



Trend of Diversity Research in Various Fields in Asia

2017.2.10[Fri.]-**13**[Mon.]

University of the Ryukyus
(Okinawa, Japan)

Asian Society of Human Services 2017

Program



2017.2.10 [Fri.]

11:00-14:00 **Pre-Conference**

2017.2.11 [Sat.]

Opening Ceremony

10:00-10:30 Chair : Changwan HAN (University of the Ryukyus)
Chairman : Masahiro KOHZUKI (Tohoku University)
Faculty Director : Tadato KOTAGIRI (University of the Ryukyus)

Oral Session

10:30-12:00 Chair : Atsushi TANAKA (University of the Ryukyus)

12:00-13:00 **Lunch**

Oral Session

13:00-18:00 Chair : Taekyun YOO (Soongsil University)

19:00- **Social Gathering**

2017.2.12 [Sun.]

10:00-14:00 **Poster Session**

ASHS Researcher Training Workshop in 2017

: Work Shop

14:00-17:00 Chair : Aiko KOHARA (University of the Ryukyus)
Lecture 1 : Current Status and Issues of Diversity Education
 —Natsuki YANO (Tohoku University)
Lecture 2 : Current Status and Issues of IN-Child
 —Haejin KWON (Ritsumeikan University)

Closing Ceremony

17:00-17:30 Chair : Changwan HAN (University of the Ryukyus)

2017.2.13 [Mon.]

10:00-17:00 **Study Tour**



1. **Haejin KWON** (Ritsumeikan University)
A Study on the Development of Employment System Assessment Indicator and Tool for Persons with Disabilities from the Perspective of QOL
: Focusing on Japan and Korea Title
2. **Haena KIM** (University of the Ryukyus) **Mamiko OTA, Changwan HAN**
Examination of Constructs about Education for Disability Understanding Assessment Index: Based on the Inclusive Education
3. **Haruna TERUYA** (University of the Ryukyus) **Changwan HAN**
Verification of the Reliability of the Scale to Cooperative Relationship Assessment Tool for Inclusive Education
4. **Hyeokgi MIN** (Soongsil University) **Jongkuk KO, Taekyun YOO**
Building Process of the Database on Characteristics of Korea's Social Security Programs
: Based on Central Government Social Security Programs Data of FY 2015
5. **Ikuno MATSUDA** (Soongsil University) **Taekyun YOO**
A Comparative Study between Japan and Korea on Social Welfare Service Development Process and Current States
6. **Jaok KIM** (Soongsil University) **Taekyun YOO**
The Exploratory Study on Experience of Participants in the Self-sufficiency Program
7. **Mamiko OTA** (University of the Ryukyus) **Haejin KWON, Haena KIM, Changwan HAN**
Current Situation and Issues of the Sensory Integration Method: Case Analysis of Sensory Integration Method in Okinawa
8. **Mitami TERUKINA** (University of the Ryukyus) **Atsushi TANAKA**
Comparison of Achievement Degree of Inclusive Education by School Size in Yaeyama Area
: Using Inclusive Education Assessment Tool (IEAT) and Case Examples
9. **Natsuki YANO** (Tohoku University) **Changwan HAN, Masahiro KOHZUKI**
Development of Diversity Education Assessment Tool
10. **Shizuko TAMANAHA** (University of the Ryukyus) **Aiko KOHARA, Atsushi TANAKA, Changwan HAN**
The Verification of Reliability and Validity of the SNEAT10 based on the Data from a Public Junior High School
11. **Yohei NAGAHAMA** (University of the Ryukyus) **Sunhee LEE, Atsushi TANAKA**
Analysis of Content Validity of UISS Standards for ICT Use in Special Needs Education in Okinawa
12. **Yuki FUNAKOSHI** (University of the Ryukyus) **Aiko KOHARA, Changwan HAN**
Development of the Sexuality Education Assessment Tool based on the Point of View the QOL



