 27 students and the school with the smallest number of such students having 1 such student.

**US:**

US schools, regardless of whether they were lower or upper secondary schools, had students with learning disabilities enrolled in regular classes, resource rooms and special classes. However, there were considerable differences among the schools in the breakdown of students with learning disabilities among these types of classes. For example, in the four upper secondary schools in one of the targeted school districts, the breakdowns for regular classes, resource rooms and special classes were as follows: H1 - 24%, 45%, 31%; H2 - 69%, 8%, 23%; H3 - 39%, 39%, 22%; H4 - 59%, 3%, 38%.

### ***3.1.6. Course of Advancement after Upper Secondary School Graduation***

**Japan:**

Of the 15 lower secondary schools that answered this question, 12 schools reported that 100% of their students with learning disabilities advanced on to a higher level of education. Of these 12 schools, 3 schools said that 100% of such students entered upper secondary schools, and 9 schools said that 100% of such students entered schools for students with learning disabilities. In addition, for the 3 schools with students with learning disabilities who began working after lower secondary school graduation, the percentages of such students were 100%, 50% and 25%, respectively. As for upper secondary schools, although 4% of principals replied that they enroll students with learning disabilities, none replied to this question regarding the course of advancement after graduation.

**US:**

All students with learning disabilities who graduated from lower secondary school advanced on to upper secondary school. Of the graduates with learning disabilities of an upper secondary school in one of the school districts, 40% entered a community college and 2% entered a university; while 45% began working and 3% entered military service.

### ***3.1.7. Future Support Sought for Students with Learning Disabilities***

**Japan:**

The project asked this question only of the Japan side. In lower secondary schools, the most commonly sought form of support was the introduction and expansion of team teaching,

followed by the preparation of individual instructional plans, the assignment of teachers who are specialists in special education, innovation of classes and the establishment of a support system within the school. In upper secondary schools the most commonly sought form of support was the assignment of teachers who are specialists in special education, followed by cooperative tie-ups with educational centers (Special Education Centers), cooperative tie-ups with schools for the blind and the deaf and special schools, the preparation of individual instructional plans and the establishment of a support system within the school.

### ***3.1.8. Written Comments***

Japan:

#### ***[Lower Secondary School Principals]***

Five people offered their comments. They covered areas such as the necessity of promoting understanding for teachers and of study and training programs for teachers, the need to reform awareness among students, the assignment of teachers who can provide individualized instruction, expectations for the instructional system hereafter and a review of the state of support for students after they become adults.

#### ***[Upper Secondary School Principals]***

Five people offered their comments. They covered areas such as the necessity of activities to educate teachers and the search for learning methods using the Internet. There was also the view expressed that special institutions to educate children according to their individual characteristics are needed as current upper secondary schools cannot by any means respond to their needs. In addition, doubt was expressed as to the meaningfulness of sending questionnaires to regular upper secondary schools, and the opinion was expressed that upper secondary schools could not answer most of the questions in both the questionnaires for school principals and for teachers.

#### ***[Differing Characteristics Between Lower and Upper Secondary Schools]***

The respective principals of lower secondary schools described the issues and direction of the future while recognizing the current situation. In contrast, although three upper secondary school principals wrote similar types of comments, two wrote that they could not understand the meaning of conducting this kind of survey of regular upper secondary schools (thought it was meaningless).

US:

**[Lower Secondary School Principals]**

It was expressed that cooperation among the teachers of regular classes, resource rooms and special classes was important.

**[Upper Secondary School Principals]**

No written comments offered.

**3.2. Questionnaire for Teachers**

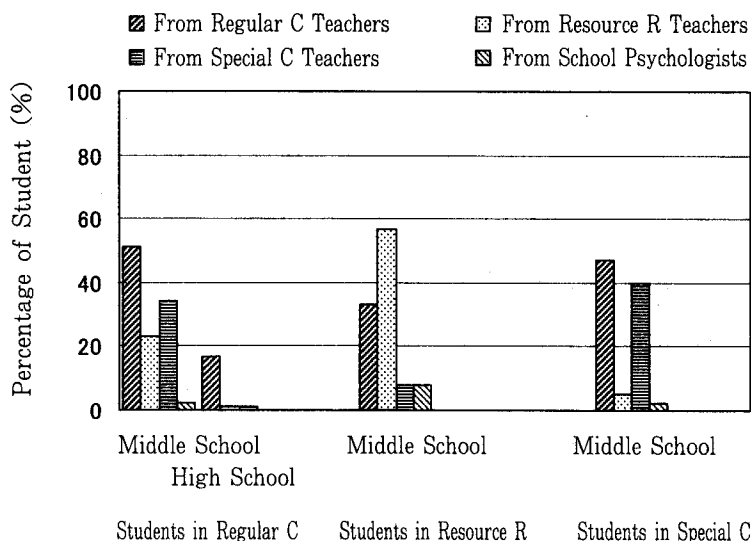
**3.2.1. State of Support within Schools**

**[Students]**

Japan:

As Figure 3 indicates, in lower secondary schools, 23% of regular class teachers replied that students with learning disabilities in regular classes received some form of support from "Tsukyu" resource rooms, 34% replied that such students received support from special classes, and 2% replied that such students received support from the school psychologist.

33% of "Tsukyu" resource room teachers replied that students with learning disabilities in "Tsukyu" resource rooms received some form of support from regular classes, 8% replied that such students received support from special classes, and 8% replied that such students received support from the school psychologist. 47% of special class teachers replied that students with learning disabilities in special classes received some form of support from regular classes, 5% replied that such students received support from "Tsukyu" resource room, and 2% replied that such students received support from the school psychologist.



**Fig.3** Supports Students with LD Have in School <Japan>

US:

As Figure 4 indicates, in the US, over 50% of teachers replied that students with learning

disabilities, regardless of whether they were enrolled in regular classes, resource rooms or special classes, received support from the other types of classes. In addition, over 50% of teachers replied that students with learning disabilities received support from the school psychologist. Compared

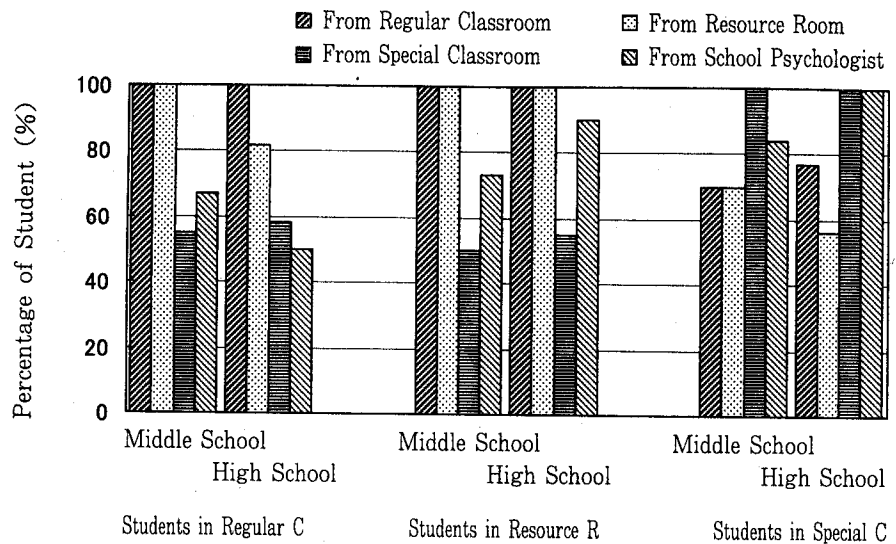


Fig.4 Supports Students Have in School <USA>

with students enrolled in regular classes, students enrolled in resource rooms and special classes, in both lower and upper secondary schools, received the highest degree of support from the school psychologist, as the figure was over 70% for students of both types of classes.

[Teachers]

Japan:

As Figure 5 indicates, in lower secondary schools, 14% of regular class teachers replied that they received some form of support from "Tsukyu" resource rooms, 26% replied that they received support from special classes, and 4% replied that they received support from the school psychologist. 42% of "Tsukyu" resource room teachers replied that they received some form of support from regular classes, 33% replied that they received support from special classes, and 42% replied that they received support from the school psychologist. 53% of special class teachers replied that they received some form of support from regular classes, 8% replied that they received support from "Tsukyu" resource room, and 5% replied that they received support from the school psychologist.

