

Jiritsu Katsudo for Special Support Classes: Goal-setting Analysis

Kunihiro OKAMOTO*¹

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Abstract

Jiritsu Katsudo is an educational activity that encourages students to take measure to improve independence and overcome difficulties in learning or living due to disabilities. This study aims to elucidate the present situation and issues of *Jiritsu Katsudo* in special support classes. Specifically, the study focuses on the practice of *Jiritsu Katsudo* in these schools. The target subjects (N=23) were selected using CiNii and the reports of the National Institute for Special Needs Education. Many studies have analyzed *Jiritsu Katsudo* focusing on disabilities (43.5%) and classes (30.4%), which incorporates content based on "play", "games" and "interest" in *Jiritsu Katsudo*. Only 17.4% of the studies elicited a core task compared with the description of learning or life difficulties (91.3%). Moreover, the proportion of studies that specified individual educational goals reached 47.8%, whereas that which specified the reason for the setting (conducting *Jiritsu Katsudo* classes) was 26.1%. Only 26.1% evaluated other methods. Results point to the following future issues: accumulating research that describes the process of the grounds for assessment to setting teaching goals, and how to link the teaching goals of *Jiritsu Katsudo* to each subject.

1. Introduction

Jiritsu Katsudo is an educational activity that encourages students to take measures to improve independence and overcome difficulties in learning or living due to disabilities. *Jiritsu Katsudo* is a specialized field in the national curriculum of special needs schools in Japan. It aims to provide instruction in order to improve and overcome learning and living difficulties due to individual disabilities (Ministry of Education, Culture, Sports, Science and Technology) (MEXT) (p. 21-22)¹⁾. *Jiritsu Katsudo* should be closely related to each subject taught. *Jiritsu Katsudo* in special needs schools plays an important role in the curriculum regarding the education of students with disabilities¹⁾.

The School Education Law Enforcement Regulations stipulated that "a special curriculum can be used if there is a particular need" for special support classes (Articles 138 and 140). In response to this rule, elementary or junior high school aim "to support independence by overcoming the difficulties in learning or living due to disabilities" when organizing a special curriculum for special support classes and incorporating *Jiritsu Katsudo*, as shown in Chapter 7 of the Course of Study commentary for special needs school²⁾.

*¹ Department of Social Work, Faculty of Health and Welfare
Kawasaki University of Medical Welfare, 288 Matsushima, Kurashiki, 701-0193, Japan
E-Mail: k-okamoto@mw.kawasaki-m.ac.jp

According to a survey conducted by the National Institute for Special Needs Education (NISE)³⁾, on special education classes for elementary and junior high schools, more than 95% of the surveyed subjects are "positioned in the curriculum" for *Jiritsu Katsudo*. Alternatively, it was "not included in the curriculum but incorporated in each subject". Although the positioning of *Jiritsu Katsudo* in special education classes and special needs schools in the curriculum differs, special education classes largely need *Jiritsu Katsudo* based on the survey results of the NISE³⁾. By clarifying the issues to be taught based on an accurate grasp of the actual situation of each student, an individual teaching plan is created, and individual teaching goals (aims) and concrete teaching contents are set^{1,4)}. MEXT¹⁾ pointed out that the most important point in creating individualized teaching plans for *Jiritsu Katsudo* is the process from the "assessment" stage to "educational goal-setting" (p. 108). MEXT¹⁾ further strengthened *Jiritsu Katsudo* by enancing the said process. Furthermore, it introduced a procedure for organizing tasks and described the basis for decision making to reach educational goals (p.109). In essence, MEXT¹⁾ is the guideline for learning in special needs schools. However, individualized teaching plans should be formulated for all children enrolled in special needs classes²⁾. Categorizing issues to be taught in special support classes and describing the basis for the formulation of educational goals are necessary to address this requisite. In terms of the guidance system of special support classes, a difference is noted between the guidance systems of regular schools and *Jiritsu Katsudo* in special support schools because a teacher in a special support class must simultaneously teach multiple children with disabilities. In addition, the literature review provides guidance for the implementation of *Jiritsu Katsudo* in special needs schools, regular classes⁴⁾, and resource room instruction⁶⁾. Yet the research for special needs classes remains lacking. According to MEXT⁷⁾, the number of enrolled students in special support classes is increasing annually. As such, focusing on *Jiritsu Katsudo* in special support classes and understanding the current situation and issues is imperative. Results are deemed valuable in considering future research on *Jiritsu Katsudo* in special support classes.

Therefore, the current study poses the following research questions in relation to the abovementioned process: (a) Do you understand the difficulties associated with learning and living due to disabilities?, (b) Should the relationship between teaching tasks and central tasks be investigated?, (c) Are individualized educational goals?, and (d) Should the reason for setting educational goals be indicated? Based on these questions, the study aims to clarify the issues regarding the research on *Jiritsu Katsudo* in special support classes.

