

A Study of the Frequency of Individual Support for the Pupils With Developmental Disabilities or Suspected Developmental Disabilities in Regular Japanese School Classes - From a Questionnaire Survey of Teachers

Authors : Maho Komura

Abstract : The purpose of this study was to determine from a questionnaire survey of teachers the status of implementation of individualized support for the pupils with suspected developmental disabilities in regular elementary school classes in Japan. In inclusive education, the goal is for all pupils to learn in the same place as much as possible by receiving the individualized support they need. However, in the Japanese school culture, strong "homogeneity" sometimes surfaces, and it is pointed out that it is difficult to provide individualized support from the viewpoint of formal equality. Therefore, we decided to conduct this study in order to examine whether there is a difference in the frequency of implementation depending on the content of individualized support and to consider the direction of future individualized support. The subjects of the survey were 196 public elementary school teachers who had been in charge of regular classes within the past five years. In the survey, individualized support was defined as individualized consideration including rational consideration, and did not include support for the entire class or all pupils enrolled in the class (e.g., reducing the amount of homework for pupils who have trouble learning, changing classroom rules, etc.). (e.g., reducing the amount of homework for pupils with learning difficulties, allowing pupils with behavioral concerns to use the library or infirmary when they are unstable). The respondents were asked to choose one answer from four options, ranging from "very much" to "not at all," regarding the degree to which they implemented the nine individual support items that were set up with reference to previous studies. As a result, it became clear that the majority of teachers had pupils with developmental disabilities or pupils who require consideration in terms of learning and behavior, and that the majority of teachers had experience in providing individualized support to these pupils. Investigating the content of the individualized support that had been implemented, it became clear that the frequency with which it was implemented varied depending on the individualized support. Individualized support that allowed pupils to perform the same learning tasks was implemented more frequently, but individualized support that allowed different learning tasks or use of places other than the classroom was implemented less frequently. It was suggested that flexible support methods tailored to each pupil may not have been considered.

Keywords : inclusive education, individualized support, regular class, elementary school

Conference Title : ICISE 2022 : International Conference on Inclusive and Special Education

Conference Location : Lisbon, Portugal

Conference Dates : October 27-28, 2022