1. **Aiko KOHARA** (University of the Ryukyus) **Kiriko ANDO, Natsuki YANO, Sakurako YONEMIZU**
The Verification of Validity of the SNEAT10 in Elementary School
: The Study of Screening Scale for Inclusive Needs Child (IN-Child)
2. **Atsushi TANAKA** (University of the Ryukyus) **Momoe IKEHARA**
Effects of the Dispatch of Special Needs Education Supporters in High school
: On the Basis of Information Publications from Website in All Prefectures
3. **Chaeyoon CHO** (Tohoku University) **Changwan HAN, Misun SUNG, Chaewon LEE, Minji KIM, Masahiro KOHZUKI**
Effect of Kohzuki Exercise Program (KEP) on Balance Function and Depression in Community-dwelling Older Adults
4. **Chisato NUMADATE** (University of the Ryukyus) **Eonji KIM, Changwan HAN**
Basic Research for Development of Curriculum Assessment Index about Psychology, Physiology and Pathology of Child and Person with Disabilities in Training Special Needs Education Specialists Program
5. **Kohei MORI** (Kanda-Higashi clinic, MPS center, Institute of occupational mental health) **Atsushi TANAKA**
Educational Support and Psychological Characteristics of the Children with Physical Disabilities in Japan
6. **Natsumi HAMA** (University of the Ryukyus) **Eonji KIM, Aiko KOHARA**
The Effect of Educational Achievement Exerted by the Length of Teaching Special Needs Education

Oral Session

Chair

10:30 – 12:00 Atsushi TANAKA (University of the Ryukyus)

13:00 – 18:00 Taekyun YOO (Soongsil University)

001

A Study on the Development of Employment System Assessment Indicator and Tool for Persons with Disabilities from the Perspective of QOL: Focusing on Japan and Korea Title

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ABSTRACT

This study indicates the need to further review the systems and policies for promoting the employment of disabled people from the perspective of improving the quality of employment, a perspective yet to be sufficiently discussed, and from a broader perspective of QOL. Thus, This doctoral research aims to develop indicator and tool designed for the subjective and objective evaluation of Japanese and South Korean systems and policies for promoting the employment of disabled people not only from the quantitative aspect of promoting their employment, but also from the qualitative aspect, namely, the broader perspective of improving the QOL of the persons concerned.

The indicator and tool were developed using theoretical methods, and the rationality of expressing contents and words about evaluation areas and items was examined by surveying experts (verification of the validity of contents). Based on experts' opinions, they were revised and complemented, and thus three areas of "stability of employment," "physical and mental health," and "stability of life" and indices of 12 items (QOL-EPAI), and tool (QOL-EPAT) were developed and completed. The analysis of both countries' laws, systems and policies concerning the employment of disabled people using QOL-EPAI confirmed that, regarding the stability of employment and stability of life, the laws, systems and policies were restructured, while those regarding the physical and mental health were insufficient in both countries. The survey of experts using QOL-EPAT and the verification of the reliability of confidence revealed that the reliability and the validity were obtained. QOL-EPAI and QOL-EPAT can present tasks regarding Japanese and South Korea's employment of disabled people based on the current situations, thereby proving the effectiveness of QOL-EPAI, so the tasks presented in this paper are validated.

Keyword: Quality of Life, South Korea's disabled people employment promotion system, policy assessment tool

002

Examination of Constructs about Education for Disability Understanding Assessment Index : Based on the Inclusive Education

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ABSTRACT

The Ministry of Education, Culture, Sports, Science and Technology (2012) pointed out that the idea of the inclusive education system is important for the formation of inclusive society, and education for disability understanding is important for constructing an inclusive society. However, it is pointed out that there is no tool for understanding and assessment the current situation of education for disability understanding at the field of school education. Therefore, in this research, as a basic research for developing education for disability understanding assessment index based on the viewpoint of inclusive education, we examined the scale about education for disability understanding and the constructs for index development. As a result of examining the scale from previous research, it was confirmed that there was no scale based on inclusive education point of view, diversity education point of view etc., and it was discriminatory expression. Therefore, in this research, based on the definition of education for disability understanding by Han (2016), the constructs is divided into three categories: (1) basic idea (guarantees the enjoyment of basic human rights and inclusive education), (2) methodology (recognition of others or recognition for various other people), (3) achievement (a change in student; recognize, understand etc.).

