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The Definition and Current State of the Education for Children with Developmental Disabilities and the Tasks for the Education for Them in the Aspects of System and Policy

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ABSTRACT

This study had two purposes; first, it aimed to clarify the problems in the definitions of developmental disabilities by analyzing the pertinent laws to them; second, it also aimed to suggest the tasks in the aspects of system and policy by understanding the current state of the field of education. Even the same disabilities are called as different names from whether they are used in the field of education or medicine; the definition of developmental disabilities needs to be unified regardless of the fields. It doesn't have to be unified with the terms that have been used in the field of education, but the definitions and terms related to developmental disabilities must be unified. For the sufficient supports for students with developmental disabilities, it is critical to improve the expertise of teachers. To improve their expertise, the teaching certificate for special needs education needs to be newly created and the curriculum that would be helpful to teach students with developmental disabilities should be prepared.

<Key-words>

special needs education, developmental disabilities, educational policies

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I . Background

Beginning with the report by the Board of the Research Partners on the Future Direction and Issues in Special Needs Education, which was published by Ministry of Education, Culture, Sports, Science and Technology (hereafter, MEXT) in 2003, the special education had been changed over to special needs education. In this context, several types of disabilities such as learning disorder (LD), attention deficit/hyperactivity disorder (AD/HD) and high-functioning autism were newly included to the subjects of the special needs education. Low on Support for Persons with Developmental Disabilities was reinforced in April, 2005. In the Article 1, the purposes of this Low are stipulated as follows; "This low aims to provide the comprehensive supports that contribute to the independent life and social participation of persons with developmental disabilities and to improve their welfare by prescribing the responsibilities of the government and local public authorities that have to conduct the early detection of developmental disabilities and the supports for the development of persons with developmental disabilities, the supports for their school education and employment and the designation of support centers for persons with developmental disabilities, considering that it is critical that the supports for the development in the early stages just after the symptom appearance of developmental disabilities need to be provided for the proper development of psychological functions and the facilitation of active social life. The Low on Support for Persons with Developmental Disabilities pointed out the importance of the supports for children and students with developmental disabilities in the field of education by stipulating 'the supports for the school education of persons with developmental disabilities'. The special needs education has been included in the School Education Low from April of 2007. Since then, it has been implemented in earnest and the supports for students with disabilities have been provided more dutifully in all the schools.

There is the Nationwide Survey on the Children Who Need Special Supports in the Regular Classes, which was comprehensively conducted for the developmental disabilities including the AD/HD and LD by MEXT in 2002. According to the aforementioned survey, 6.3 percent of students answered that they had considerable difficulty in the school life in the aspects of learning and activity. According to the Results of the Research on the Children with Special Needs Education because of the Possibility of Developmental Disabilities among the Students Who Attend Regular Class (MEXT, 2012), which was conducted after ten years of aforementioned survey, 6.5 percent (estimation) (increased by 0.2% from 10 years before) of students answered that they had considerable difficulty in the school life in the aspects of learning and activity. However, those 6.5 percent of students were just regarded as distracted students in regular class and the necessity of special supports for them was not considered at all. In recent, the studies that avoid the term of 'distracted child', but use the term of 'IN-Child (Inclusive Needs Child)' that means the children who needs special supports have come out (Han,

Ota, Kwon, 2016).

Even though the number of students or children who need special supports and assistance has increased, many problems have arisen in the field of education, e.g., how to guide children with special needs and the expertise of teachers or other staff. According to the study on the View of Homeroom Teachers of Regular Class and Teachers in Charge of the Education of Children with Disabilities on Guiding Children with Mild Developmental Disabilities by TSUZUKI (2004), the homeroom teachers of regular class frequently expressed concern about explaining the disabilities to students without disabilities. Given the current state of the field of education and the opinions of teachers, in 2015, Central Council for Education suggested the measures in a Study on the Improvement of Teachers in Charge of School Education in the Future(subtitle: For the establishment of the community that teachers can learn each other and improve their competence) to cultivate the competence of teachers to respond with the needs of children who needs special supports including children with developmental disabilities based on the establishment of integrated education system. The term of development disability is defined in the Basic Law for Persons with Disabilities, Low on Support for Persons with Developmental Disabilities and Child Welfare Low. Basic Law for Persons with Disabilities stipulates that "person with a disability refers to a person with physical disability, a person with an intellectual disability, a person with a mental disability (including developmental disabilities) and other persons with disabilities...". Child Welfare Low prescribed that "the term 'disabled child' as used in this Low shall mean a child with physical disabilities or a child with mental retardation (including the definition of a child with developmental disability of the Article 2 Item 2 of Low on Support for Persons with Developmental Disabilities) and classified the developmental disability into mental disorders.

