

## ORIGINAL ARTICLE

# Current Situations and Issues on School Consultations for Regional Support by Special Needs Schools: Based on a Comparison of School Consultations with School Counselors

Hikari ISHIKAWA<sup>1)</sup> Aiko KOHARA<sup>2)</sup> Jiyoung HAN<sup>2)</sup> Changwan HAN<sup>3)</sup>

- 1) Special Needs Education Programs, University of the Ryukyus,
- 2) Graduated school of Education, University of the Ryukyus
- 3) Faculty of Education, University of the Ryukyus

## ABSTRACT

With the launch of special needs education, special needs schools are required to be centers of special education and to support public schools. However, teachers in special needs schools are puzzled by the increase in educational support requests from public schools, because being in charge of classes in their school, they have limited time to support public schools. Therefore, the need for “school consultations” has been magnified. The effectiveness of school consultations for regional support by special needs schools has been shown, but there have been few researches on it. “School counselors” are among the specialists who offer consultations in school. Consultations with school counselors prevailed in the 1990s, and had the same definition as consultations with special needs schools. Therefore, this article suggests the current situations and issues on school consultations as regional support by special needs schools, through a comparison of school counselor consultations. As a result, teachers at special needs schools hardly receive training in university for regional support and consultation. This suggests that even though they are equipped with special techniques to support children directly, they have supported others based on the knowledge on consultation that has been built up by their experiences. Also, teachers at special needs schools have their own jobs to do excluding consultation. More than 90% of special needs schools have worked for the Department of Regional Support, but less than half of the schools have regular contact with regional schools. In addition, there is hardly any research on consultations with special needs schools. The issues to be addressed in this study must be examined in the future based on the findings from this study.

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hikarishikawa@gmail.com ( Hikari ISHIKAWA )

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