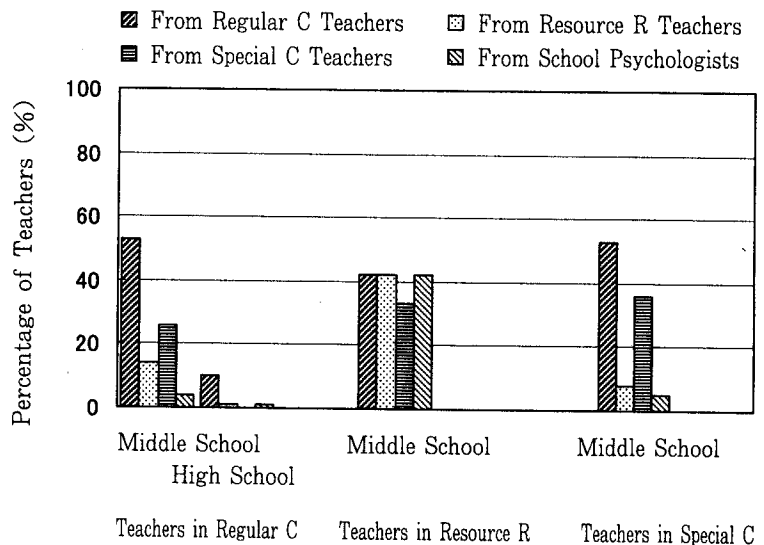
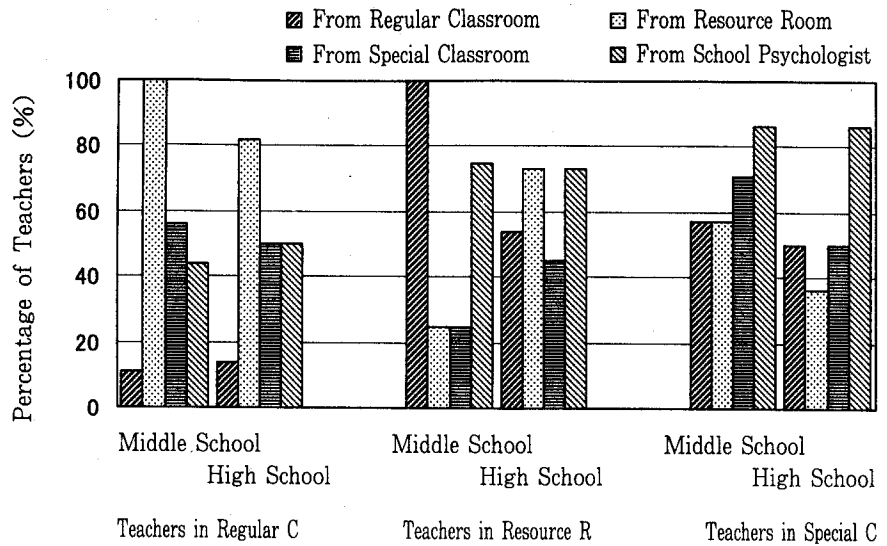


Fig.5 Supports Teachers Have in School <Japan>

**US:**

As Figure 6 indicates, in the US, many teachers replied that, regardless of whether they were assigned to regular classes, resource rooms or special classes, they received support from the other types of classes, similar to the students. In particular, a very high over 80% of



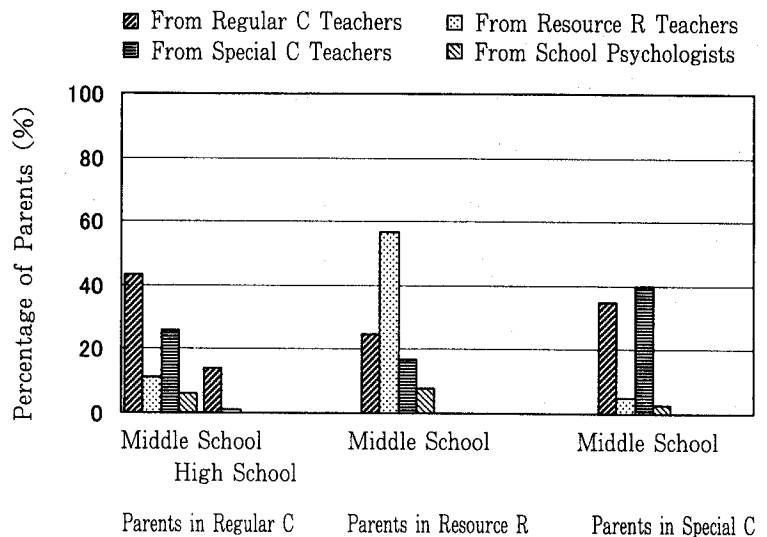
**Fig.6** Supports Teachers Have in School <USA>

regular class teachers in both lower and upper secondary schools replied that they received support from resource rooms. In addition, over 40% of teachers replied that they received support from the school psychologist. Compared with teachers of regular classes, resource room and special class teachers, in both lower and upper secondary schools, received the highest degree of support from the school psychologist, as the figure was over 70% for teachers of both types of classes.

**[Guardians]**

**Japan:**

As Figure 7 indicates, in lower secondary schools, 11% of regular class teachers replied that the guardians of students with learning disabilities received some form of support from "Tsukyu" resource rooms, 26% replied that such guardians received support from special classes, and 6% replied that such guardians received support from the school psychologist. 25%



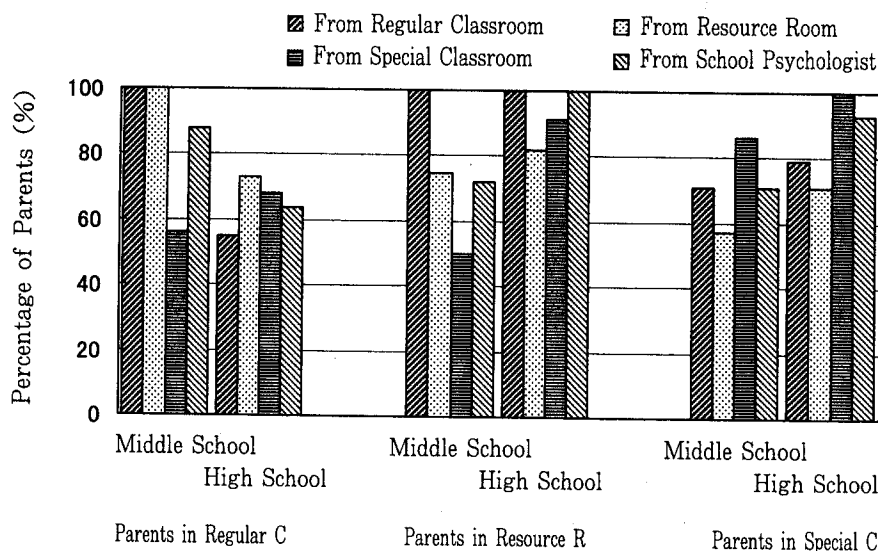
**Fig.7** Supports Parents Have in School <Japan>

of "Tsukyu" resource room teachers replied that the guardians of students with learning disabilities received some form of support from regular classes, 17% replied that such guardians received support from special classes, and 8% replied that such guardians received support from the

school psychologist. 35% of special class teachers replied that the guardians of students with learning disabilities received some form of support from regular classes, 5% replied that such guardians received support from "Tsukyu" resource room, and 3% replied that such guardians received support from the school psychologist.

**US:**

As Figure 8 indicates, in the US, many teachers replied that the guardians of students with learning disabilities, regardless of whether the students were enrolled in regular classes, resource rooms or special classes, received support from the other types of classes, similar to stu-



**Fig.8** Supports Parents Have in School <USA>

dents and teachers. In addition, over 60% of teachers replied that the guardians of students with learning disabilities, in both lower and upper secondary schools and regardless of the type of class that the student was enrolled in, received support from the school psychologist.

The above-mentioned results reveal that compared with Japan, the support received within schools is extremely diverse and plentiful in the US, regardless of whether it is a lower or upper secondary school or a regular class, resource room or special class or whether the recipient is a student, teacher or guardian. In particular, a characteristic of the US is that support from the school psychologist is as prevalent as support from regular classes, resource rooms and special classes.

**3.2.2. State of Support Outside the School**

**[Students]**

**Japan:**

As Figure 9 indicates, in lower secondary schools, 10% of regular class teachers replied that students with learning disabilities in regular classes received some form of support from parents' associations, 4% replied that such students received support from counseling centers, 0% replied



that such students received support from training centers and 3% replied that such students received support from universities. 25% of "Tsukyu" resource room teachers replied that students with learning disabilities in "Tsukyu" resource room received some form of support from parents' associations, 8% replied that such students received support from counseling centers, 8% replied that such students received support from training centers, and 0% replied that such students received support from universities. 16% of special class teachers replied that students with learning disabilities in special classed received some form of support from parents' associations, 8% replied that such students received support from counseling centers, 3% replied that such students received support from training centers, and 3% replied that such students received support from universities.