Keyword: education for disability understanding, examination of constructs, inclusive education, development of index

003

Verification of the Reliability of the Scale to Cooperative Relationship Assessment Tool for Inclusive Education

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ABSTRACT

This study aimed to development of Scale to Cooperative Relationship Assessment Tool for Inclusive Education, and to verify the reliability. This scale consists of 18 items in three domains. The survey data collected from the 177 teacher of Special Needs Education in Okinawa prefecture September 2015. The reliability of Scale to Cooperative Relationship Assessment Tool for Inclusive Education was verified via the internal consistency method. The coefficient of Cronbach's α coefficient were over 0.7. In the Scale to Cooperative Relationship Assessment Tool has good reliability.

Keyword: development of scale, reliability, inclusive education

004

Building Process of The Database on Characteristics of Korea's Social Security Programs : Based on Central Government Social Security Programs Data of FY 2015

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ABSTRACT

The purpose of this study is to understand the characteristics of Korea's Social Security programs operated by the central Government.

For this end, the database on 370 Social Security programs operated by the Korea central Government in 2015 is being built. The database is comprised of Government Agencies, Social Security type, Goal, Target, Benefits, Finance, Delivery System, Number of Beneficiaries. For the study, the Data have been collected and review and coding are being conducted.

If database is completely built, it will help us understand Korea's Social Security programs by identifying duplication, overlap and fragmentation among the programs. Also, the changes in Korea's Social Security programs will be figured out by building this data every year.

Through this presentation, the researchers would like to specifically introduce how the database is built. By introducing the database, the researchers would like to propose Japanese colleagues to join the study by collecting data on Japanese Social Security programs in the same format.

Keyword: Korea's central government, social security programs

005

*A Comparative Study between Japan and Korea
on Social Welfare Service Development Process and Current States*

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ABSTRACT

Japan and Korea have much in common with political, economic and cultural aspects, and in the social security systems, they have developed and grown up mutually influencing each other's social security systems. Also recently, they have a common social problem such as the rapid progress of declining birthrate and aging population. In Korea, the declining birthrate and the aging of the population are advancing at a speed higher than Japan. The policy of social welfare service for respond to such new social risks has been changing and developing in each country.

The major turning point of social welfare services in Japan was the foundation structure reform of social welfare that took place from 1997 to 2000. The fundamental structural reform of social welfare has greatly changed the perspective on social welfare services so far, and has become a turning point to form the foundation leading to the current social welfare service system. On the other hand, in Korea, it was integrated into 'social services' from social welfare services due to the full revision of the Framework Act on Social Security in 2012, and the definitions and concepts related to it were clearly stated. Due to the new social risks in recent years, its concept, supply system, range and so on have expanded greatly, and social services now play an important role in Korea's social security system along with public assistance and social insurance.

Explore the common points and differences and suggestions from both countries by examining and comparing the development process and the current state of social welfare services in Japan and Korea on how the structure of social welfare services (social services) changed before and after each turning point.

Keyword: a comparative study, social welfare service, social service, development process

006

The Exploratory Study on Experience of Participants in the Self-sufficiency Program

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ABSTRACT

The Purpose of the study is to investigate the effect of experience of Self-Sufficiency Program(SSP) on participants. In order to comprehensively understand the impact of the SSP, it is necessary to study the interaction and process context of the participant's experiences. This is because the performance of SSP is limited to the economic self-sufficiency performance scale. There is a lack of research on multidimensional and in-depth understanding of processes and interaction of SSP with participants in relation to performance of SSP. It is necessary to produce research that presents a inductive and empirical evidence study shows that how the experience of SSP affects the change and impact of the participants.

The research method seeks to utilize qualitative research methods promote the influence of SSP on the influence of the participants. The research materials are in-depth interviews of all 50 participants from January to February 2015. Data analysis seeks to use the in-depth interview data of participants in the SSP with the Colaizzi method, which is suitable for bringing out the common experiences of the participants.

The purpose of this study is to understand the positive and negative effects of SSP on participants, to understand the experience of SSP in a comprehensive and multidimensional manner and to lay the foundation for development of SSP.

