

Implementation of Development Training Materials to
Utilize ICF-CY for Special Needs Education (SNE) in Japan

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Akio Tokunaga, MA. Koji Tanaka, PhD.

National Institute of Special Needs Education, Japan Kyusyu University

Abstract This report would present continuous description regarding development of training materials to utilize ICF-CY for Special Needs Education (SNE) in Japan. The authors conclude they should be developed with considering not only ICF-CY knowledge but also SNE contexts and prepare some kinds of courses or program contents to respond various needs of participants, based on analysis qualitative study outcome regarding interview for ICF-CY users and analysis email by participants of training courses.

Introduction

This report would present continuous description regarding development of training materials to utilize ICF-CY for Special Needs Education (SNE) in Japan, which authors had reported in 14th Annual North American Collaborating Center Conference on ICF in 2008.

This report is based on outcome of the 1st research project "Development Training Materials to Utilize ICF-CY for Special Needs Education (SNE) in Japan" (2008-2011, research representative=Tokunaga, A.). Also, the 1st research project are implemented, referring to outcome of the 2nd project "The use of ICF-CY in special needs education in Japan" (2008-2010, research representative=Tokunaga, A.) in the National Institute of Special Needs Education (NISE).

The 1st and 2nd were started based on research outcomes which development of training material and method were most important issues to utilize ICF-CY for SNE practice, by the post research project "Use of ICF ICF-CY to Educational Policy (2006-2007, research representative= Tokunaga, A.) in NISE.

The authors reported that the development of (1)Lecture based Contents to understand characteristics of ICF-CY and case examples utilizing ICF-CY and (2)Workshop based Contents to make plan for support students with special needs using conceptual framework of ICF-CY, based on analysis questionnaires which participants had answered regarding to outcome of training course in Quebec last year. The conclusion were that the result that respondents answered depended whichever they had already known ICF/ICF-CY or Not, and it suggested some kinds of Training Materials that can Adapt the Level of Understanding ICF/ICF-CY of Participants (eg. for Beginners, the Advanced.)

Methods & Materials

The authors focused modification lecture based training materials, because requests of lecture regarding ICF/ICF-CY for the NISE by special school teachers. It is recognized the interest for ICF/ICF-CY by them is increasing, because the Ministry of Education had described that referring ICF conceptual framework and items had been recommend for SNE practice in the Guideline for National Curriculum Standard of Special School.

自立活動が指導の対象とする「障害による学習上又は生活上の困難」は、WHOにおいてICFが採択されたことにより、それとの関連でとらえる必要がある。つまり、精神機能や視覚・聴覚などの「心身機能・身体構造」、歩行やADLなどの「活動」、趣味や地域活動などの「参加」といった生活機能との関連で「障害」を把握することが大切であるということである。そして、個人因子や環境因子等とのかわりなども踏まえて、個々の幼児児童生徒の「学習上又は生活上の困難」を把握したり、その改善・克服を図るための指導の方向性や関係機関等との連携の在り方などを検討したりすることが、これまで以上に求められているのである。

[Description in the Guideline]

The Author mainly engaged 2 activities to modify lecture based contents (Overview of ICF/ICF-CY, Actual Status of use of ICF/ICF-CY, Case vignettes of assessment and intervention using ICF Selection ICF code to assessment of case, Assessment using Code and Qualifier, Issue and Future Perspective).

Firstly, the authors analyzed the outcome of qualitative study through focus group interview for ICF-CY users on SNE practice by the 2nd project had engaged. Contents of interview were contexts, reasons and purposes, method, outcome, issues and perspective of their utilization ICF-CY for SNE Practice. Verbatim record of interview was analyzed and conceptualized by project members and participants.

Secondly, the authors analyzed email by participants including some questions and comments after training course which provided knowledge of ICF-CY and utilization for SNE practices.

Results and Discussion

Analysis of qualitative study outcome suggested that it was necessary to add contents, which participants of training course had could consider actual status of their SNE practices and comprehend their contexts, problems, reasons and purpose of utilization ICF-CY, referring to some case vignettes.

Therefore, it was recognized that contents which participants demanded basically depends on actual status of their SNE practices, contexts, problems, reasons and purposes. For example, we could find out that detailed knowledge regarding ICF/ICF-CY qualifier was not always needed to a SNE teacher, although the basic knowledge was necessary.

Analysis of email by participants after training course suggested that we could find some differences of questions and comments between ICF-CY beginners and the advanced.

Therefore, it was recognized that the course with provision of basic question and answer were suitable for beginners, and sharing discussion with case studies was effective for the advanced

Conclusion

It is one of important and urgent issues to develop training material to utilize ICF-CY for SNE practice in Japan, with importing not only knowledge of ICF-CY but also SNE contexts enough.

Also, it is effective to prepare some kinds of courses (lecture based, workshop based, web based, etc.) and contents to respond various needs of participants.

The authors are planning to put demonstration in perspective of our continuous development training materials to utilize ICF-CY for SNE Practice.