

19th Biennial Meeting
International Society
for the Study of **behavioural
development** 2006
the interface of research with policy and practice

2nd - 6th July,
Carlton Crest Hotel
Melbourne, Australia

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ISSBD Welcomes You to Melbourne, Australia

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ISSBD DOWNUNDER

Register Now!

WE INVITE YOU TO PARTICIPATE IN THIS "CONFERENCE NOT TO BE MISSED!"

On behalf of the organising committees for ISSBD 2006, we invite you to participate in the first ISSBD conference 'down under'. Australia boasts a proud tradition of scholarship and practice in human development. Participation in ISSBD 2006 will give you an opportunity to keep up to date with the latest research and thinking on human development while you experience life 'down under', renew friendships and research contacts, and make new relationships.



SCIENTIFIC PROGRAMME

The scientific programme will include keynote and invited addresses, paper and poster symposia, and individual posters. Under [Keynote and Invited Speakers](#) you will find the current list of eminent speakers who have agreed to present. Representing six continents and diverse areas of scholarship, they reflect the scientific and inter-cultural richness of ISSBD.

Invited symposia will be on topics including:

- The development of Aboriginal and Torres Strait Islander children
- The Impact of natural disasters on children and youth
- Adolescents 'at-risk': Fact or fiction?
- Multiple paths to optimizing aging
- Understanding children's art
- Recent research on theory of mind
- Children's responses to family separation
- Social relationships in a changing cultural context ; and
- What developmental science is needed for people and communities in the developing world?

The Young Scholars Initiative will provide a forum within the conference for young scholars to interact with each other and with senior scientists in small groups to talk about the scholar's area of research interest. This forum is an exciting part of the ISSBD 2006 Meeting, and aims to provide support and mentorship for young scholars, especially those from developing countries.

The Discussion Hour on "How can ISSBD make a difference in the developing world?" will feature a distinguished international panel of ISSBD members and will invite audience participation.

The [Pre Conference Workshop](#) on "Development in context: Making best use of existing longitudinal data" (1-2 July 2006) will be of value to all researchers with an interest in secondary data analysis, as well as those interested in longitudinal studies in general. There will be presentations from experts in longitudinal data analysis and from senior researchers representing many of the large-scale national longitudinal studies of children and youth which make their data available to researchers. The workshop will highlight recent significant findings emerging from longitudinal studies and present the latest powerful analytic tools for addressing critical developmental questions using such data sets. It will be particularly valuable for scholars who do not have the resources to collect extensive across-time data themselves, but have an interest in relatively complex analyses of large-scale datasets.

With these and many more conference highlights, we believe the scientific program will be stimulating and memorable.

REQUEST FOR FINANCIAL ASSISTANCE

The Conference Organising Committee is seeking grants to allow it to provide some financial support for registrants from developing countries who are unable to get support from their own institutions and are unable to cover their own costs. We will not know the outcome of our applications for grant funding for some time, and cannot promise that we will be able to provide support to applicants at this stage. However, if you would like to be considered for financial support, please contact Mary at mfassitas@meetingplanners.com.au explaining your situation and requesting a Funding Assistance Application Form. You will be notified as soon as possible about the outcome of your application.

SOCIAL PROGRAM

The Welcome Reception will feature a welcome to delegates by an Indigenous Elder. Registration includes morning and afternoon teas and lunch throughout the conference program to give delegates the opportunity to meet and exchange news and views with international colleagues over coffee and lunch in congenial surroundings between conference sessions. A highlight of the social program will be the Congress Dinner to be held at the National Gallery of Victoria, St. Kilda Road. The novel venue promises a memorable dinner with a touch of the unexpected. This occasion will be talked about long after the conference is over.