Keyword: self-sufficiency, self-sufficiency participants, self-sufficiency effect, qualitative research

007

*Current Situation and Issues of the Sensory Integration Method
: Case Analysis of Sensory Integration Method in Okinawa*

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ABSTRACT

For the physically disabled people, the posture is a crucial motion for all activities. In particular, in educational activities, the goals and activities need to be set up in relation to gravity. Currently, of teaching methods related to the posture, motion and movement in the special needs education for the physically disabled, the motion method is widely used. However, during the teaching of the pre-stage sensory integration method, the guidance on the right posture, motion and movement from the perspective of gravity is required. Thus, this study aims to analyze the overview of the sensory integration education method in Okinawa Prefecture, and to induce the corresponding tasks. The research methodology is to use and analyze 40 cases of “The Report on the Practice of Sensory Needs Integration Education Method,” specified in the research collections of the special support school for the physically disabled in Okinawa Prefecture, from the perspective of gravity, posture, motion, and movement. In the analysis of posture, motion, and movement, five items of physical movement in self-dependence activities are used.

The findings of this study indicated that the education field lacks the awareness of the importance of the relationship between the physically disabled children and gravity. Also, in posture, motion and movement, there was found to be a heavy lack of cases of using the sensory needs integration method from the perspective of 5 items of physical movement.

Keyword: special needs education for the physically disabled, the sensory integration method, teaching method

008

*Comparison of Achievement Degree of Inclusive Education by School Size in Yaeyama Area
: Using Inclusive Education Assessment Tool (IEAT) and Case Examples*

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ABSTRACT

Background: In Japan, the declining birthrate and aging population is serious, and the consolidation and elimination of small-scale schools are proceeding in depopulated area. As inclusive education is being promoted, we believe that clarifying the superiority of inclusive education at small-scale schools will maximize the merits of small-scale schools.

Object: In this study, we compared Inclusive Education Assessment of small scale schools with appropriate-scale schools on point of view of amount and quality.

Methods and Result: From January to March 2016, we conducted a questionnaire survey to 17 special support education coordinators working at elementary and junior high schools in the Yaeyama area. Small-scale school's score was higher than appropriate-scale schools on “Security of rights” and “Improvement of curriculum” .With respect to the average point comparison of each item, the small-scale schools for all items were comparable or higher than that for the appropriate-scale schools. There were qualitative differences in practice between small-scale schools and appropriate-scale schools on grounds of practical cases.

We clarified Inclusive Education Assessment of small scale schools was better than appropriate scale schools. Additionally, we clarified high level educational activity was practiced in small-scale schools. We hope that this study will be an opportunity to maximize the merit of small-scale schools all around the country.

Keyword: inclusive education, small-scale schools, Yaeyama, IEAT

009

Development of Diversity Education Assessment Tool

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ABSTRACT

Globalization brings greater diversity of human resources to our society and education systems. In the field of education, thorough the promotion of inclusive education, characteristics and backgrounds of the learner is more diverse. Also in the socio-economic field, adaptability to diversity has been demanded. The abilities such as recognition, understanding, adaptation to diversity is related to the field of human development. So, these abilities are a limit to training by the training after employment. There is a need for education to raise awareness and understanding in regards to diversity of the members in community or classroom. The diversity education was defined as the education to nurture appreciation and respect to the diversity by learning together with the others with diverse backgrounds such as race, age, gender, disability, physical conditions, religion, values, social economic status. In addition, it is necessary to build an assessment system that to promote diversity education. So, the study is needed to develop the scale to assess the diversity education. The aim of this study is to consider the constructs of the Diversity Education Assessment Tool.

Keyword: diversity education, assessment tool, scale development study

010

*The Verification of Reliability and Validity of the SNEAT10
based on the Data from a Public Junior High School*

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ABSTRACT

The Special Needs Education Assessment Tool (SNEAT) was verified of reliability at a national elementary school. However, the reliability and validity has been verified is a public junior high school. This study aim to verify reliability and discriminative validity of SNEAT10. The data of SNEAT10 collected for 467 students in public junior high school. The data were collected between August and September in 2016. Internal consistency high overall coefficient α was obtained; Cronbach's α ranged from 0.89 to 0.95 for each domains. The discriminative validity of SNEAT10 was verified t-test. The significant difference confirmed between In-child and not In-child. These results suggested that SNEAT10 has high reliability and discriminative validity. In the future, it is necessary to verify the Construct validity.