Low on Support for Persons with Developmental Disabilities stipulated that "the following disabilities prescribed by the government ordinance and whose symptoms appear in childhood: autism, Asperger's syndromes and other pervasive developmental disorders (PDD), learning disabilities/disorders (LD) and attention-deficit hyperactivity disorders (ADHD) and other similar cerebral dysfunctions." As shown in above-mentioned definitions, the definitions of developmental disability are varied. In the aspect of medicine, it seems to be no problem in the classification of developmental disability into mental disorders, but in the aspect of education, there are some problems in the delivery of supports that are tailored to the characteristics of disabilities and the needs of individuals. The children (persons) with developmental disabilities have difficulty in daily living and studying, so that the educational responses to persons with mental disorders and developmental disabilities should be different. Therefore, the beneficiaries and the benefits that they would receive should be prescribed in the laws and the laws would be the grounds that the beneficiaries can be provided with supports so that they should be clearly prescribed. Namely, the laws must be prepared to fully

provide the supports for persons with disabilities including developmental disabilities.

II. Objective

This study had two purposes; first, it aimed to clarify the problems in the definitions of developmental disabilities by analyzing the pertinent laws to them; second, it also aimed to suggest the tasks in the aspects of system and policy by understanding the current state of the field of education.

III. Methods

1. Definition of Developmental Disabilities

The definitions of and pertinent parts to developmental disabilities were extracted and analyzed and their problems were reviewed in the Basic Law for Persons with Disabilities, Law on Support for Persons with Developmental Disabilities, Child Welfare Law, Basic Law on Education and School Education Law.

2. Tasks in the Aspects of System and Policy

The pertinent parts to developmental disabilities in the MEXT and the Ministry of Health, Labour and Welfare (MHLW) were extracted and analyzed and their problems were reviewed.

3. Tasks in the Field of Education

The collection and analysis of the information on literatures and cases about developmental disabilities were implemented by retrieving the keywords including developmental disability, task, current state, regular class and pertinent laws to developmental disability in the various databases including CiNii.

IV. Definition of Developmental Disabilities

1. Definition of the Developmental Disability in the Law on Support for Persons with Developmental Disabilities

The enforcement ordinance of the Law on Support for Persons with Developmental Disabilities defined the developmental disability as follows; the following disabilities prescribed by the government ordinance and whose symptoms appear in childhood: autism, Asperger's syndromes and other pervasive developmental disorders (PDD), learning disabilities/disorders (LD) and attention-deficit hyperactivity disorders (ADHD) and other similar cerebral dysfunctions. The enforcement regulation of the aforementioned Law that is enforced by the Ministry of Health, Labour and Welfare limited the developmental disabilities to the disorders of psychological development and behavioral and emotional disorders (excluding autism, Asperger's syndromes, Other

Pervasive Developmental Disorders, AD/HD, LD, speech disorders and dyspraxia). The definitions of developmental disability that are prescribed in the laws, the government ordinances and the ministerial decree are shown in Table 1.

< Table 1 > Definitions of Developmental Disabilities in the Law on Support for Persons with Developmental Disabilities

Low on Support for Persons with Developmental Disabilities	Autism	Asperger Syndrome	Other Pervasive Developmental Disorders	LD	AD/HD	Other Similar Cerebral Dysfunctions
Enforcement Ordinance	Speech disorder and dyspraxia among the symptoms that are included in the disorders of brain functions and appear in childhood					
Enforcement Regulation	Disorders of psychological development and behavioral and emotional disorders					

The disabilities prescribed in those laws refers to those that are included in the disorders of brain functions and the symptoms that appear in childhood and are included in other disorders of psychological development (F80-F89) and behavioral and emotional disorders with onset usually occurring in childhood and adolescence (F90-F98) of ICD-10 (International Statistical Classification of Diseases and Related Health Problems 10th Revision) (MHLW, 2007).

2. Problems in the Law of Support for Persons with Developmental Disabilities

The definitions of developmental disability are prescribed in the Basic Law for Persons with Disabilities, Law on Support for Persons with Developmental Disabilities and Child Welfare Law. However, there are some problems that the definitions of developmental disability are varied from each law or conflict each other.