Print Page

Full Conference Program

Full conference program timetable with speakers abstracts are now online! [More Details](#)

Scholarships

Kelloggs, Jacobs and AHDA applications have now closed and all applicants have been notified

New Workshop:

Writing Workshop:
Improving the Quality of
Research Grant Proposals
[More Details](#)

Pre-conference Workshops

Delegates may now register for the pre-conference workshop
[More Details](#)

Online Registration Now Open

You can now register via our secure online facility.
[Register Now](#)

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**DAY 2 - MONDAY 3 JULY 2006 - POSTER GROUP AND SYMPOSIUM**
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DAY 2 - Monday 3 July							
10.15 - 10.45	Morning Tea						
10.45-12.30	POSTER SYMPOSIUM	POSTER GROUP - ADHD & Related Conditions	POSTER GROUP - Children's Memory	POSTER GROUP - Fathering	POSTER GROUP - Shyness & Behavioural Inhibition	POSTER GROUP - Perception & Motor Development	POSTER GROUP - Play
	Helen Skouteris	Shannon Stewart	Amy Sussman	Kathleen Dwyer	Yiyuan Xu	Tetsuhiro Minami	Jane Turnbull
	The Development Of Self Awareness In Young Children: Moving On From The Classic Mirror Self-Recognition Task	Pediatric Bipolar Disorder And Attention-Deficit Hyperactivity Disorder: Differential Presentation In Early Childhood	Contextual Continuity in the Development of Autobiographical Memory	Paternal Parenting Style And The Development Of Adolescent Externalizing Behaviors	Validation Of The Chinese Shyness Scale In Korean Children	Characteristics of developmental change of 12-month in physical growth and development of motor and eating behaviors in infancy	Criteria Used by Adults and Children to Categorise Subtypes of Play
	abstract link	abstract link	abstract link	abstract link	abstract link	abstract link	abstract link
		Katayoon Khoshabi	Jingmei Kang	Nicole Morel	Carla Zappulla	Claire B Kopp	Joseph Flanders
		Risk Factor Of Attention-Deficit/Hyperactive Disorder	Development of retrieval inhibition in directed forgetting in Chinese children	Triadic care negotiations of preschool aged children: Does child preference for paternal care influence father involvement?	The role of intra and inter-individual characteristics on the onset of behavioral inhibition in Italian population	The Toddler Years: Evolutionary and Developmental Perspectives	The Rough-and-Tumble Play Questionnaire
		abstract link	abstract link	abstract link	abstract link	abstract link	abstract link
		Catherine Wood	Uta Kraus	Guadalupe Puentes-Neuman	Xin Feng	Katia Amorim	Kathleen Bagot
		Adhd.... But What Else? A Dilemma Of Diagnosis In A Specialist Program For Children And Adolescents With Attentional Difficulties And/Or Disruptive Behaviour.	Age Differences In Three Types Of Source Monitoring In 3 To 5 Year Old Children	It's Different With Dad!: An Early Intervention Program For Fathers And Their Infants	Shyness and Nonsocial Behavior in Different Settings among Chinese Children	Otherness, Culture And Embodiment On Infant Developmental Processes	Primary school playgrounds as restorative environments

