

**Research Related to Support and Measures for  
Students who Require the Consideration to their  
Progress in Training and Learning  
-Current Status and Problem in Polytechnic Institutions-  
(Research Reports No.123) Summary**

**[Keywords]**

Developmental Disability, Institutions for Education or Training, Polytechnic Institutions, Specialized Institutions Related to Disability

**[Usage of this report]**

Under the condition that the importance of the consideration and support for the students with Developmental Disability in institutions for education or training has been widely recognized, we have conducted activities in order to pursue the synergy effect produced by vocational ability development business at polytechnic institutions and vocational rehabilitation business for persons with disabilities.

The first part of this report is the research report about the background, contents, processes, issues and remained problems of the activities conducted at polytechnic institutions, while the second part provides “Support and Measures Guidebook for Students who Require the Consideration to their Progress in Training and Learning (Practice)” as the deliverables of the activities. The results of these activities at polytechnic institutions can be widely helpful not only in entire vocational ability development facilities, but also in upper secondary and higher education as a mutual reference.

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**Japan Organization for Employment of the Elderly, Persons with Disabilities  
and Job Seekers (JEED)  
NATIONAL INSTITUTE OF VOCATIONAL REHABILITATION**

## **1 Authors (The First Part “Research Reports”)**

Yasuhiko Matsumoto (National Institute of Vocational Rehabilitation, Research Group on Support for Persons with Disabilities, Research Manager)

\* With regard to the process of producing the second part “Support and Measures Guidebook for Students who Require the Consideration to their Progress in Training and Learning (Practice),” please refer to Sections 2 and 3 of Chapter 3 in the first part of this report.

## **2 Research Period**

FY2012 to 2014

## **3 Composition of the research report**

The First Part “Research Reports”

Summary

Chapter 1: “Students who Require Special Consideration” and the Condition of the Relating Systems - For the Sake of Common Understanding -

Chapter 2: The Condition of the Support and Measures regarding “Students who Require Special Consideration” in Education and Training

Chapter 3: The Contents of the Activities and the Collected Case Examples at Polytechnic Institutions

Chapter 4: Issues and Problems

The Second Part “Support and Measures Guidebook for Students who Require the Consideration to their Progress in Training and Learning (Practice)” [extracts]

## **4 Background and Purpose of Research**

Under the condition that the importance of the consideration and support for the students with Developmental Disabilities in institutions for education or training has been widely recognized, it is a serious problem to raise the level of support and measures for “the students who require the special consideration to their progress in training and learning” due to Developmental Disabilities at polytechnic institutions (polytechnic colleges, junior colleges and Polytechnic University) run by Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers (JEED). For this problem, we have conducted activities in order to pursue the synergy effect produced by vocational ability development business at polytechnic institutions and vocational rehabilitation business for persons with disabilities (research and pioneering vocational training included).

The purpose of this research reports is to generate an intermediate summary of the process, contents and meaning of the activities at polytechnic institutions, and to find the issues and problems regarding the consideration and support for such students.

## **5 Method**

### **(1) Summary of the Activities at Polytechnic Institutions**

(a) Based on “Investigation of Actual Condition regarding the Assistance and Measures for the Students with potential Developmental Disability” conducted by our headquarters since 2010 and “Support and Measures Guidebook for Students who Require the Special Consideration” (Basic) created by Polytechnic University for polytechnic institutions in 2011,

(b) In 2012, we established “Research Project Executive Committee” consisted

of National Institute of Vocational Rehabilitation, Department of Public Vocational Training, National Vocational Rehabilitation Center, National Kibi-Kogen Vocational Rehabilitation Center, and Polytechnic University (Institute of Research and Development), and selected “4 model colleges” for polytechnic institutions, and

(c) We have started the activities by holding “case meetings” including members of the project meeting and model colleges in order to integrate case examples and know-how of model colleges and expertise of each organization of JEED who has joined the project executive committee, and

(d) As the deliverables of the activities, we have created and provided “Support and Measures Guidebook for Students who Require the Consideration to their Progress in Training and Learning (Practice)” to polytechnic institutions throughout Japan in 2014.