1) Unclear definitions in the Law on Support for Persons with Developmental Disabilities

The Law on Support for Persons with Developmental Disabilities prescribes the specific types of developmental disabilities and also stipulates that those are caused by the disorders of brain functions and appear in childhood. The government ordinance of the aforementioned Law includes only the three types such as speech disorder, dyspraxia and other disabilities prescribed in the ministerial ordinance of the Ministry of Health, Labour and Welfare (MHLW) among the types of disabilities that are prescribed in the Law on Support for Persons with Developmental Disabilities. The enforcement regulation of the same Law (ministerial ordinance) defined the developmental disability as the disorders of psychological development and behavioral and emotional disorders excluding the speech disorder and dyspraxia. Even though the enforcement ordinance of the Law on Support for Persons with Developmental Disabilities added some explanation to the definition of the developmental disabilities of the same Law, the definition of the

enforcement regulation of the same Law is somewhat vague given the other definitions.

2) Unclear Definitions of Disabilities in the Laws

The enforcement regulation (ministerial ordinance of MHLW) of the Law on Support for Persons with Developmental Disabilities defines the developmental disability as the disorders of psychological development and behavioral and emotional disorders (excluding autism, Asperger's syndromes, other pervasive developmental disorders, AD/HD, LD, speech disorders and dyspraxia). The disorders of psychological development may be exemplified by autism, Asperger's syndromes, pervasive developmental disabilities and specific reading disability (dyslexia) and the behavioral and emotional disorders may be exemplified by the behavioral disabilities, hyperactivity disorder and stammering. The terms of speech disorder and dyspraxia in the enforcement ordinance of the Law on Support for Persons with Developmental Disabilities are somewhat different from the meaning of those in the fields of education and medicine, which may cause the confusion about the recognition of disabilities.

3) Contradictions between the Definitions of Two Laws under the Authority of Ministry of Health, Labour and Welfare

The Law on Support for Persons with Developmental Disabilities (Article 2) under the authority of the Ministry of Health, Labour and Welfare defined the developmental disability as "the following disabilities prescribed by the government ordinance and whose symptoms appear in childhood: autism, Asperger's syndromes and other pervasive developmental disorders (PDD), learning disabilities/disorders (LD) and attention-deficit hyperactivity disorders (ADHD) and other similar cerebral dysfunctions." However, the Child Welfare Law (Article 4, items (2)) under the same Ministry prescribed as follows: "the term 'disabled child' as used in this Law shall mean a child with physical disabilities or a child with mental retardation"(including the types of developmental disabilities that are prescribed in Items 2 of Article 2 of the Law on Support for Persons with Developmental Disabilities (Enforced in 2004, A Low No. 1617). The developmental disability is defined as the disorders of brain function in the Law on Support for Persons with Developmental Disabilities, but as the children with mental retardation in the Child Welfare Law. Even though those Laws are under the authority of the Ministry of Health, Labour and Welfare, the definitions of developmental disability are different from each other.