abstract link	abstract link	abstract link	abstract link	abstract link	abstract link
Cassandra Dittman	Karen Tustin	Andreas Eickhorst	Haimei Wang	Noriko Kawahara	Anne-Marie Morrissey
Concurrent Relationships Between Children's Early Reading Development And Ratings Of Adhd-Like Behaviour	A New Method to Measure Childhood Amnesia in Children, Adolescents, and Adults	Fathers' narrative styles and their stability over time	Behavioral Inhibition, Mother's Rearing Practices and Children's Problem Behaviors	Development of Toddlers' Utensil-Use During Mealtimes.	Relationships Between Early Pretence, Mother-Child Interactions And Later Iq: A Predictive Study.
abstract link	abstract link	abstract link	abstract link	abstract link	abstract link
Yan Xu	Alana Roughan	Hadas Doron	Yiyuan Xu		Toshiya Hirose
Attention Network Deficits On Two Subtypes Of Attention Deficit Hyperactive Disorder (Adhd) Children In China	A Trip to the Zoo: Reminiscing Styles and Children's Event Memory	fatherhood	Understanding Shyness In Japanese And European American Late Adolescents: The Roles Of Behavioral Inhibition And Self-Constual		Comparisons And Relations Between Children's Indoor And Outdoor Play
abstract link	abstract link	abstract link	abstract link		abstract link
Muthanna Samara	Christof Zoelch	Li Hongli		Tamara Christie	Cortney Evans
Adhd And Conduct Disorders And Involvement In Different Bullying Roles In A British Community Sample	On the involvement of phonological and central executive working memory processes in mental arithmetic of primary school children.	Harsh Parenting as Functions of Paternal Perceptions of Parent-Child Resemblance		Infants' perception of real moving bodies	Solitary-Functional Play And Solitary-Pretend Play: Another Look At The Construct Of Solitary-Active Behavior Using Playground Observations
abstract link	abstract link	abstract link		abstract link	abstract link
Caroline Heary	Christof Zoelch	Aparajita Chowdhury		Tessei Kobayashi	Mowei Liu
Children's attitudes towards peers with ADHD: Assessing the impact of causal information, age and gender	Development and structure of working memory in 5- to 13-year-old children.	Children's Perception of Paternal Involvement in Child Care		Integration Of Object Identity And Motion Properties In Infancy	The Relations Between Nonsocial Behaviors And Task Performance In Young Children
abstract link	abstract link	abstract link		abstract link	abstract link
Masakazu Miyamoto	Rong Liu	Barbara Welles-Nyström		Peter Wilson	Jacob Nuselovici
The situations of children with special educational needs in Japan	The Event-Related Potential Study Of Working Memory In Children	Fatherhood In Sweden: Stability And Change In Parenting Values And Behavior		Are Developmental Changes In Movement Imagery Related To The Acquisition Of Movement Skill In Children?	But everyone's doing it: Investigating the impact of unfamiliar peers on the cross-contextual consistency of social behaviour.
abstract link	abstract link	abstract link		abstract link	abstract link

A stylized, light olive-green map of Japan is visible in the background, showing the main islands and surrounding waters. The text is overlaid on this map.

The situations of children with special educational needs in Japan



Miyamoto, Masakazu
(Gifu University, Gifu, JAPAN)

Beppu, Etsuko
(Chubugakuin University,
Kakamigahara, Gifu, JAPAN)

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Miyamoto, Masakazu (Gifu University, Gifu, JAPAN) Beppu, Etsuko (Chubugakuin University, Kakamigahara, Gifu, JAPAN)

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I

Introduction

The Ministry of Education, Culture, Sports, Science and Technology has recently announced guidelines for special needs education together with the results of a national survey of children who are in need of special needs education and are currently placed in ordinary classes.

The purpose of this research was to conduct the same survey in S City, Gifu Prefecture, analyze the factors involved such as school year and support teachers in schools by providing individual feedback on survey results.

II Method

(1) Subjects:

We surveyed all 207 form teachers in the 11 elementary and 6 junior high schools located in S City in Gifu Prefecture regarding each student in their homeroom.

(2) Survey form

We used the same questions contained in the national survey conducted by the Ministry of Education, Culture, Sports, Science and Technology in 2002.

There were 30 questions in 6 areas (five questions per area) regarding scholastic areas (listening, speaking, reading, writing, math, problem solving ability). Subjects were able to answer 0: Never, 1: Rarely, 2: Sometimes, 4: Often. There were 18 questions covering behavioral matters, namely inattention and hyperactivity/impulsivity, with 9 questions in each area. Subjects were able to answer 0: Never, or hardly ever, 1: Sometimes, 2: Frequently, 3: Very frequently. Results were collated as follows: 0, 1=0, 2, and 3=1. There were 27 questions on interpersonal relationships and obsession. Subjects could answer 0: No, 1: A little, 2: Yes. (Please refer below for more information on the questions.)

(3) Survey date: September 2003

(4) Procedure

Form teacher completed the survey on each student in his or her homeroom class on a computer. This was done in consultation with the head of the teaching department at their school.

(5) Results and Discussion

The percentage of students who experience severe difficulties in both scholastic and behavioral terms was 0.76% (1.2%) whereas 2.91% of students experience severe difficulties in either scholastic or behavioral terms. The results we obtained in S City were much lower than the figures published by the Ministry of

Education, Culture, Sports, Science and Technology, roughly half in this case. The figures for junior high schools were particularly low and there were two schools that reported a 0% rate of students who suffered severe difficulties in either scholastic or behavioral terms. This could be attributed to the overall characteristics of the parent student population and the knowledge/awareness of the survey recipients.