2. Methods

2.1 Search procedures

An article search was conducted using CiNii. The study searched the electronic databases using the key words in the order of "*Jiritsu Katsudo* and special support class", "*Jiritsu Katsudo*", and "special support class", and find the relevant research. In addition, a research result report on independence activities in the special support class of the National Institute of Special Needs Education. On the other hand, commercial journals, questionnaire research, literature reviews, general remarks, and articles showing only an overview were excluded.

2.2 Inclusion criteria

All studies should meet the following inclusion criteria: (a) research published by May 2020, (b) focused on teaching students with disabilities or presented as a case study and (c) conducted in schools that included *Jiritsu Katsudo* in the curriculum.

2.2.1 Focus

Data were categorized as the effect of consultation with teachers of special needs school, examination of the capacity development of students with disabilities through *Jiritsu Katsudo*, class analysis incorporating strength, music, and play into *Jiritsu Katsudo*, analysis of educational plans for *Jiritsu Katsudo*, analysis of *Jiritsu Katsudo* focusing on students with disabilities, class analysis through instruction and collaboration learning among students with disabilities, analysis of relationships with others through *Jiritsu Katsudo*, analysis of joint classes, and examination of the significance of including *Jiritsu Katsudo* in the curriculum.

2.2.2 Disability

Disabilities were categorized as autism spectrum disorder (ASD), intellectual disorder, attention deficit hyperactivity disorder (ADHD), ADHD and ASD, learning disability, physical handicap, and no description.

2.2.3 Conductor

A conductor was categorized as teachers (i.e., primary, middle, and special support schools), researchers, and others.

2.2.4 Target stages

The keywords used were "assessment," "derivation of core issues," and "setting of educational goals."

- (a) Difficulty in learning or living due to disabilities. The presence or absence of a description of "difficulty in learning or living due to a disability" was extracted. Varied information, such as disability status and interests, was collected during the assessment¹⁾. However, the study investigated the concept of teaching task, especially in relation to "difficulty in learning or living due to individual disabilities." Results were analyzed and categorized into central issues, such as difficulty in interacting with groups, controlling emotions, maintaining posture, cultivating strong feelings of commitment, the lack of communication and inappropriate involvement with others, with hyperactivity/impulsivity, vocal stereotypes, picky eaters, and lack of confidence. Other issues involved difficulty in keeping pace with others, maintaining concentration, awaiting signals, reacting in an unacceptable or excessive manner to suggestions, undergoing anxiety about inexperience, writing and long-term memory problems, switching activities, with loud volumes and physical movement, and no description.
- (b) Derivation of core issues. Data were categorized as a needs survey for exchange students, interview survey with teachers in exchange classes, checklists, factor analysis of behavioral problems based on behavioral observation, and no description.
- (c) Educational goals. Data were collected on whether the educational goals of each target student were met.
- (d) Reasons for setting educational goals. Data were categorized as improving educational needs and no description.
- (e) Evaluation (apart from *Jiritsu Katsudo*). Data were categorized as instruction with students with disability and collaborative learning, play setting, morning time and training and desk learning, a general category, and no description.

3. Results

As for the results, 13 out of 53 cases that matched the keyword search of "*Jiritsu Katsudo* and special support class" were applicable. In addition, 3 of the 885 cases that matched the keyword search for "*Jiritsu Katsudo*" were applicable (excluding duplication with "*Jiritsu Katsudo* and special support class"). Of the 911 cases that matched the keyword search for "special support class", 6 were applicable (excluding duplication with "*Jiritsu Katsudo* and special support class" and "*Jiritsu Katsudo*"). In addition, there was only one relevant research result report.

Table 1 presents a summary of the studies. A total of 23 (2003-2020) studies were identified, and 72 participants (excluding unlisted ones) were included in the summary.

The most common target disorders were ASD (30.6%: N=22). Conductors accounted for 56.5% (N=13)^{3,9,10,12-17,19,21,24,28)} of the sample by collaborating with school teachers and researchers. The proportion of school teachers (N=16)^{3,9,10,12-21,23,24,28)} reached 81.3% (N=13)^{3,9,10,12,14,15,17,19,20,23,24,28)} in elementary schools, 18.8% (N=3)^{3,13,18)} in junior high schools, and 12.5% (N=2)^{16,20)} in special needs schools.

Of the studies reviewed, analysis mostly centered on *Jiritsu Katsudo* focusing on students with disabilities (43.5%: N=10)^{3,12,13,18,21,24-28)} followed by analysis of classes that incorporated strength, music, and play into *Jiritsu Katsudo* (30.4%: N=7)^{10,14-17,25,29)}. The majority of research highlighted the "planning" and "implementation" stages in individualized teaching plans. However, only one study (4.3%)²²⁾ was conducted by teachers of special needs schools that aimed to improve the specialization of classes in *Jiritsu Katsudo* in