## **(2) Creation of “Research Reports”**

The Research Reports, including collecting and organizing references, are divided into chapters and sections as follows.

(a) In the activities, “students who require special consideration,” the subjects, are regarded as “students who require special consideration associated with Developmental Disability and its possibility.” Therefore, Section 1 of Chapter 1 outlines the definition, category and characteristics of Developmental Disability, and the necessity of measures based on such characteristics.

(b) As the support systems for persons with Developmental Disability including education and employment has been recently expanded, creating a great impact on the choices and actions of the students and their families as well as the support and measures provided in fields of education or training, Section 2 of Chapter 1 outlines the conditions of these support systems.

(c) The activities aiming to raise the level of the support and measures for “students who require special consideration” due to (potential) Developmental Disability at polytechnic institutions have been conducted in pursuit of the synergy effect within JEED. Thus, Section 1 of Chapter 2 outlines the status of polytechnic institutions in the systems for education or training in Japan and related business conducted in JEED.

(d) “Students who require special consideration” due to (potential) Developmental Disability are enrolled at a wide range of institutions for education or training, where the activities such as support and consideration are promoted. Therefore, from the viewpoint of the mutual reference between education and training, focusing on upper secondary (e.g. high schools) and higher education (e.g. universities and junior colleges) whose students are a similar age group to the subjects, Section 2 of Chapter 2 outlines the conditions of the students and pupils who require special consideration due to Developmental Disability, the conditions and problems of the support for these students and pupils, and its system, based on the reports and results of the related studies.

(e) As “National Vocational Rehabilitation Center” (2 places throughout Japan) accepts persons with disabilities who require the special support in vocational rehabilitation including persons with Developmental Disability from a wide range of areas across Japan, and provides pioneering vocational rehabilitation as well as its expertise, Section 3 of Chapter 2 refers the conditions of National Vocational Rehabilitation Center.

(f) Section 1 of Chapter 3, focusing on polytechnic institutions, organizes the conditions of “students who require special consideration” due to (potential) Developmental Disability, as well as conditions and problems of support and measures for them, while Sections 2 and 3 of Chapter 3 organize recognition of issues, methods and process regarding the activities in polytechnic institutions. Besides, Section 4 of Chapter 3 reviews the case examples and the staff's

opinions provided in the case meeting held in the model colleges, and Section 5 of Chapter 3 introduces "Support and Measures Guidebook for Students who Require the Consideration to their Progress in Training and Learning (Practice)" (mentioned in the second part) created as the deliverables of the activities.

(g) Based on the contents outlined or organized in these Chapters, Section 1 of Chapter 4 identifies and organize the issues regarding the support and measures for "students who require special consideration" due to (potential) Developmental Disability in institutions for education or training, and Section 2 of Chapter 4 organized the results of the activities and remained issues about them.

The section below is the summary of Chapter 4.

## **6 Summarized Results of the Study**

### **(1) Issues regarding the Support and Measures for "Students who Require Special Consideration" in Institutions for education or training**

#### **A In regard to "Awareness," "Acceptance," "Diagnosis," "Obtaining Disability Certificates," and "Disclosing or Hiding" of Developmental Disability**

Developmental Disability is "hard to be identified" and the causes remain unknown. Therefore, in most cases the person concerned and his or her family do not find the remarkable feeling of "perplexity" until they face difficulties they cannot overcome by themselves in school, social or vocational lives. Moreover, there are a wide range of cases happened, including the cases that the person concerned and his or her family do not have "awareness" regarding the possibility of Developmental Disability despite of such feeling of "perplexity," that they have psychological resistance to "accept" the possibility of Developmental Disability and do not receive a diagnosis, or that they do not receive a diagnosis because they do not see any merits to do it. Thus, in the case of Developmental Disability, there is a broad range of potential patients who "is associated with the possibility of Developmental Disability without a diagnosis."

However, it should be strictly admonished that the characteristics of the individual's behaviors are carelessly linked to Developmental Disability, that is a "disability hard to be identified," by "institutions for education or training" that have no knowledge and expertise of diagnosis as an expert of disability. In addition, the decision whether or not to receive a "diagnosis" should be basically given at the discretion of the person concerned (his or her parents or guardians).