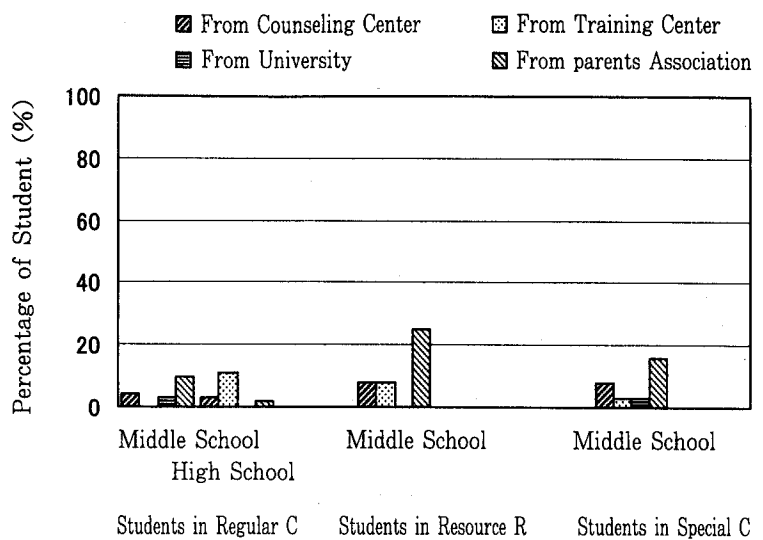


Fig.9 Supports Students with LD Have Out School <Japan>

As for upper secondary schools, 2% of regular class teachers replied that students with learning disabilities in regular classes received some form of support from parents' associations, 3% replied that such students received support from counseling centers, 11% replied that such students received support from training centers and 0% replied that such students received support from universities.

As for upper secondary schools, 2% of regular class teachers replied that students with learning disabilities in regular classes received some form of support from parents' associations, 3% replied that such students received support from counseling centers, 11% replied that such students received support from training centers and 0% replied that such students received support from universities.

US:

As Figure 10 indicates, in the US, many teachers of both lower and upper secondary schools replied that students enrolled in special classes received support from outside the school. Counseling centers, training centers, universities and parents' associations provided this support.

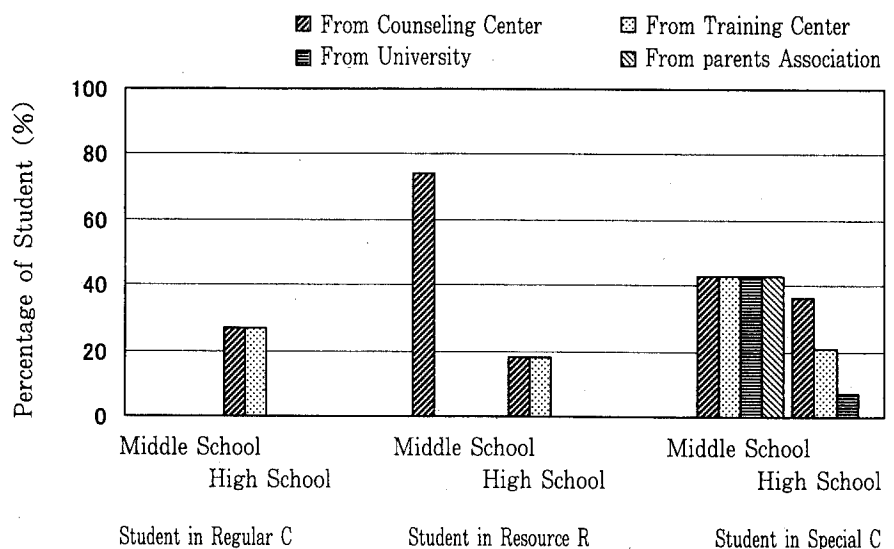


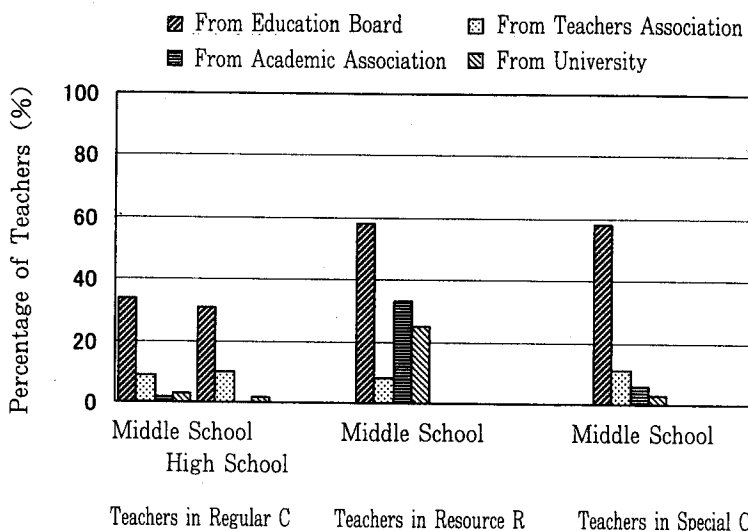
Fig.10 Supports Students With LD Have Out School <USA>

**[Teachers]**

**Japan:**

As Figure 11 indicates, in lower secondary schools, 34% of regular class teachers replied that they received some form of support from the board of education, 9% replied that they received support from teachers' unions, 3% replied that they received support from universities, and 2% replied that they received support from academic societies. 58% of "Tsukyu" resource room teachers replied that they received some form of support from the board of education, 8% replied that they received support from teachers' unions, 25% replied that they received support from universities, and 33% replied that they received support from academic societies. 58% of special class teachers replied that they received some form of support from the board of education, 11% replied that they received support from teachers' unions, 3% replied that they received support from universities, and 6% replied that they received support from academic societies.

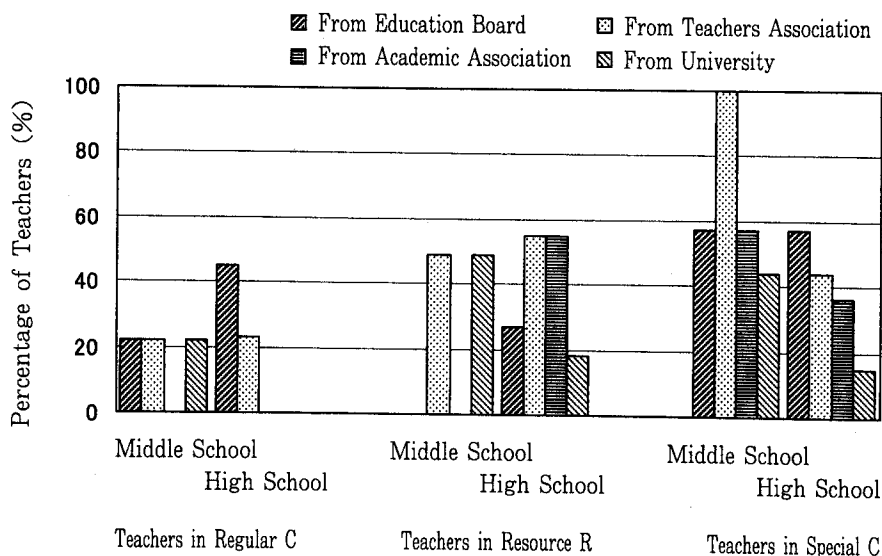
As for upper secondary schools, 31% of teachers replied that they received some form of support from the board of education, 10% replied that they received support from teachers' unions, 2% replied that they received support from universities, and 0% replied that they received support from academic societies.



**Fig.11** Supports Teachers Have Out School <Japan>

**US:**

As Figure 12 indicates, in the US, teachers of special classes received the most support from outside the school, followed by teachers of resource rooms and then regular class teachers. Boards of education, teachers' associations, academic societies and



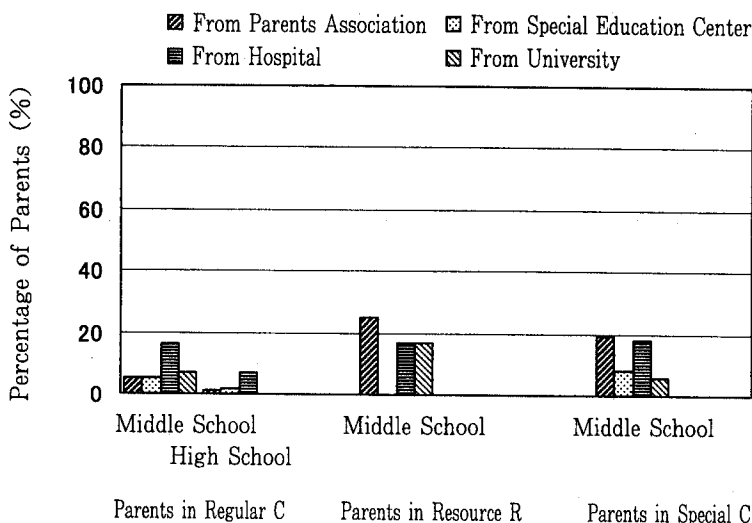
**Fig.12** Supports Teachers Have Out School <USA>

universities provided this support.

**[Guardians]**

**Japan:**

As Figure 13 indicates, in lower secondary schools, 5% of regular class teachers replied that the guardians of students with learning disabilities in regular classes received some form of support from parents' associations, 5% replied that such guardians received support from Special Education Centers, 16% replied that such guardians received support from hospitals, and 7% replied that such guardians received support from universities.