Keyword: Special Needs Education Assessment Tool(SNEAT10), reliability, discriminative validity

011

Analysis of Content Validity of UISS Standards for ICT Use in Special Needs Education in Okinawa

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ABSTRACT

To my knowledge, no studies have examined the validity of UISS standards for use of ICT in special needs education in Japan. We conducted a survey of 26 teachers in charge of ICT learning sections at every special needs education school and branch school in Okinawa using UISS standards. The UISS consists of 24 items in 3 areas: Communication skills, information utilization ability, and social life function. Our results indicate that UISS standards may be acceptable for ICT use in special needs education.

Keyword: special needs education, special needs education in Okinawa, use of ICT, UISS

012

Development of the Sexuality Education Assessment Tool based on the Point of View the QOL

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ABSTRACT

Background: Sexuality Education is needed by people with disabilities. It is practiced in Special Needs Education schools and welfare work places. But the assessment is not done.

Object: In this study, we aimed to define “Sexuality Education of people with disabilities” based on the point of view of guarantee of rights and improvement of QOL. Additionally, we aimed to make the Sexuality Education Assessment tool. The Sexuality Education Assessment Tool consisted of 3 domain; “Knowledge and representation of the body”, “Sense of security to sexuality”, “Recognition of oneself and others to sexuality” and 9 questions.

Methods and Result: Definition was written by 2 persons who are investigator of special needs education teacher and person who is special support school teacher, 2 persons who belong to graduate school of education referring to assessment of other references. We investigated to validly the reliability and construct of our assessment tool to 96 persons between August and September 2016. The reliability was low score only “Recognition of oneself and others to sexuality” to “Sexual diversity”. But Sexuality Education is very important point of view “Sexual diversity”. And the sexuality education is expected qualitative change. And, the assessment is verified validity.

Keyword: sexuality education, people with disabilities, QOL

Poster Session

001

*The Verification of Validity of the SNEAT10 in Elementary School:
The Study of Screening Scale for Inclusive Needs Child (IN-Child)*

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ABSTRACT

Background; Special Needs Education Assessment Tool 10(SNEAT10) developed for screening measure of IN-Child. Inclusive Needs Child (IN-Child) means “Child in need of inclusive education by a team, including experts. It does not depend on intellectual and developmental delays due to physical, mental, home environment.” The SNEAT10 verified of reliability.

Object; This study aimed to verify the discriminant validity of the SNEAT10 as a screening IN-child.

Method; In a cross-sectional study, we collected the 524 children in elementary school in Okinawa Prefecture in February, 2016. Statistical analysis used t-test to compare differences in score between IN-Child and not In-Child.

Result; Result of t-test, the significant difference confirmed between IN-Child and not IN-Child. The score of IN-Child was significantly lower in a total score($t(61.5)=21.7, p<0.001$), domain of physical function($t(59.7)=18.3, p<0.001$), domain of mental health($t(61.2)=16.0, p<0.001$) and domain of social function($t(60.3)=17.6, p<0.001$).

Discussion; The SNEAT10 verified validity and reliability. And the SNEAT10 will be can use for screening measure of IN-Child.

Keyword: educational assessment, IN-Child, screening scale, SNEAT10, validity

002

*Effects of the Dispatch of Special Needs Education Supporters in High School
; On the Basis of Information Publications from Website in All Prefectures*

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ABSTRACT

The amended School Education Act, which was enacted in 2007, stipulated the implementation of the education that enables children with disabilities who attend elementary and middle schools to overcome their difficulties that were caused by their disabilities. The local fiscal measures that enabled the expense for the dispatch of special needs education supporters to be paid from the local government budget was announced in 2007 and since then, the number of special needs education supporters has increased nationwide with dispatching them to public kindergartens since 2009 and to public high schools since 2011. However, it could be considered as a problem that the budget of the central government is small; in 2014, the number of public schools was 38,607 including 4,714 kindergartens, 20,558 elementary schools, 9,707 middle schools and 3,628 high schools, but the number of special needs education supporters per school was only 1.29 (Ministry of Education, Culture, Sports, Science and Technology, 2014). Effects of the dispatch of special needs education supporters in high school were investigated on the basis of information publications from website in all prefectures.