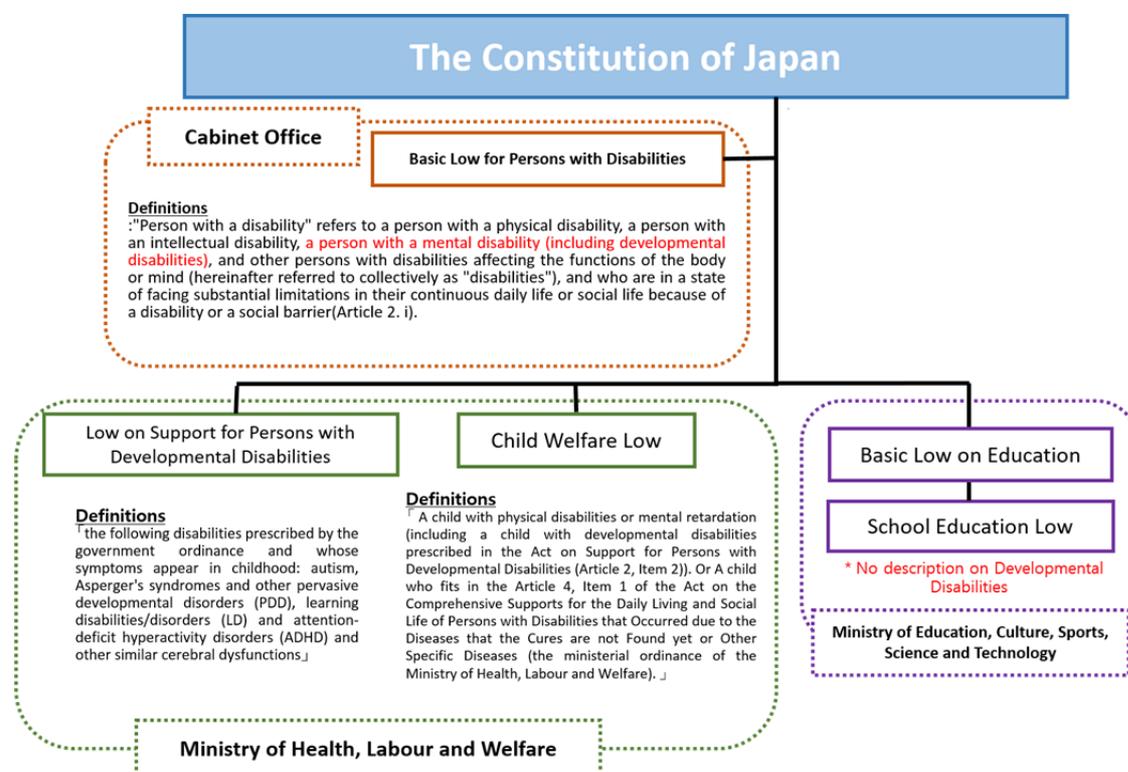
4) No Description of Developmental Disability in the Law under the Authority of the Ministry of Education, Culture, Sports, Science and Cultural Affairs (MEXT)

By the report by The MEXT in 2003, the persons with developmental disability became the beneficiaries of special needs education. However, there is no description about the developmental disability in the Basic Law on Education and School Education Law under

the authority of the MEXT. It can be said that the fact that there is no description of developmental disability in such Laws that have the control over the education shows the lack of legal preparation.

5) Classification of Mental Disorders

The Basic Law for Persons with Disabilities classified persons with disabilities into persons with physical, intellectual and mental disorders (including developmental disabilities) and the Child Welfare Law classified persons with disabilities into a child with physical disabilities or mental retardation (including a child with developmental disabilities prescribed in the Law on Support for Persons with Developmental Disabilities (Article 2, Item 2)); developmental disability is classified into mental disorders. The Law on Support for Persons with Developmental Disabilities defined developmental disability as follows: the following disabilities prescribed by the government ordinance and whose symptoms appear in childhood: autism, Asperger's syndromes and other pervasive developmental disorders (PDD), learning disabilities/disorders (LD) and attention-deficit hyperactivity disorders (ADHD) and other similar cerebral dysfunctions. In the aspect of medicine, it seems to be no problem in the classification of developmental disability into mental disorders, but in the aspect of education, there are some problems in the delivery of supports that are tailored to the characteristics of disabilities and the needs of individuals.



<Figure 1> Definitions of Developmental Disabilities

V. The Current State of Children with Developmental Disabilities in Regular Class

In the survey of the MEXT in 2012, the proportion of students who answered that they had considerable difficulty in the school life in the aspects of learning and activity accounted for 6.5 percent (estimation). Given the increase of only 0.2 percent of the students with difficulty at school from 2002 to 2012, two problems may be assumed; first, the lack of the diagnosis system to identify students with developmental disabilities; and second, the delay of the supports of students who have developmental disabilities or difficulty in learning or activity.

The number of children or students with developmental disabilities has increased year by year. So, the assistance and support for them have been emphasized until now. Among the above-mentioned 6.5 percent (estimation) of students, 18.4 percent of them answered that the special educational supports from 'intramural committee' are currently required and 79 percent (estimation) answered not required. Among the above-mentioned 6.5 percent of students, 93.3 percent (estimation) answered that they haven't receive any guidance from resource room and 87.2 percent (estimation) answered that they were not the beneficiaries of the assistants for special needs education. Among the 18.4 percent (estimation) who answered that the special educational supports from 'intramural committee' are currently required, 92.2 percent answered that they have received at least one kind of supports.