In such a situation, the crossroads of support and measures regarding Developmental Disability are whether the person concerned and his or her family have a feeling of "perplexity," and whether they have "awareness" and "acceptance" regarding the possibility of disabilities. If they have, institutions for education or training can consider with them and provide the choices such as receiving a "diagnosis" and measures in education and training, in anticipation of the merits in their future social and vocational lives. Also, if they receive a "diagnosis," the institutions can offer consideration and support based on such diagnosis to them as a collaborative work.

However, while the person concerned and his or her family do not have such "awareness" and "acceptance" of Developmental Disability, institutions for education or training may consider that it is necessary to provide the measures in consideration of the possibility of such disability, as they find that the difficulties the person concerned have may be caused by it (if such measures are not provided, the person concerned may have difficulties in training and learning processes and job seeking activities, or may have subordinate disabilities, such as anxiety and depression, because of psychological stress, leading to non-attendance at school and social withdrawal). In such cases, it is necessary to provide support and measures, considering a trustworthy relationship with the person concerned and his or her family and avoiding labeling him or her.

Under such a complex situation, polytechnic institutions are trying to accumulate specific expertise by providing measures by trial and error in order to offer appropriate consideration and support according to each individual person's characteristics, having the following problems and conflict.

- What characteristics of actions of the students should be linked to the possibility of Developmental Disability, where is the clue to find the characteristics, and how to understand the actual conditions of them (by observation, interviews with the person concerned and his or her family, and collecting information from the schools completed) in order to make a judgment of “there is a possibility of Developmental Disability”?
- In the case where the judgment of “there is a possibility of Developmental Disability” is made, when we should (can) recommend the person concerned to receive counselling services, inspection and diagnosis at specialized institutions such as medical institutions, and how to inform the person concerned and his or her family about it if we consider it is desirable to do so?
- If the person concerned has Developmental Disability, it is likely that the problems relating to the “disability” don't become obvious, until the required level of cognition and actions increases along with job seeking activities. Moreover, the advantages (or disadvantages) of support provided by each system associated with “diagnosis” and “Disability Certificates” don't become evident until job seeking activities or a vocational life start. Under such a situation, what and how do we recommend the person concerned and his or her family in anticipation of his or her job seeking activities and vocational life?
- In the case where the person concerned and his or her family do not have the feeling of “perplexity,” while it is necessary to consider the possibility of Developmental Disability, where counselling services, inspection and diagnosis at specialized institutions are considered as being premature (considering the possibility of confusion and resistance of the person concerned and his or her family), or where the person concerned and his or her family do not want to use such services at specialized institutions, what kind of consideration and support would be appropriate?
- In the case where (the possibility of) Developmental Disability is confirmed by counselling services, inspection and diagnosis at specialized institutions, what kind of practical consideration and support do we need to provide?
- Although the diagnosis of Developmental Disability is made, there are many cases where we cannot, or it is inappropriate to disclose the fact of Developmental Disability because the person concerned and his or her family do not wish to do it, or because of other reasons. However, it is possible that if individualized consideration and support are provided apparently in group instruction without any specific explanation, other students are offended by such “special treatment.” Taking this into consideration, how do we create an environment where we can provide necessary support in consideration of other students?
- At the stage of considering and preparing for career, how do we discuss with the person concerned and his or her family, considering the options of “disclosing or hiding” the disability?

## **B Assessment for Person with Developmental Disability and Cycle of Providing Accommodation and Support**

Developmental Disability is considered as brain dysfunction whose causes remain unknown, and treatments based on the determined causes are not available at this stage. Moreover, symptoms associated with Developmental Disability vary depending on the individuals. Therefore, in the case where institutions for education or training are informed that a student has Developmental Disability, or where they

have “awareness” regarding its possibility, in terms of consideration and support, it is essential to understand the specific characteristics of each individual person's cognition and action (assessment), use the measures to “complement” the characteristics and “adjust the environment,” and “avoid” the situations he or she cannot deal with despite of using such measures, rather than improve such characteristics of cognition and action caused by the disability. This is not the matter of whether the “diagnosis” of Developmental Disability is made or not.