**Fig.13** Supports Parents Have Out School <Japan>

25% of regular class teachers replied that the guardians of students with learning disabilities in "Tsukyu" resource room received some form of support from parents' associations, 0% replied that such guardians received support from Special Education Centers, 17% replied that such guardians received support from hospitals, and 17% replied that such guardians received support from universities. 19% of regular class teachers replied that the guardians of students with learning disabilities in special classes received some form of support from parents' associations, 8% replied that such guardians received support from Special Education Centers, 18% replied that such guardians received support from hospitals, and 6% replied that such guardians received support from universities.

As for upper secondary schools, 1% of teachers replied that the guardians of students with learning disabilities received some form of support from parents' associations, 2% replied that such guardians received support from Special Education Centers, 7% replied that such guardians received support from hospitals, and 0% replied that such guardians received support from universities.

**US:**

As Figure 14 indicates, in the US, many teachers replied that the guardians of students enrolled in resource rooms and special classes received support from outside the school. The most support was provided by parents' associations, followed by special education centers, hospitals

and universities.

The above-mentioned results reveal that compared with Japan, the support received within schools is relatively plentiful in the US, regardless of whether it is a lower or upper secondary school or a regular class, resource room or special class or

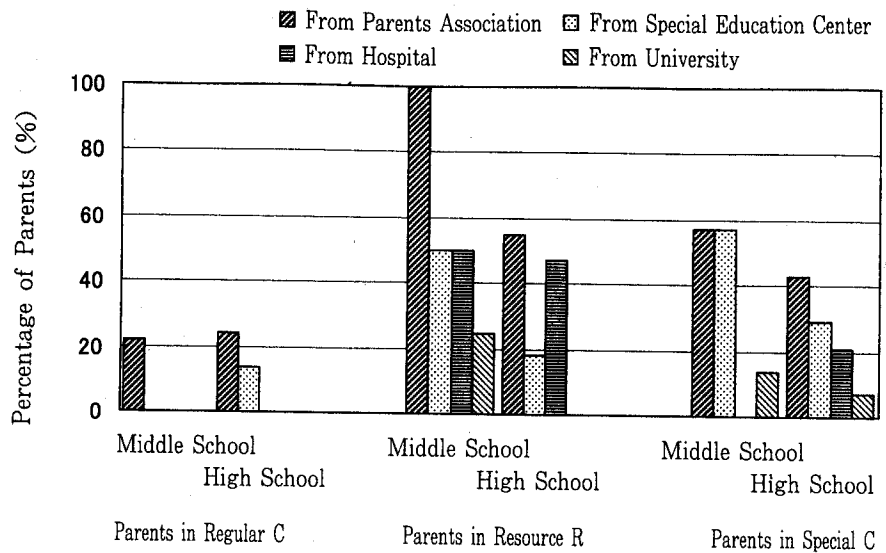


Fig.14 Supports Parents Have Out School <USA>

whether the recipient is a student, teacher or guardian. However, although the support provided by organizations outside the school is greater in the US, when compared with the state of support within the school there is considerably less difference in the state of support from outside the school between Japan and the US.

### 3.2.3. Instructional Experience of Teachers by Type of Class

Japan:

As Figure 15 indicates, in lower secondary schools, 5% of regular class teachers have experience teaching in "Tsukyu" resource rooms and 28% have experience teaching special classes. 100% of "Tsukyu" resource room teachers have experience teaching regular classes and 58% have experience teaching special classes. Furthermore, 100% of special class teachers have

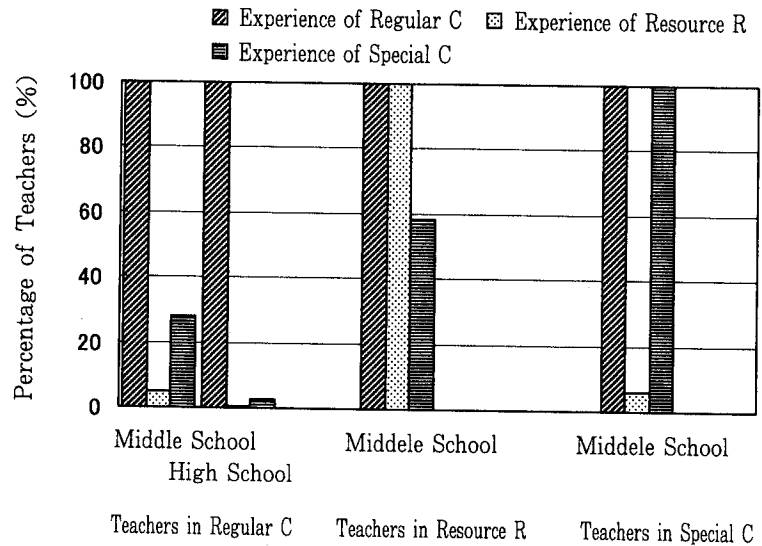


Fig.15 Teaching Experiences of Kind of Classroom <Japan>

As for upper secondary schools, 0.5% of teachers have experience teaching in "Tsukyu" resource rooms and 3% have experience teaching special classes (this is probably experience teaching special classes in either elementary schools of lower secondary schools, as there are no special classes in upper secondary schools in Japan).

US:

As Figure 16 indicates, 0% of regular class teachers have experience teaching in resource rooms and 7% have experience teaching special classes. 88% of resource room teachers have experience teaching regular classes and 63% have experience teaching special classes.

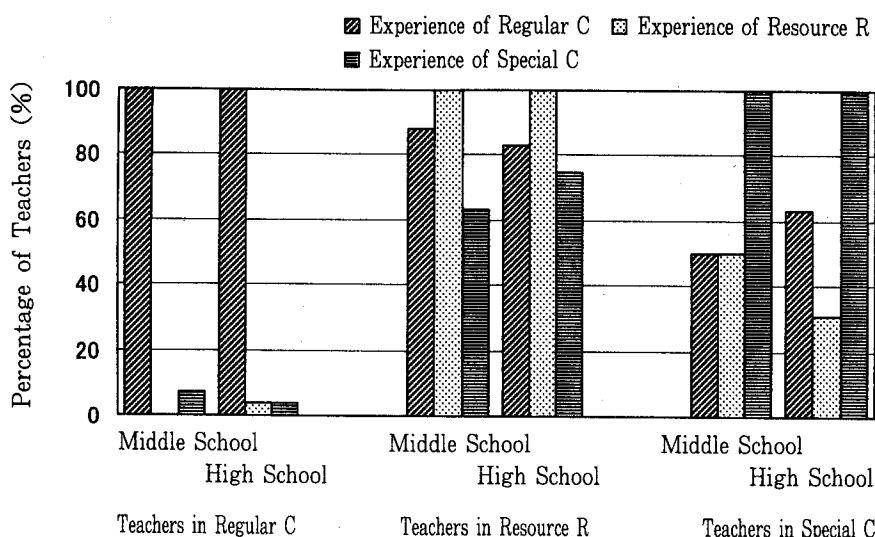


Fig.16 Teaching Experiences of Kind of Classroom <USA>

Furthermore, 50% of special class teachers have experience teaching regular classes and 50% have experience teaching in resource rooms.

As for upper secondary schools, 4% of regular class teachers have experience teaching in resource rooms and 4% have experience teaching special classes. 83% of resource room teachers have experience teaching regular classes and 75% have experience teaching special classes. Furthermore, 63% of special class teachers have experience teaching regular classes and 31% have experience teaching in resource rooms.

The above-mentioned results reveal that, in lower secondary school in both Japan and the US, the number of regular class teachers who have experience teaching other types of classes is extremely small. On the other hand, considerably large numbers of "Tsukyu" resource room and special class teachers have instructional experience in other types of classes. In addition, the survey revealed that there is a similar trend among teachers of upper secondary schools in the US. Compared with teachers in Japan, a characteristic of both lower and upper secondary school teachers in the US is that there is a considerably large number of special class teachers who have resource room experience.

### 3.2.4. In-service Training (Regular Education & Special Education)

#### 3.2.4.1. In-service Training in Regular Education

Japan:

As Figures 17 and 18 indicate, in lower secondary schools, 55% of regular class teachers, 92% of "Tsukyu" resource room teachers, and 81% of special class teachers replied that they have

received in-service training in regular education to date. As for having received in-service training last year, 48% of regular class teachers, 58% of "Tsukyu" resource room teachers, and 34% of special class teachers replied that they have.

In upper secondary schools, 66% of teachers replied that they have received in-service training in regular education to date. As for having received in-service training last year, 30% replied that they have.

US:

As for the US, in lower secondary schools, 100% of regular class teachers, 100% of resource room teachers, and 83% of special class teachers re-

plied that they have received in-service training in regular education to date. As for having received in-service training last year, 71% of regular class teachers, 63% of resource room teachers, and 58% of special class teachers replied that they have.

In upper secondary schools, 96% of regular class teachers, 100% of resource room teachers, and 94% of special class teachers replied that they have received in-service training in regular education to date. As for having received in-service training last year, 86% of regular class teachers, 42% of resource room teachers, and 44% of special class teachers replied that they have.