In the field of education, as the number of students with developmental disabilities has increased, it became an urgent task to respond with the educational needs of the students with developmental disabilities who have LD, AD/HD and high-functional autism and attend regular class. Homeroom teachers with students with developmental disabilities have often failed to properly respond with the needs of those students due to the lack of the understanding and experiences of developmental disability or the difficulty in collaborating with resources within school. Moreover, they have experienced the situations that they could not control the class (MEXT, 2003). According to the survey by FUKUCHI& SAKATSUME (2009), the majority of teachers in charge of regular classes in public schools have relatively shorter teaching experiences or/and are not sufficiently aware of developmental disabilities. The fact that teachers without the knowledge and experiences about children with developmental disabilities have conducted the special needs education for them may prove the current situation that students with developmental disabilities may not be provided with sufficient support at the classroom or school, which doesn't seem to be the problem that is limited to the public elementary schools (HUKUCHI& SAKATSUME, 2009). Homeroom teachers are burdened by the tasks to guide and assist students with developmental disabilities, to acquire expertise in them and to manage the class.

It has been pointed out that the majority of homeroom teachers in charge of regular

class lack the awareness of, knowledge and experiences about developmental disabilities. The expertise that homeroom teachers in charge of regular class are as follows: ①the fundamental knowledge about special needs education (the characteristics of disabilities, the guidance considering the characteristics of disabilities, the planning and utilization of the plans for individual guidance and educational assistance); and ②the fundamental knowledge about each type of disabilities (psychological, physiological and pathological knowledge about students with disabilities and the process and method for their education) (MEXT,2010). Teachers, of course, should be equipped with the comprehensive qualities to manage and to teach class. Furthermore, taking one step further, it is important that teachers should be aware of special needs education and equipped with the knowledge and experiences about it so that they can properly respond with the needs of students who need special supports.

The numbers of students who have received the guidance from resource rooms and those who attend special needs class have increased. Even though the number of students who needs special educational supports has increased, 72 percent of teachers had the teaching certificate for special needs education at special support schools and only 30 percent of teachers had that at the special support class. It is predicted that the proportion of homeroom teachers with teaching license for special needs education in regular class must be low, because the proportion of homeroom teachers with teaching certificate for special needs education at the special needs class is low. Given the proportion of teachers with teaching certificate for special needs education, which can be considered as the barometer for the expertise of teachers, it cannot be said that their expertise is secured (OZAWA et al., 2006).

VI. Discussion

This study aimed to clarify the problems in defining the developmental disabilities by analyzing the pertinent laws to developmental disabilities and to suggest the task in the aspects of system and policy by understanding the current state of the field of education.

1. Tasks in the Pertinent Laws to Developmental Disabilities

Even the same disabilities are called as different names from whether they are used in the field of education or medicine; the definition of developmental disabilities needs to be unified regardless of the fields. It doesn't have to be unified with the terms that have been used in the field of education, but the definitions and terms related to developmental disabilities must be unified.

The teachers working at the MEXT or schools generally lack the medical knowledge. However, the definition of developmental disability in the Law on Support for Persons with Developmental Disabilities is prescribed based on the medical diagnosis criteria.

Since persons with developmental disabilities have difficulty in daily living or learning, the way of responding to their educational needs should be different from that of persons with mental disorders. Therefore, the definitions based on the medicine may make the range of supports for students with developmental disabilities limited and make the identification of their individual characteristics and needs difficult. In the current situation that there is no unified definition of developmental disabilities, it is important that the supports based on the definitions in the aspect of education should be delivered rather than those based on the definitions in the aspect of medicine. There is no mention about developmental disabilities in the Basic Law on Education and the School Education Law under the authority of the MEXT, but the definition of developmental disabilities is prescribed in the website of the MEXT. The awareness of developmental disabilities may be raised and the proper supports for them would be delivered when the definition of the website of the MEXT is used. The laws that stipulate the beneficiaries and benefits should be enforced to provide the supports for persons with disabilities including persons with developmental disabilities.

2. Tasks in the Field of Education

1) Tasks Derived from the Survey by the MEXT (2012)

18.4 percent (estimation) of students who answered that they had considerable difficulty in the school life in the aspects of learning and activity was determined that the special educational supports from 'intramural committee' are currently required. There were differences between the opinions of homeroom teacher and intramural committee about whether students require special educational supports. Among the students that the intramural committee determined that the student require special educational supports, over 90 percent (estimation) of the students answered that they have received at least one kind of supports. However, even though homeroom teacher answered that there was a student who needed special educational supports, it cannot be said that sufficient educational supports have been given to the student who were determined not to require special educational supports by intramural committee. Some surveys showed that more than 50 percent of students who required special educational supports have not received the services such as individual support plan, individual guidance plan, the staffing of assistants and the utilization of resources room for guidance. This figure suggests that the system to support the students who need special supports has not been fully established and that whether the supports that students need can be provided should be considered (MINAMISAWA, 2008). It cannot be said that the considerations and supports that have been provided in the class have been provided only for the students who need special supports and that they were proper for the students who need special supports.