With regard to the assessment, accommodation and support for person with Developmental Disability, it is important to continuously to conduct a series of measures, including ①organizing the “problems” causing the feeling of “perplexity” of the person concerned and his or her family, ②providing complementary measures and adjust an environment in order to resolve such feeling of “perplexity,” ③reconsidering the measures based on the situation improved by these activities, and ④implementing the revised contents, as a collaborative work based on a trustworthy relationship with the person concerned and his or her family. Such cycle of the measures is meant to explore the points of complementary measures and environment adjustment according to the individual characteristics, clarifying “what he or she cannot do,” “what he or she is not good at doing,” “the reasons why he or she is not good at doing something,” and “conditions where he or she can do something successfully,” and be a process of conducting a wide range of assessments regarding characteristics of each individual person's cognition and action, including “strong points” and “what he or she is good at doing.”

### **C Cooperation between “Group Instruction” and “Individualized Consideration and Support,” and issues of “Group Work”**

Compared to the normal people who are subject to education or training, persons with Developmental Disability require more individualized, various contents and levels of consideration and support, and many problems such as expertise for teachers and instructors, and systems are incurred as we aim to cooperate “group instruction” and “individualized consideration and support” at institutions for education or training on the assumption that there are persons with Developmental Disability.

While “special support education” in elementary and secondary education aims to provide “individualized instruction and support” to the specific people (e.g. persons with Developmental Disability without delayed intellectual development) in a normal school based on “group instruction,” it is necessary in vocational training institutions such as polytechnic institutions which are the subject of our activities, and higher education institutions such as universities which are not subject to special support education to rebuild the cooperative relationship between “group instruction” and “individualized consideration and support” on the assumption that there are persons with (the possibility of) Developmental Disability, according to their conditions.

In addition, “group works” where students need to cooperate with each other to conduct some works as a group, or create something, tend to be considered as an active training opportunity for communication skills and teamwork in case of specialized training for persons with Developmental Disability. On the other hand, such group works can cause some problems and difficulties for the students with Developmental Disability.

### **D Systems and Training in Institutions for education or training [Necessity and Methods of Systematic Measures]**

In terms of providing consideration and support to those who have (the possibility of) Developmental Disability in institutions for education or training, if systematic, appropriate measures according to each individual person's characteristics are not implemented, it may not only have a negative effect on the progress in learning and training, but also cause subordinate disabilities due to inappropriate efforts, disputes with other people, and mental strain. However, regarding those who provide support and measures, individual teachers and instructors turn out to suffer

with identifying what kind of measures they should offer under the situation where they are respectively isolated.

Thus, it is necessary that basic common understanding regarding the characteristics of, and measures for Developmental Disability is widely shared among teachers and instructors, and it is important to provide necessary training to them. While training activities have been already conducted in many institutions for education or training, the conditions are not always consistent. For example, in terms of normal education institutions, the older a target age group of a school becomes, the lower the full attendance rate for educational training regarding special support education becomes.

Moreover, it is also necessary to establish a school system (e.g. “case meetings,” systematized records and takeover) allowing teachers and instructors related to a person concerned to have common understanding regarding his or her characteristics, problems, and important points of the measures, based on the collection of related information, in order to avoid the situation where individualized measures are completely relied on homeroom teachers only, or teachers and instructors related the persons concerned fail to align with each other.

#### **[Necessity of Key Person]**

The role of key person is essential for providing consideration and support to those who have (the possibility of) Developmental Disability in institutions for education or training. Such key person is also expected to provide consultation to teachers and instructors in a school, and play a central role in cooperation with external organizations. It can be said that a designated “special support education coordinator” regarding “special support education” in a school is a typical example of key person. Some universities provide support to the students with Developmental Disability by establishing a network of staff where a specialized “support room” for the students having “issues related to communication” or “difficulties” plays a central role.