Keyword: special needs education supporters, high school, information publications

003

Effect of Kohzuki Exercise Program (KEP) on Balance Function and Depression in Community-dwelling Older Adults

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ABSTRACT

Objective: To investigate the effect of Kohzuki Exercise Program (KEP) on Balance function and Depression in Community-Dwelling Older Adults.

Participants: Forty-two community-dwelling adults aged 65 and over.

Intervention: 24-weeks of Kohzuki Exercise Program (KEP), Intensity of exercise was targeted as a heart rate of 40-60% of maximum or Borg scale scores of 11-13 ("fairly light" to "somewhat hard").

Measurements: Balance function were measured using the 3type position; feet together, semi-tandem, full-tandem. Depression was measured using Short Form-15 Geriatric Depression Scale (GDS). All measures were administered at baseline and after 6 months.

Results: Participants had a mean (SD) age of 74.8(4.6) years. After 24weeks of KEP, balance function was significantly increased on feet together ($p<0.0001$), semi-tandem ($p<0.0001$), full-tandem ($p<0.0001$). In addition, Depression was significantly decreased on GDS ($p<0.05$).

Conclusion: 24-weeks of KEP improved balance function and depression in community-dwelling adults aged 65 and over.

Keyword: KEP, exercise, balance function, depression, older adults

004

Basic Research for Development of Curriculum Assessment Index about Psychology, Physiology and Pathology of Child and Person with Disabilities in Training Special Needs Education Specialists Program

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ABSTRACT

In particular, in the field of special needs education has been introduced, it attaches great importance to Psychology, Physiology and Pathology. However, the psychology, physiology and pathology of children impairment have not been sufficiently understood in the field of special needs education. According to preceding study (Kohara et al., 2015), the problem caused by the lack of expertise of teachers was derived from the curriculum of undergraduate programs of special needs education. Therefore, this study aimed to analyzed the contents of education on psychology, physiology and pathology currently being conducted in the expert training course of Special Support Education, and to clarify the problem.

Keyword: psychology, physiology and pathology, educational outcome, mind-body correlation, syllabus

005

*Educational Support and Psychological Characteristics of the Children
with Physical Disabilities in Japan*

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ABSTRACT

In this study, we reviewed the psychological characteristics and the points required for educational support of children with physical disabilities in Japan. It was suggested that they are prone to problems such as cognitive development, interpersonal relationship, Sociality. In addition, for physically handicapped children, it is expected that support for posture creation, improvement of communication skills other than spoken language, and utilization of information technology such as AAC · AT.

Keyword: children with physical disabilities, psychological characteristics, educational support, teaching guidelines

006

*The Effect of Educational Achievement Exerted
by the Length of Teaching Special Needs Education*

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ABSTRACT

Background; Previous studies have indicated factors that affect the educational outcomes of special needs education; “Length of teaching for special needs class”, “Whether to have special teaching certificate”, “Grade” and “Types of disability”. But each influence factor were not be concretely analyzed.

Object; This study aimed the effect of educational achievement exerted by the length of teaching special needs education.

Method; Survey data were collected in a longitudinal prospective cohort study. Survey data collected 49 classes on the independent activities of daily living in special needs school Special needs school of physically handicapped children between June and July 2015. Statistical analysis used t-test to compare differences in score between above average and below average of the length of teaching special needs education. The average length of teaching special needs education is 13 years.