These results reveal that regardless of whether they teach in lower or upper secondary schools, the type of class taught or the period during which they received in-service training (whether to date or last year), more teachers in the US had received in-service training. In particular, US regular class teachers, in both lower and upper secondary schools, received in-service training to date and last year at about twice the rate of Japanese regular class teachers.

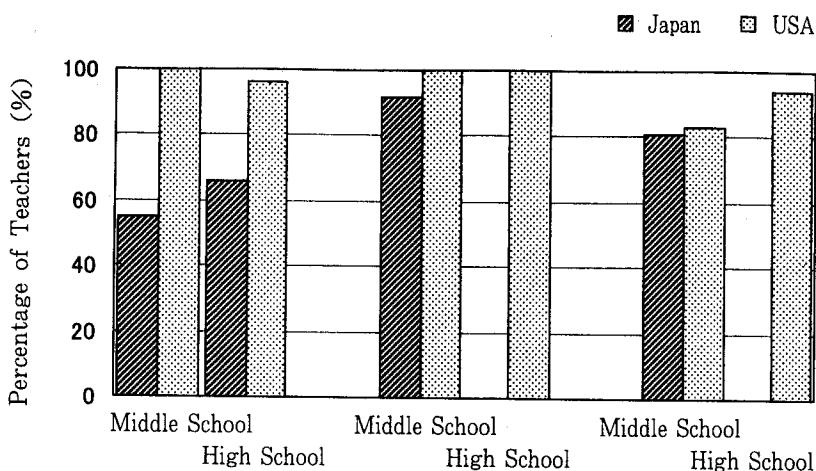


Fig.17 In-service Training Teachers had Before Last Year (Regular E) <Japan & USA>

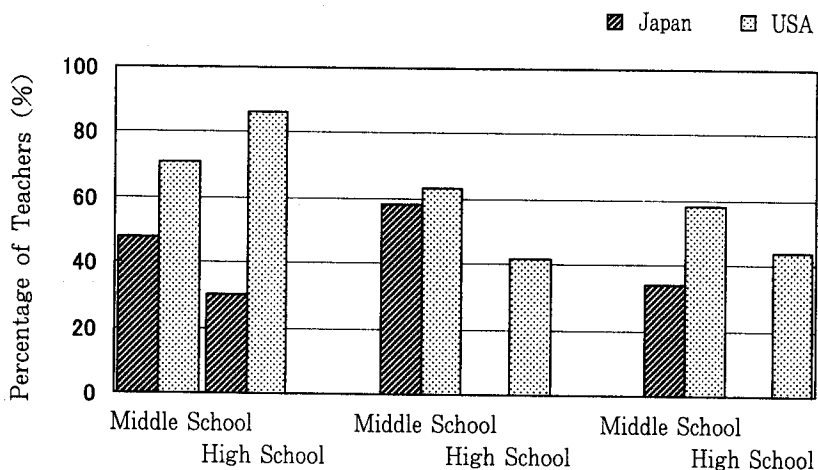


Fig.18 In-service Training Teachers had Last Year (Regular E) <Japan & USA>

### 3.2.4.2. In-service Training in Special Education

#### Japan:

As Figures 19 and 20 indicate, in lower secondary schools, 29% of regular class teachers, 92% of "Tsukyu" resource room teachers, and 85% of special class teachers replied that they have received in-service training in special education to date. As for having received in-service training last year, 11% of regular class teachers, 75% of "Tsukyu" resource room teachers, and 53% of special class teachers replied that they have.

In upper secondary schools, 22% of teachers replied that they have received in-service training in special education to date. As for having received in-service training last year, 4% replied that they have.

#### US:

As for the US, in lower secondary schools, 79% of regular class teachers, 100% of resource room teachers, and 92% of special class teachers replied that they have received in-service training in special education to date. As for having received in-service training last year, 50% of regular class teachers, 75% of resource room teachers, and 67% of special class teachers replied that they have.

In upper secondary schools, 63% of regular class teachers, 100% of resource room teachers, and 94% of special class teachers replied that they have received in-service training in regular education to date. As for having received in-service training last year, 25% of regular class

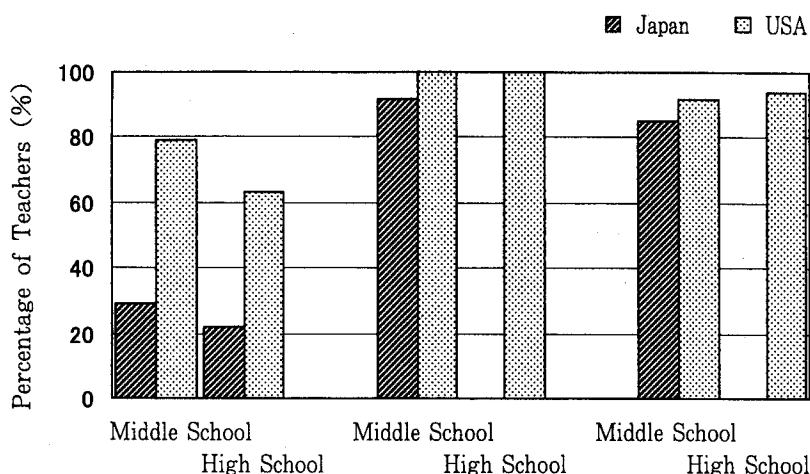


Fig.19 In-service Training Teachers had Before Last Year (Special E) <Japan & USA>

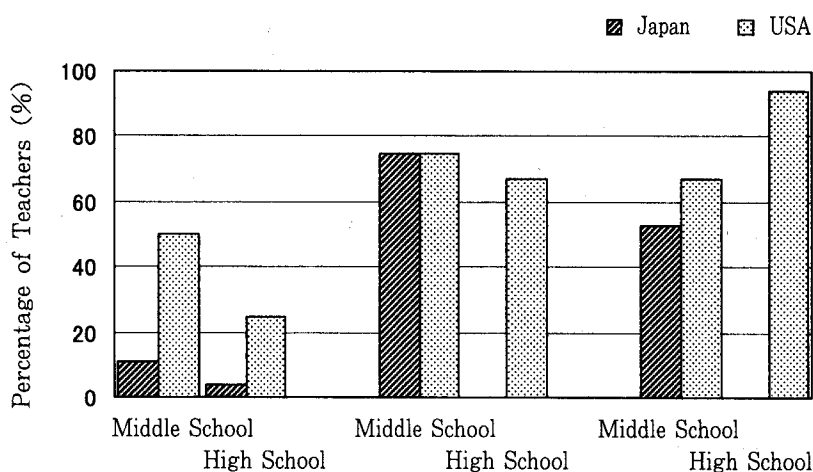


Fig.20 In-service Training Teachers had Last Year (Special E) <Japan & USA>

teachers, 67% of resource room teachers, and 94% of special class teachers replied that they have.

These results reveal that regardless of whether they teach in lower or upper secondary schools, the type of class taught or the period during which they received in-service training (whether to date or last year), more teachers in the US had received in-service training. In particular, US regular class teachers, in both lower and upper secondary schools, received in-service training to date at about three times the rate of Japanese regular class teachers, and last year at about five to six times the Japanese rate.

The above-mentioned results reveal that regardless of whether they teach in lower or upper secondary schools, the type of class taught or the period during which they received in-service training (whether to date or last year), more teachers in the US had received in-service training in both regular and special education. This difference between Japan and the US is particularly great for regular class teachers. A considerably higher rate of US regular class teachers received in-service training related to special education.

### 3.2.5. Teachers' Feelings Toward Instructing Students with Learning Disabilities

#### Japan:

As Figure 21 indicates, in lower secondary schools, the percentages of teachers who replied that they were favorably disposed to instructing students with learning disabilities were 28% of regular class teachers, 50% of "Tsukyu" resource room teachers, and 47% of special education teachers. 5% of upper secondary school teachers replied that they were favorably disposed.

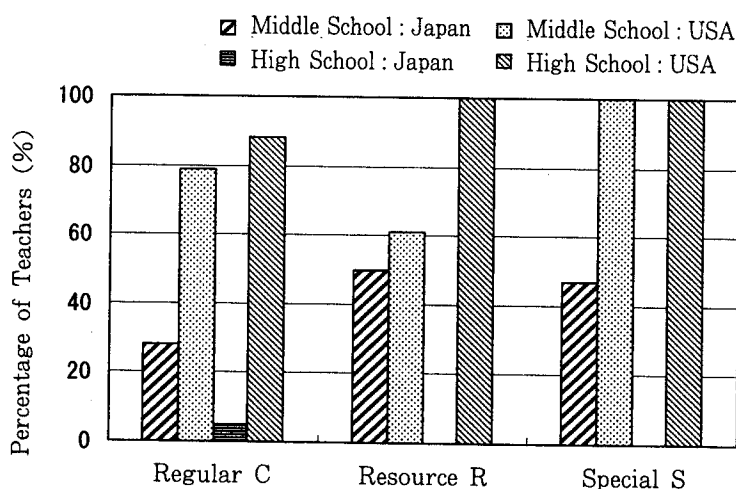


Fig.21 Teachers Who Have Positive Image for LD Teaching <Japan & USA>

#### US:

In contrast, in the US, in lower secondary schools, the percentages of teachers who replied that they were favorably disposed to instructing students with learning disabilities were 79% of regular class teachers, 61% of resource room teachers, and 100% of special education teachers. As for upper secondary schools, 88% of regular class teachers, 100% of resource room teachers, and 100% of special education teachers replied that they were favorably disposed.