#### **E Impact of System Reform**

Although people may have a massive psychological resistance to “accept” Developmental Disability, a “hard to be identified” disability, and decide to “receive a diagnosis” and get “Disability Certificates,” advantages of support systems (e.g. using consultation and support organizations, obligations for prohibiting discrimination and providing reasonable accommodation, systems for employment rate and employments support for Persons with Disabilities, Disability Certificates system) associated with “diagnosis” and “Disability Certificates” can cope with such psychological resistance, encouraging people to receive such support, as well as the feeling of “perplexity” can do. Among these support systems, mandatory of (effort of) reasonable accommodation (scheduled to be enforced in April 2016) and inclusion in employment rate of persons with Mental Disabilities including those with Developmental Disability (scheduled to be enforced in April 2018) are expected to have a certain effect on the activities conducted by person concerned and his or her family, institutions for education or training, and offices.

Because of the impact of these future system reforms, it is considered that the number of such cases will be increased as people receive a diagnosis of Developmental Disability at an early stage and require “reasonable consideration” in fields of education or training, and as people get Mental Disabilities Certificates at the stage of institutions for education or training in order to prepare for job seeking activities.

On the other hand, however, the “hard to be identified” nature of Developmental Disability, causing the person concerned and his or her family's psychological resistance against “acceptance,” “receiving a diagnosis” and “special treatment” due to the disability, does not change. Therefore, it is possible that expanding the systems regarding reasonable accommodation and employments support causes more serious conflicts of the person concerned and his or her family

regarding acceptance, diagnosis and obtaining Disabilities Certificates, resulting in increasing the needs for consulting services.

## **(2) Remained Problems**

### **(a) Further Activities in Polytechnic Institutions and Mutual Reference among Institutions for education or training**

In the case of Developmental Disability, due to diversity and complexity of its characteristics, it is very important that teachers and instructors in the fields of education or training make efforts to provide consideration and support according to characteristics of each person concerned and conditions of each field, and accumulate practical knowledge and expertise through such experience. Moreover, this can provide many tips of the measures not only in the fields of the same kind, but also in other fields with a certain similarity to them.

Along with our distribution of the “practical guidebook” consisting of case examples and expertise of 4 model colleges, polytechnic institutions throughout Japan are required to use this and try to raise the levels of support and measures for the students who require special consideration. In addition, it is expected to revise the guidebook through mutual exchanges of a wide range of case examples and expertise among the polytechnic institutions across Japan. Also, it is necessary to promote mutual exchanges among polytechnic institutions, other vocational ability development facilities and similar educational institutions as a future task.

### **(b) Problems regarding Local Organizations Specialized for Persons with Disabilities - Support for Institutions Having Problems regarding Support and Measures for the Students who Require Special Consideration (Expanding Assistance and Networks)-**

In the activities, there were high expectations for polytechnic institutions strengthening of the relationship with specialized organizations regarding disabilities. Also, because of insufficient training and enlightenment regarding disabilities for teachers in high schools and universities, there were expectations of further support from external organizations in terms of training and recommendations

Under the current situation, institutions for education or training providing direct support to the students with disabilities, including polytechnic institutions, rely upon the services of organizations specialized for persons with disabilities (e.g. Developmental Disabilities assistance centers, child guidance centers, medical institutions, and local and wide-area vocational rehabilitation centers for persons with disabilities) such as consulting service, examination, assessment and diagnosis as needed. However, these specialized organizations are not necessarily defined as the role of indirect support, such as providing training to teachers and instructors (including participation in training in a school as a lecturer), and recommendations to them (including ones for individual cases).

Therefore, it is necessary to consider defining such specialized organizations regarding disabilities as the party providing indirect support to normal institutions for education or training as clearly as possible, and expanding such role.

With regard to local and wide-area vocational rehabilitation centers for persons with disabilities, it is necessary to consider the relationship with high schools, universities, junior colleges and vocational ability development facilities where students and pupils having (the possibility of) Developmental Disability need to prepare for job seeking activities in consideration of the reform of “the Act on the Promotion of the Employment of Disabled Persons” scheduled to be enforced in the future.