We analyzed 1,450 (21%) survey replies which had scored 8 or above on the 75 questions. Quantitative analysis was undertaken in each of the 9 fields and 9 sample scores obtained for each individual.

We then conducted a hierarchical cluster analysis (no standardization) on these scores according to the Ward method (See Diagram 1).

From Diagram 1 we were able to determine that 4 clusters would be appropriate. Each of the 9 scores were analyzed for variance by making each score an induced variable. From Table 4 we were able to evaluate the characteristics of each cluster. The 2nd cluster represents children who are experiencing scholastic difficulties, the 3rd cluster represents students who experience scholastic difficulties in terms of arithmetic and mathematics in general. The 4th cluster represents children who experience behavioral difficulties.

Children in the 2nd cluster also experience some behavioral difficulties, with some suffering multiple disorders. Together the 2nd and 3rd cluster make up 6.5% of the total, which is similar to the figures obtained by the Ministry of Education, Culture, Sports, Science and Technology.

This research was part of a Ministry of Education, Culture, Sports, Science and Technology Grants-in-Aid for Scientific Research Project (subject number: 155300520, Representative: Beppu Etsuko)

Table 1 Survey Subjects' Data

School Year	No. Of Classes (replies from teachers)	Male Students	Female Students	Total
1 st Elementary	21	403	345	748
2 nd Elementary	23	380	380	760
3 rd Elementary	25	412	369	781
4 th Elementary	23	380	344	724
5 th Elementary	25	374	405	779
6 th Elementary	25	423	375	798
1 st Junior High	22	356	412	768
2 nd Junior High	23	400	390	790
3 rd Junior High	20	398	433	831
Total	207	3,526	3,453	6,979

Table 2 Percentage (%) of Students Requiring Special Needs Education in Each School Year

School Year	Scholastic	Behavioral	Multiple	Interpersonal
1 st Elementary	4.41	1.07	0.67	0.13
2 nd Elementary	4.61	2.76	1.32	0.92
3 rd Elementary	2.56	2.43	1.02	0.51
4 th Elementary	3.73	2.49	1.10	0.83
5 th Elementary	3.47	1.54	0.77	0.26
6 th Elementary	2.38	2.88	1.25	1.13
1 st Junior High	1.30	0.78	0.13	0
2 nd Junior High	1.14	1.27	0.25	0.38
3 rd Junior High	1.08	0.36	0.36	0.24
Overall Average (MEXT)	2.71 (4.5)	1.72 (2.5)	0.76 (1.2)	0.49 (0.8)

Table 3 Percentage (%) of Each Area of Difficulty

Area	Male	Female	Overall	MEXT
Listening/Speaking	1.4	0.4	0.9	1.1
Reading/Writing	2.1	0.4	1.2	2.5
Arithmetic/Reasoning	1.7	1.6	1.6	2.8
Inattention	2.3	0.4	1.4	1.1
Hyperactivity/Impulsiveness	1.2	0.1	0.6	2.3
Interpersonal Relationships/Obsessiveness	0.7	0.2	0.5	0.8

Table 4 Average Sample Score for Each Cluster

Area	I (Normal)	II (LD)	III (Arithmetic Disability)	IV (ADHD)
No. Children (%) (MEXT)	854 12.2	108 1.55 (4.5)	344 4.93	144 2.06 (2.9)
Listening	-0.27	<u>1.61</u>	0.0	0.37
Speaking	-0.23	<u>1.80</u>	0.01	-0.01
Reading	-0.25	<u>2.14</u>	0.02	-0.16
Writing	-0.22	<u>1.45</u>	0.08	0.05
Arithmetic	-0.45	<u>1.27</u>	<i>0.86</i>	-0.35
Reasoning	-0.33	<u>1.55</u>	<i>0.36</i>	-0.03
Inattention	-0.19	<u>0.97</u>	-0.22	<u>0.91</u>
Hyperactivity/ Impulsiveness/ Obsessiveness	-0.18	<i>0.37</i>	-0.28	<u>1.47</u>
Interpersonal Relationships	-0.10	<u>0.57</u>	-0.14	<u>0.47</u>