As the above reveals, compared with Japan, a considerably high percentage of teachers in the US indicate that they are favorably disposed to instructing students with learning disabilities, regardless of whether they teach in lower or upper secondary schools or of the type of class they teach. This difference is particularly large in the case of regular class teachers. At the lower secondary school level, US teachers are favorably disposed at almost three times the rate of similar Japanese teachers, while at the upper secondary school level, they are favorably disposed at about 17 times the rate of Japanese teachers.

### 3.2.5.2. Experienced Difficulties in Instructing Students with Learning Disabilities

#### Japan:

In contrast, as Figure 22 indicates, in lower secondary schools, the percentages of teachers who replied that they had difficulties in instructing students with learning disabilities were 66% of regular class teachers, 67% of "Tsukyu" resource room teachers, and 60% of special education teachers. This reveals that regardless of the type of class they teach, 60 to 70% of teachers had difficulties. On the other hand, 36% of upper secondary school teachers replied that they had difficulties.

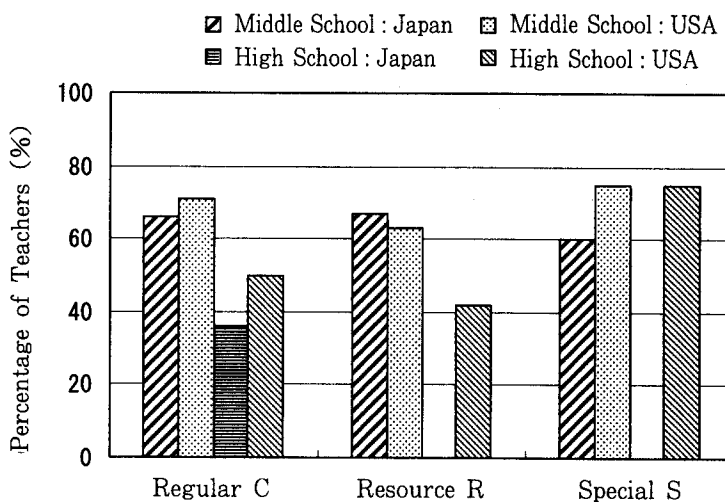


Fig.22 Teachers Who Have Difficulties for LD Teaching <Japan & USA>

#### US:

In the US, in lower secondary schools, the percentages of teachers who replied that they had difficulties instructing students with learning disabilities were 71% of regular class teachers, 63% of resource room teachers, and 75% of special education teachers. This reveals that about 70% of teachers indicated having difficulties. As for upper secondary schools, 50% of regular class teachers, 42% of resource room teachers, and 75% of special education teachers replied that they had difficulties.

Regardless of the type of class they teach, the difference between Japanese and US teachers is not great at the lower secondary school level, as about 60 to 70% of teachers indicated having difficulties. On the other hand, at the upper secondary school level, the percentage of US

regular teachers having difficulties is somewhat higher than the percentage of Japanese teachers.

As the above results reveal, there is little difference in the percentages of Japanese and US teachers who indicate difficulties with instructing students with learning disabilities. In contrast, a considerably higher percentage of US teachers are favorably disposed to teaching such students, regardless of whether they teach in lower or upper secondary schools or of the type of class they teach.

### ***3.2.6. Types of Difficulties in Instructing Students with Learning Disabilities***

#### **Japan:**

As Figure 23 reveals, in lower secondary schools, the highest percentage of regular class teachers experienced difficulties in teaching academic skills and preparing IEPs. This was followed by difficulties in responding to problem behavior, teaching communication skills and teaching social skills. In addition, a high percentage experienced difficulties in preparing Individual Transfer Plans (ITP) for a student's advancement onto a higher level of education or employment.

As for upper secondary school teachers, as Figure 24 reveals, the highest percentage of teachers experienced difficulties in preparing IEPs, followed by the percentage who experienced difficulties in teaching academic skills.

#### **US:**

The highest percentage of teachers experienced difficulties in responding to problem behavior, followed by the percentages who experienced difficulties in teaching social skills and in class management. On the other hand, the percentages who experienced difficulties in preparing IEPs and ITPs were low. At the upper secondary school level, the highest percentage of teachers experienced difficulties in responding to problem behavior, followed by the percentages who experienced difficulties in class management and in teaching academic skills and then by the percentages who experienced difficulties in curriculum preparation and in teaching social skills.

As the above results reveal, a characteristic of both lower and upper secondary school teachers in Japan is that the highest percentage of them replied that they experienced difficulties in the preparation of IEPs and academic skills. In contrast, the highest percentages of both lower and upper secondary school teachers in the US replied that they experienced difficulties in responding to problem behavior, followed by the percentages that experienced difficulties in class management. Therefore, although there is not much difference in the percentages of Japanese and US teachers who indicated difficulties in instructing students with learning disabilities, the types of difficulties experiences by them, respectively, differ greatly.

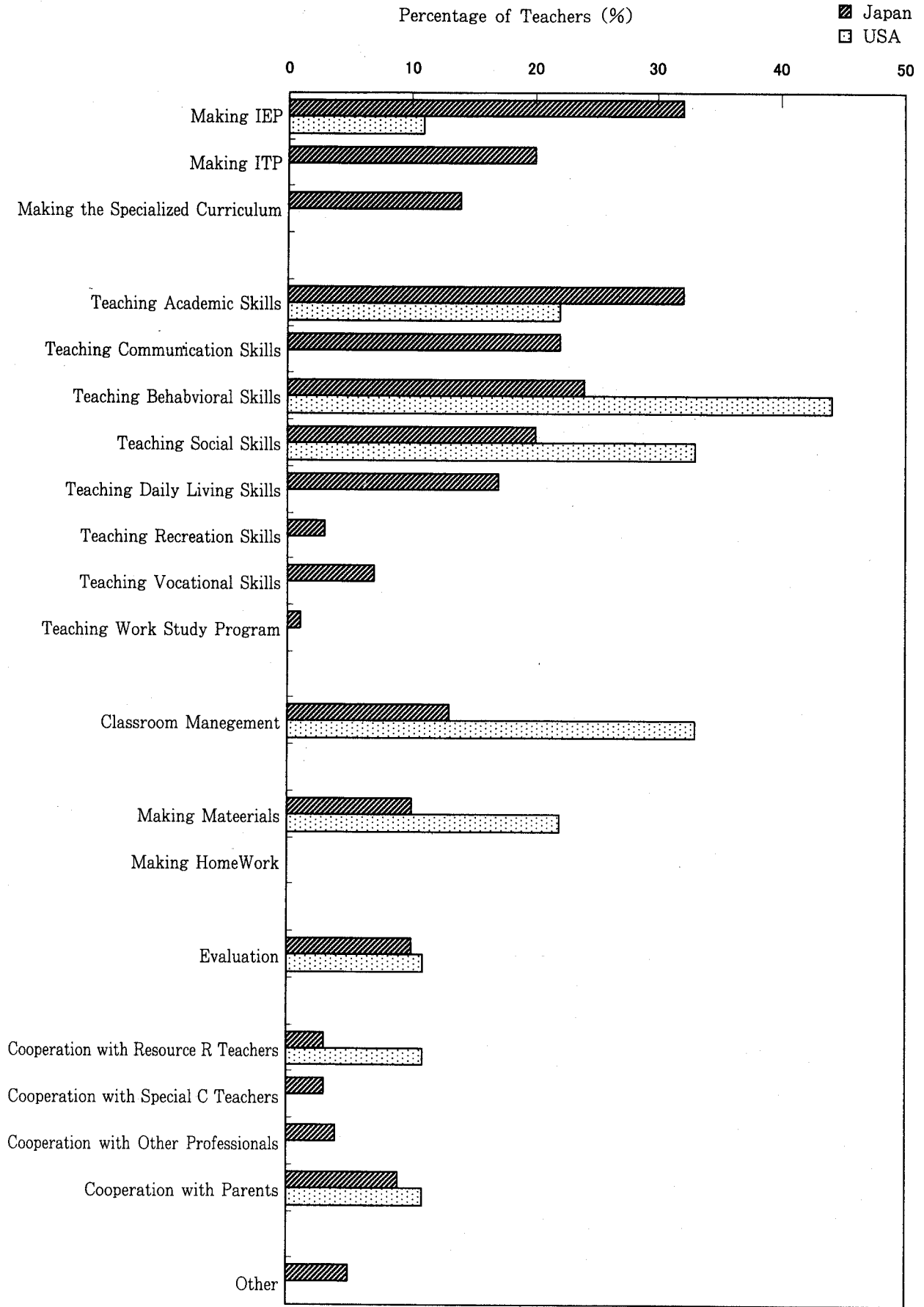


Fig.23 Difficulties Regular Classroom teachers Have (Middle School) <Japan & USA>