2) Problems in the Survey by the MEXT (2012)

Even though the nationwide Survey on the Children Who Need Special Supports in the Regular Classes (excluding Iwate, Miyagi and Fukushima Prefectures) was conducted for students in the regular class of elementary and middle schools, the number of sample was 53,882 (35,892 at elementary schools and 17,990 at middle schools), which accounted for 0.56 percent of entire elementary and middle school students. HAN et al.(2014) pointed out that the number of students who needs special needs education (e.g. students with developmental disabilities) needs to be clarified through the full-scale nationwide survey. It is also noted that the survey was conducted not based on the diagnosis of experts, but on the responses of homeroom teachers. The current state of students who needs special educational supports needs to be understood with speed via the research on the reliability by the experts (HAN et al, 2014).

3) Expertise of Teachers

The reason that the low retention rate of teaching certificate for special support school may be cause by the Article 6 of the supplementary provision of the School Teacher's License Law; the teachers with teaching certificate for kindergarten, elementary, middle and high schools may teach at the special support schools, even though they don't have the teaching certificate for special support schools. Given that there are no data for the retention rate of teaching certificate for special support schools of the homeroom teachers in charge of regular class and that the retention rate of teaching certificate for special support schools of the teachers of special support school or class is not high, it is assumed that the retention rate of teaching certificate for special support schools may be also low. It is necessary to improve the expertise of entire teachers about children with developmental disabilities to provide supports to the students with developmental disabilities by organizing the curriculum that enables the teachers to acquire the pertinent knowledge and experiences to developmental disabilities in the university and actively having them participate in the training course of teachers. Therefore, the system to provide training course or class to the teachers needs to be established. With a few teachers with the pertinent knowledge and experiences to children with mild developmental disabilities at the school, the tailored supports for individual student may not be provided. TSUZUKI (2004) suggested that the training and classes related to special needs education need to be encouraged in the level of school.

Since frequent changes in personnel may negatively affect the provision of the supports to students with special needs, the considerations for personnel should be made such as the extension of the service period of the teacher in one school who has the expertise of special needs education and the proper personnel exchanges between regular schools and special support schools (MEXT, 2010).

3. Tasks in the Aspects of System and Policy

The courses about the special needs education should be increased in the curriculum of the teacher training in the university to cultivate the teachers with the high level of expertise. In spite of the demands of teachers, the training and classes about special needs education have been hardly provided in the training course of teachers. As well as the basic information such as the types and characteristics of disabilities, teachers should acquire the knowledge about the system and policies for persons with disabilities and help the support measures and policies related to them promoted. Moreover, they need to acquire the knowledge and teaching methods to understand students with special needs in regular class (ISIGAMI et al, 2012).

The report by the Board of the Research Partners on the Future Direction and Issues in Special Needs Education, which was published by the MEXT suggested that the licensing system to deal with children with developmental disabilities who attend special support class and regular class needs to be established. That is to say, the licensing system to issue the teaching certificate for special needs education to the teachers who are qualified to guide the students with developmental disabilities at special support class, regular class or resource room as well as the teaching certificate for special support schools. Furthermore, the above-mentioned report by the MEXT also mentioned that it would be necessary that new courses need to be created in the university that deal with how to teach and guide students with developmental disabilities focusing on guiding students with developmental disabilities by utilizing resource room or teaching them in regular class as for the creation of the licensing system to issue the teaching certificate for special needs education.

If teachers who hold the teaching certificate for special needs education are placed in the regular class, the students who attend regular class and have special educational needs may be provided with proper guidance and supports; if not, they would not be provided with proper guidance and supports. In current, the teachers of special support schools must hold the special teaching certificate in addition to the teaching certificate for elementary, middle and high schools or kindergarten. Teachers with teaching license for kindergarten, elementary, middle and high schools may become the teachers for special support schools, even though they don't have the teaching certificate for special support schools (Article 6 of the supplementary provision of School Teacher's License Law). Therefore, the teachers without teaching license for special support schools are often disposed for the special support schools.