Result; Result of t-test, the significant difference confirmed between more than 13 years of experience and less than 13 years of experience. The score of more than 13 years of experience was significantly higher of total score in time1 ($t(47)=2.056$, $p<.05$), domain of physical function in time 1 ($t(47)=2.031$, $p<0.05$). And significant trend was confirmed in total score in time3 ($t(47)=1.694$, $0.05<p<0.1$), domain of physical function in time 3 ($t(47)=1.731$, $0.05<p<0.1$), domain of mental health in time1 ($t(47)=1.760$, $0.05<p<0.1$).

Discussion; This study considers the length of teaching special needs education to be one of the factors affecting the class results. In addition, it was suggested that the longer the years of experience the higher the result of the educational outcome.

Keyword: educational outcome, SNEAT, the length of teaching special needs education

ASHS Research Training Workshop in 2017

Chair

Aiko KOHARA (University of the Ryukyus)

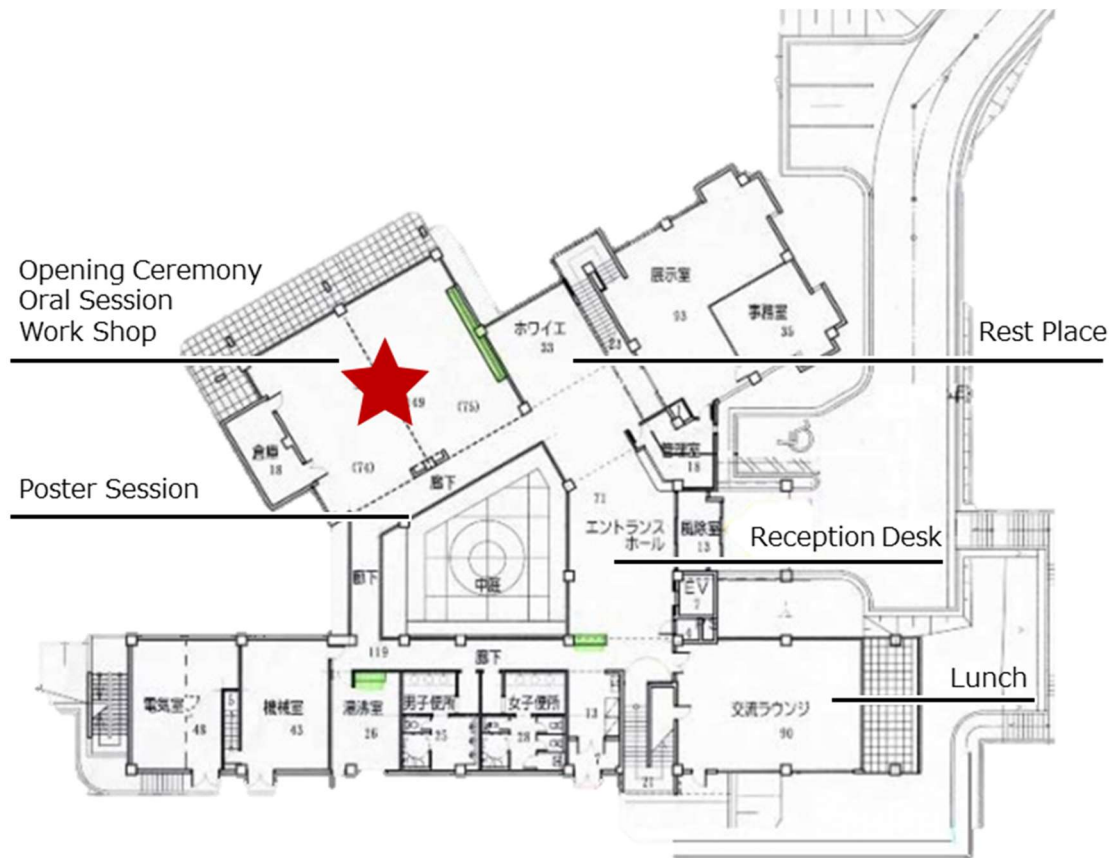
Lecture 1 : Current Status and Issues of Diversity Education

—Natsuki YANO (Tohoku University)

Lecture 2 : Current Status and Issues of IN-Child

—Haejin KWON (Ritsumeikan University)

Venue



University of the Ryukyus

Researcher Exchange facility • 50'th Anniversary Memorial Hall (★)

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Information

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