

The consciousness of teachers about special support education and this change with a model trial study in Japan

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Purpose: Special support education is a matter for all teachers and school faculties to be concerned with in the future in Japan. However, the recognition degree about this is still low. Therefore we investigated the recognition degree of teachers and measured the effect in Seki City where we performed a model support recognition program, and then we investigated more a year later.

Methods: During the first year (2003) we investigated 130 teachers. In the second year (2004) we conducted a questionnaire survey with 74 teachers. Investigation items: Do you know special support education especially? Do you know LD, ADHD, high-functioning autism and education method? About problems of the present education system about this.

Results and Discussion: Teachers in the first year answered that they did not "know" about special support education and Asperger syndrome were 32%, and 8% respectively, but in the second survey these percentages decreased. In addition, they responded that one reason they believed was that the classes are too large, so there is little time to teach any one individual student .It is necessary for teachers to have more training and for the number of student to each class to be reduced in future.