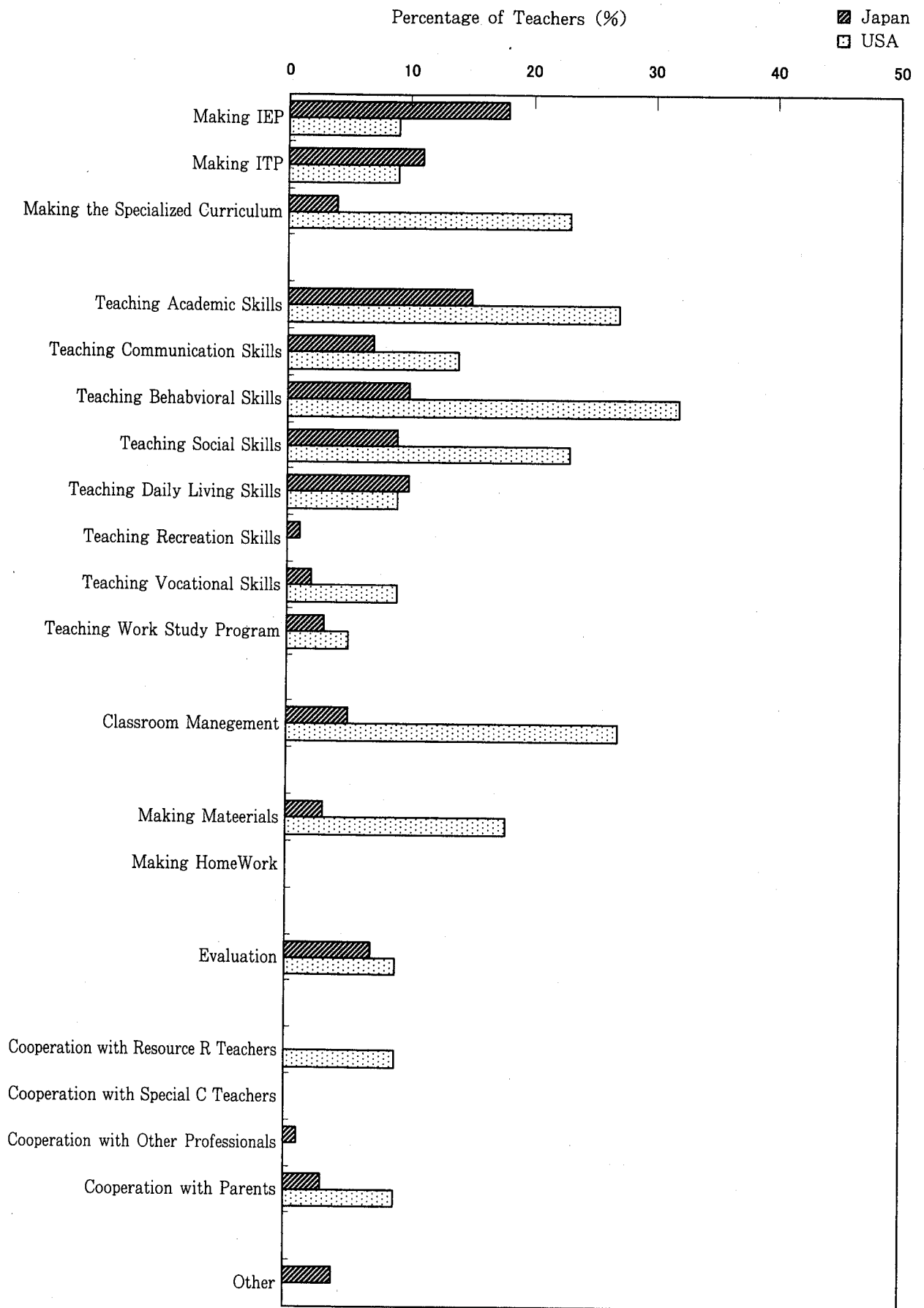


Fig.24 Difficulties Regular Classroom teachers Have (High School) <Japan & USA>

### **3.2.7. Written Comments**

Japan:

#### ***[Regular Class Teachers in Lower Secondary Schools]***

Twenty-six teachers offered their comments. The most common areas commented upon were the necessity of promoting understanding for teachers, guardians and the students themselves, the difficulty of evaluating whether a student has a learning disability and actual instructional problems. Five teachers commented upon each of these areas. This was followed in prevalence by comments offered on the preparation of an instructional system, the necessity of study and training programs, study groups and information provision and the thinking regarding support in regular classes. In addition, there were also teachers who wrote that they had no students with learning disabilities in their class (and therefore could not comment) and who commented on the question items, etc., in the questionnaire.

#### ***["Tsukyu" (Resource Room) Teachers in Lower Secondary Schools]***

Three teachers offered their comments. The areas commented upon were the difficulty of evaluating whether a student has a learning disability, the necessity of preparing a support system and the necessity of designing instructional methods.

#### ***[Special Class Teachers in Lower Secondary Schools]***

Seven teachers offered their comments. The innovation of instruction and the place of learning were both mentioned by two teachers each. In addition, the promotion of understanding for teachers and for guardians and the necessity of cities preparing a system of evaluation were each mentioned by one teacher, respectively.

#### ***[Upper Secondary School Teachers]***

Thirty-four teachers offered their comments. The most common areas commented upon were the promotion of understanding for teachers and study and training programs for teachers, with six teachers mentioning them. Four teachers mentioned the evaluation of whether a student has a learning disability. Three teachers each commented on the thoughts and feelings students with learning disabilities have toward education and the necessity of devising instructional methods. Two teachers commented on the necessity of cooperation with guardians and parents' associations. One teacher each wrote about the necessity of improving the physical environment, the further development of integrated education, the necessity of preparing a support system, thoughts on Japan's efforts in this field and thoughts on the teaching profession.

In addition, five teachers wrote that they had no instructional experience (and therefore could not comment), and seven teachers commented on the question items, etc., in the questionnaire. Among the latter, the views were expressed that the questionnaire itself was not pertinent to upper secondary school teachers and that the questions could not be answered because the teacher taught at a regular upper secondary school.

***[Comparison with the Comments of School Principals]***

Similar to the comments of principals of lower secondary schools, the teachers of every type of class - regular class, "Tsukyu" resource room and special class - indicated an awareness of the existing situation and described future areas of concern. As for upper secondary schools teachers, while they also mentioned such matters, some questioned the meaningfulness of the questionnaire survey itself and pertinence of surveying upper secondary schools.

US:

***[Regular Class Teachers in Lower Secondary Schools]***

"I have children with special educational needs in my class. I would like to have many more special classes."

"Because there are children with a variety of needs, it is difficult to teach a class of 35 to 40 students. The classes should have fewer students."

"Regular class teachers should have more time to confer with resource room teacher."

"After reducing the class sizes of classes within the school as a result of the principal's policy, it became possible for special class students to participate in science classes accompanied by their special class teachers. As this shows, class size is very significant."

***[Resource Room Teachers in Lower Secondary Schools]***

"It is difficult to teach children who have difficulties in paying attention or concentrating."

"Individual students must be taught in a manner that more closely conforms to their needs."

***[Special Class Teachers in Lower Secondary Schools]***

"I have been a teacher for 20 years, but I still am always thinking about what I can do to teach them better."

"When I obtained my qualification to be a special education teacher, we were required to have qualifications and experience as a regular class teacher. However, these are not required nowadays. (With this present state of affairs) I think support (cooperation) from regular class and resource room teachers is difficult."

" Individual students must be taught in a manner that more closely conforms to their needs."

***[Regular Class Teachers in Upper Secondary School]***

"The fact that students need to be mainstreamed is frequently the problem. This is because I think receiving instruction in regular classes is hard on low-achieving students."

"It is not necessarily so that instruction in regular classes alone can adequately provide individualized instruction."

***[Resource Room Teachers in Upper Secondary School]***

"Teachers of regular classes with children with special educational needs frequently express anger that it is extra work to manage such classes."

***[Special Class Teachers in Upper Secondary School]***

"I experience difficulty in instructing students when my views on the child's education and my way of interacting differ with the child's family."

## **4. Discussion**

### ***4.1 The State of Support Inside and Outside the School as Viewed by Teachers***

Regarding the state of support within the school, compared with Japanese teachers, especially high percentages of US teachers of all the types of classes - regular classes, resource rooms and special classes -replied that students with learning disabilities, their teachers and their guardians all receive support from other types of classes (classrooms) and the school psychologist. In addition, while in Japan the replies of upper secondary school teachers indicated an even lower rate of this kind of support than in lower secondary schools, US upper secondary school teachers indicated receipt of such support at the same high rate as lower secondary school teachers.