Moreover, it happened that the teacher without teaching certificate for special needs education was transferred in the short term to other school from the school where he or she had taught. It would be better if the teachers with the teaching certificate for special needs education were disposed for the special support schools.

The teaching license for special support schools are issued according to the categories of special needs education pursuant to the Item 2 of Article 4 of School Teacher's License

Low. The categories of special needs education include the five types of visual impairments, hearing impairments, intellectual disabilities, physical disabilities and health impairments (including physically weak persons) (Item 5 of Article 2 of School Teacher's License Law). It would be a problem that the developmental disability is not included in the categories of special needs education. Therefore, developmental disability should be included to the categories of special needs education and also to the curriculum for the acquisition of teaching certificate for special support school.

There is the support center for persons with developmental disabilities that provides supports to persons with developmental disabilities. Support center for persons with developmental disabilities aims to comprehensively support persons with developmental disabilities and its management is entrusted to social welfare foundation or non-profit organizations that were designated by governors of prefectures. Support centers for persons with developmental disabilities take the responsibility to establish the comprehensive support network in the community by connecting related organizations such as health, medicine, welfare, education and labor and to provide the guidance and consultations to the diverse needs of persons with developmental disabilities and their family. Developmental disabilities support coordinators play the key roles in the support center for persons with developmental disabilities. Developmental disabilities support coordinators keep the partnership with related organizations and special support schools, support students with disabilities and counsel the parents. It is important to connect other related organizations including education related organization for the supports for persons with developmental disabilities. Therefore, the teachers with the high level of expertise should be appointed as the special education coordinators. Special education coordinators should have the three kinds of expertise as follows: ①the fundamental knowledge about the special needs education (its background and trend in the aspects of system and society); ②the general knowledge about the psychology of children with disabilities (including development) and the physiology and pathology of their disabilities; and ③The Knowledge and skills to comprehensively coordinate special needs education of the elementary and middle schools that the special education coordinators work for (MEXT, 2010). It is important that the expertise of individual teachers needs to be heightened by establishing the support system to connect special support schools that play the role of centers with community resources.

There are many projects or measures to support persons with developmental disabilities, but not many projects that were institutionalized. The measures that are applied for schools among those measures that were been institutionalized were stipulated the Article 18, Education of the Low on Support for Persons with Developmental Disabilities. The Article 18 of the Low on Support for Persons with Developmental Disabilities prescribed all the children and students who attend special support schools and the regular class of kindergartens, elementary, middle and high schools and secondary schools as the beneficiary of special needs education. There are

many students who need special supports to improve or overcome the difficulty in the living or learning, even though they were not diagnosed as persons with developmental disabilities. To identify the educational needs of each child who needs special supports, the resources including personnel and materials are prepared and maintained regardless of whether they were diagnosed as persons with developmental disabilities. For example, the environment that student with special needs receive proper guidance and necessary support in the special place such as the staffing of assistants and the guidance using resource room needs to be built. Furthermore, comprehensive measures should be implemented such as the setting of environment including staffing, the reform of consciousness at the school and the improvement of the teaching skills of teachers.

VII. Conclusion

In this study, the current state of students with special needs in regular class and the pertinent laws to developmental disabilities were analyzed. Even though there are many students who require special needs education in regular class, the supports have not been sufficiently provided. The disabilities are related to the medicine, which makes teachers understand disabilities fully. Teachers have the burden to manage all the students as well as students with disabilities; teachers should guide students with disabilities according to the characteristics of their disabilities and take care of not only students who have difficulty in learning and activity in the class, but also other students without disabilities.

The unclearness of the definitions of developmental disabilities in the laws would cause some confusion. The definitions of developmental disabilities in the laws need to be clarified and the children with developmental disabilities in regular class need to be fully supported.

For the sufficient supports for students with developmental disabilities, it is critical to improve the expertise of teachers. To improve their expertise, the teaching certificate for special needs education needs to be newly created and the curriculum that would be helpful to teach students with developmental disabilities should be prepared. The developmental disability should be included the five categories of special needs education such as visual impairment, hearing impairment, intellectual disabilities, physical disabilities and health impairment (including physically weak persons). It is necessary to cultivate the teachers who are equipped with the high level of expertise by letting the students of college of education acquire the teaching certificate for special needs education and having the students who are major in special needs education deepen the knowledge about developmental disabilities.

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