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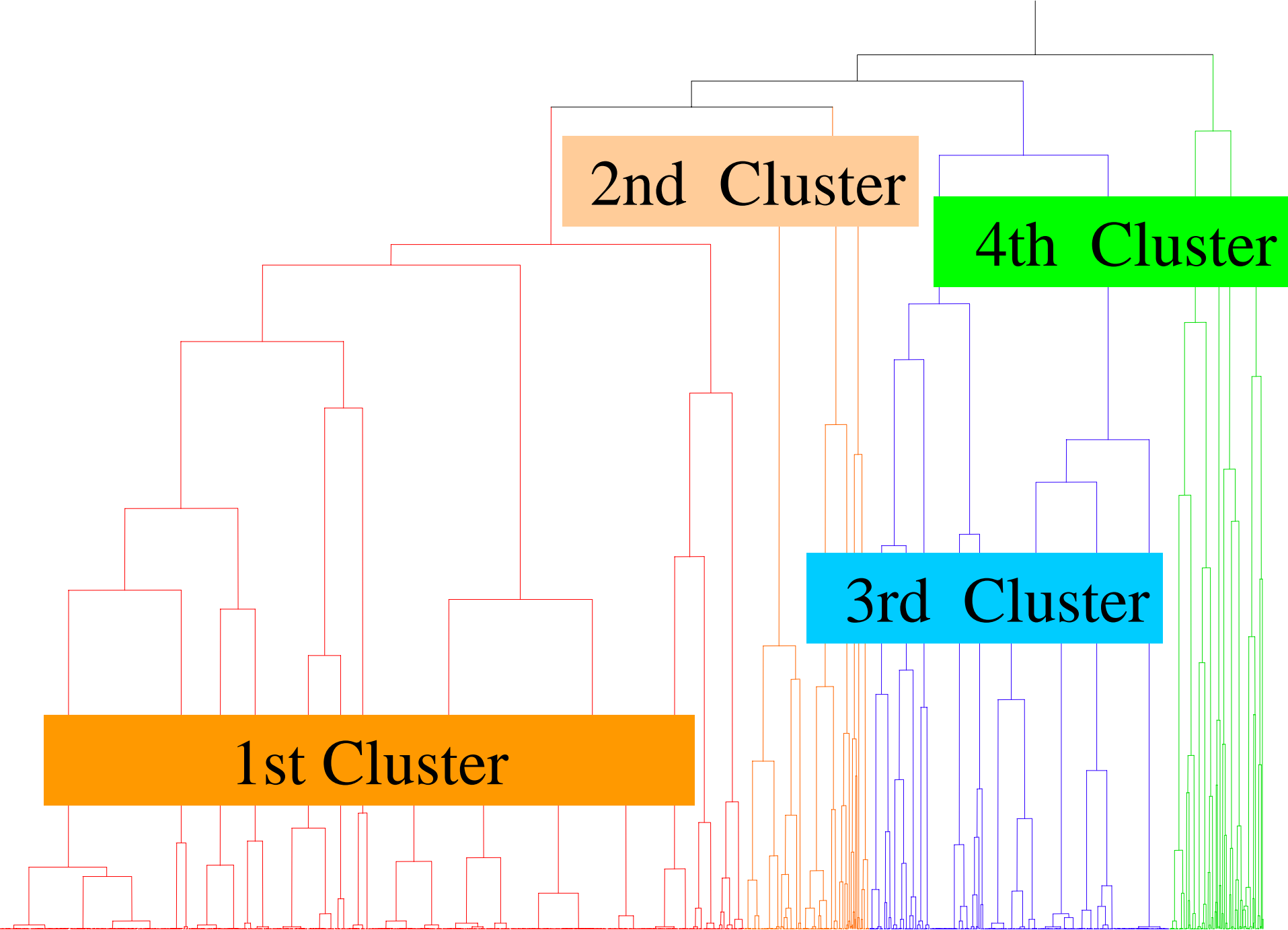


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