Regarding the state of support outside the school, similar to support within the school, compared with Japanese teachers particularly high percentages of US teachers of all the types of classes - regular classes, resource rooms and special classes -replied that students with learning disabilities, their teachers and their guardians all receive support from various outside organizations. In addition, similar to support within the school, while in Japan the replies of upper secondary school teachers indicated an even lower rate of this kind of support than lower secondary school teachers, US upper secondary school teachers indicated receipt of such support at

the same high rate as lower secondary school teachers.

The results above suggest a direction for Japan to take in the establishment hereafter of its educational system for students with learning disabilities in regular classes. We will need to develop a system that is not based on the teacher in charge of a class that includes students with learning disabilities supporting such students alone. Rather we need to have a system that skillfully makes use of the various human resources and types of classes (classrooms) within the school. In addition, it will also be important to effectively make use of the various resources available outside the school along with this kind of support within the school.

Furthermore, I believe that the differences between Japan and the US in the area of differences between lower and upper secondary school levels greatly reflecting the fact that there are no special classes or "Tsukyu" resource rooms in Japanese upper secondary schools. In the US, the same special education system employed for lower secondary schools is used for upper secondary schools as well. In fact, this survey revealed that, like lower secondary schools, upper secondary schools also receive diverse support from inside and outside the school. This fact is relevant to the situation in Japan. In the near future, we will be considering what is the ideal way of providing upper secondary education for students with mild disabilities, such as learning disabilities. At that time, at least from the perspective of the aforementioned support, Japan will probably need to as quickly as possible adopt a special education system for upper secondary schools that is the same as the system for lower secondary schools, that is, a system that provides special classes and "Tsukyu" resource rooms.

#### ***4.2. Teachers' Experience Teaching Other Types of Classes***

At the lower secondary school level, very few regular class teachers have experience teaching other types of classes. In contrast, considerably high numbers of "Tsukyu" resource room teachers and special class teachers have experience teaching other types of classes. These tendencies are the same for teachers in Japan and the US. Furthermore, they are also the same for upper secondary school teachers in the US. In addition, in the US, a considerably high number of special class teachers have experience teaching in resource rooms, at both the lower and upper secondary school levels. One of the major reasons for this is the fact that the rate of resource room establishment in US schools is very high when compared with the rate of "Tsukyu" resource room establishment in Japanese schools.

#### ***4.3. In-service Training Received by Teachers***

In the cases of in-service training in both regular and special education, regardless of



whether they teach in lower or upper secondary schools, the type of class they taught or the period during which they received in-service training (whether to date or last year), more teachers in the US replied that they had received in-service training. It is noteworthy that this difference between Japan and the US is particularly great for regular class teachers. Compared with Japanese teachers, a considerably higher rate of US regular class teachers received in-service training related to special education. This result is only natural for the US, where there is an advanced degree of special education services provided in regular classes. This is one of the important areas that Japan must make preparations for hereafter as we expand the provision of special education in regular classes. Furthermore, since this survey also collected data on the contents (curriculum) of in-service training programs and their forms (whether theoretical or practical), I would like to analyze this data in the future.

#### ***4.4. Teachers' Feelings Toward Teaching Students with Learning Disabilities***

There are some differences in the percentages of teachers experiencing difficulties in instructing students with learning disabilities, depending on whether they teach in lower or upper secondary schools and the type of class taught. However, they are similarly high for both Japanese and US teachers. On the other hand, there were a considerably low percentage of Japanese teachers indicating that they were favorably disposed to teaching students with learning disabilities. In contrast, the percentage of US teachers who were favorably disposed was as high as the percentage that indicated that they experienced difficulties. In other words, although US teachers felt that teaching students with learning disabilities was difficult, they nevertheless were favorably disposed to teaching them. As for Japanese teachers, they felt that teaching them was difficult and were also not favorably disposed to teaching them.

It can be conceived that this difference is a clear manifestation of the differences in the educational systems for students with learning disabilities between the two countries. The US has established such a system for both lower and upper secondary schools. On the other hand, while some lower secondary schools in Japan have special classes or "Tsukyu" resource rooms, there is no special education system for Japanese upper secondary schools. One would not be wrong to say that this result, that is, Japanese teachers not being favorably disposed to teaching students with learning disabilities, cannot be helped with the present situation being what it is.

Next, regarding the types of difficulties indicated, about the same high percentages of Japanese and US teachers experienced difficulties in handling problem behavior. On the other hand, while a high percentage of Japanese teachers had difficulties in preparing IEPs or ITPs, a high percentage of US teachers had difficulties in class management. This reveals that while

similarly high percentages of both Japanese and US teachers experienced difficulties in teaching students with learning disabilities, there are some differences in the areas in which they experienced such difficulties.

A subject for future study is the reasons for teachers feeling favorably disposed to teaching students with learning disabilities.

#### ***4.5. Analysis of Teachers' Written Comments***

In Japan, the greatest number of teachers, particularly regular class teachers in lower secondary schools, commented upon the necessity of promoting understanding for teachers, guardians and the students themselves, the difficulty of evaluating whether a student has a learning disability and actual instructional problems. In addition, the greatest number of upper secondary school teachers as well commented upon the promotion of understanding for teachers and evaluation of whether a student has a learning disability. As this shows, a characteristic of the Japanese teachers' comments was the high numbers who mentioned that it was first of all necessary to promote understanding for the people concerned, the difficulty of evaluating whether a student has a learning disability and concerns about how to proceed with teaching such students.

In contrast, US teachers did not mention this kind of promotion of understanding or the difficulty of evaluating whether a student has a learning disability. Most of them commented on the necessity of increasing the number of special classes, the necessity of reducing class size, the necessity of cooperation among the parties concerned within the school, the necessity and difficulty of providing instruction that conforms to needs, problems with the existing qualification system for special education teachers, the problems, etc., of inclusive education, problems with the existing special education system and actual instructional problems.

Regarding this difference between Japan and the US, it is only natural that concern in Japan would center on promoting understanding first of all and evaluating whether a student has a learning disability, as we are at present considering beginning a program of support for learning disabilities. From the comments offered by the US teachers, one can infer that the US, which already has a long history in this field, has moved beyond this stage where Japan is at present and is focusing its concern on the next set of problems. There is a need to determine whether the types of concerns that exist at present in Japan also were prevalent in the US when it commenced providing support for learning disabilities.

#### ***4.6 Problem with the Methodology of This Research Project***

From the start, I proceeded with this questionnaire survey on the assumption that it would be a comparative study of Japan and the US. The survey sample in the US is small compared with the same in Japan, because it was my objective to examine the survey design, receive the approval of the UCLA Human Subject Committee, prepare, mail out and collect the questionnaires and furthermore complete a partial analysis of the data during the ten months that I was at UCLA as a foreign research person. It is for this reason that, although this is a comparative study of the situations in Japan and the US, in reality I referred to the US data (to be precise, data from the Los Angeles area) to clarify the situation in Japan (three metropolitan areas in Japan). It is my belief that I was to a certain degree able to achieve the objective of clearly defining the current state of affairs and areas of concern in Japan.

#### ***4.7 Future Areas of Concern***

This study ascertained the state of support received inside and outside the school by students with learning disabilities, the teachers in charge of them and their guardians. In particular, the study determined who provides support. It will be necessary in the future to study and analyze areas such as the specific contents of the support, the results produced by the support and the degree of satisfaction with the support.

Furthermore, this study ascertained the existence of in-service training related to special education and regular education. There is a need to further analyze the survey data collected on the contents of the in-service training (programs) and the forms of training (lectures, practical exercises, etc.). This should provide suggestions that will be useful in the preparation of in-service training programs in Japan, especially programs for teachers in charge of regular classes.

It should be noted that this survey acquiesced to the wishes of the UCLA Human Subject Committee. Consequently, it did not directly survey students with learning disabilities or their guardians, but employed the method of surveying the state of support for such students and their guardians based on the views of teachers in charge of the students. However, they are the teachers' views (that is, what the teachers could ascertain) of the situation, which in and of themselves are significant in their own way. Therefore, it would be interesting to study the differences between the results of this survey and a questionnaire that directly surveys the students and their guardians.

This survey targeted three metropolitan areas in Japan and the Los Angeles area in the US, all very large cities. Consequently, there is a need to conduct an accompanying survey of non-

urban areas and suburban areas. Moreover, there is a need to examine the results of such surveys comprehensively.

Finally, I would like to be able to ascertain the situation, as it relates to this survey, that existed in the US when support for learning disabilities began in earnest in accordance with PL94-142, in 1975. If it is possible to do this through means such as researching reference materials and interviewing people, I would like to examine such data in relation to this survey's data on the situation in Japan.

## References

### *<Papers related to this questionnaire survey>*

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