Table 1 Characteristics of the Studies

Author	Focus	Participant	N	Conductor	Difficulties in learning or living due to disabilities	Rationale for core issues	Educational Goals	Reasons for setting goals	Evaluation
National Institute of special needs education (2016) ⁸⁾	<ul style="list-style-type: none"> Analysis of Jiritsu Katsudo focusing on students with disabilities Examination of the significance of including Jiritsu Katsudo in the curriculum 	ASD LD+ADHD+ ASD	2	Teacher (primary, middle) Researcher	<ul style="list-style-type: none"> The lack of communication and inappropriate involvement with others Difficulties in keeping pace with others Writing and long-term memory problems Reacting in an unacceptable or excessive manner to suggestions 	N	Y	Y	IWCL
Hirose et al. (2003) ⁹⁾	<ul style="list-style-type: none"> Analysis of relationships with others through Jiritsu Katsudo 	ASD	1	Researcher	<ul style="list-style-type: none"> Cultivating strong feeling of commitment Vocal stereotypes 	Y	Y	Y	IWCL
Sodano & Sato (2016) ⁹⁾	<ul style="list-style-type: none"> Analysis of relationships with others through Jiritsu Katsudo 	No description	2	Teacher (primary) Researcher	<ul style="list-style-type: none"> Difficulties in interacting with the groups Controlling emotions Undergoing anxiety about inexperience 	Y	Y (individual)	Y	N
Watanabe & Sato (2014) ¹⁰⁾	<ul style="list-style-type: none"> Class analysis by incorporating strength, music and play into Jiritsu Katsudo 	No description	1	Teacher (primary) Researcher	<ul style="list-style-type: none"> Cultivating strong feeling of commitment 	Y	Y	Y	Generally
Hiwada et al. (2012) ¹¹⁾	<ul style="list-style-type: none"> Examination of the capacity development of students with disabilities through Jiritsu Katsudo 	No description	8	Researcher	<ul style="list-style-type: none"> Lack of confidence Awaiting signals Reacting in an unacceptable or excessive manner to suggestions 	Y	Y (whole) N (individual)	Y	N
Arakaki & Urasaki (2009) ¹²⁾	<ul style="list-style-type: none"> Analysis of relationships with others through Jiritsu Katsudo Analysis of Jiritsu Katsudo focusing on students with disabilities 	ASD	3	Teacher (primary) Researcher	<ul style="list-style-type: none"> The lack of communication and inappropriate involvement with others Cultivating strong feeling of commitment Difficulties in keeping pace with others Controlling emotions 	N	N	N	IWCL
Atsumi et al. (2019) ¹³⁾	<ul style="list-style-type: none"> Analysis of Jiritsu Katsudo focusing on students with disabilities 	ASD	6	Teacher (middle) Researcher	<ul style="list-style-type: none"> The lack of communication and inappropriate involvement with others 	N	Y (whole) N (individual)	Y	N
Hayashida & Matsuyama (2019) ¹⁴⁾	<ul style="list-style-type: none"> Class analysis by incorporating strength, music and play into Jiritsu Katsudo Class analysis through instruction and collaborative learning among students with disabilities 	No description	6	Teacher (primary) Researcher	<ul style="list-style-type: none"> The lack of communication and inappropriate involvement with others 	N	Y (whole) N (individual)	Y	N
Hayashida & Matsuyama (2020) ¹⁵⁾	<ul style="list-style-type: none"> Class analysis by incorporating strength, music and play into Jiritsu Katsudo Class analysis through instruction and collaborative learning among students with disabilities 	No description	7	Teacher (primary) Researcher	<ul style="list-style-type: none"> The lack of communication and inappropriate involvement with others Difficulties in interacting with the groups 	N	Y (whole) N (individual)	Y	N
Inoue et al. (2019) ¹⁶⁾	<ul style="list-style-type: none"> Class analysis by incorporating strength, music and play into Jiritsu Katsudo 	ID ADHD+ ASD	2	Teacher (special) Researcher	<ul style="list-style-type: none"> Difficulties in interacting with the groups Cultivating strong feeling of commitment With hyperactivity/impulsivity Difficulties in keeping pace with others Maintaining concentration 	N	Y (whole) N (individual)	Y	N
Koyama & Ishikawa (2019) ¹⁷⁾	<ul style="list-style-type: none"> Class analysis by incorporating strength, music and play into Jiritsu Katsudo 	No description	3	Teacher (primary) Researcher	<ul style="list-style-type: none"> The lack of communication and inappropriate involvement with others Lack of confidence 	N	N	N	Play setting

Matsuda & Fukumori (2015) ³⁸	• Analysis of Jiritsu Katsudo focusing on students with disabilities	ASD	4	Teacher (middle)	Y	• Cultivating strong feeling of commitment • Maintaining concentration • Difficulty controlling emotions • Undergoing anxiety about inexperience • Unacceptable or excessive reaction to surrounding suggestions	N	N	N	N	N
Nakaya & Uchida (2019) ³⁹	• Analysis of educational plans for Jiritsu Katsudo	No description	6	Researcher Teacher (primary)	N		N	Y (individual)	N	N	N
Nishida et al. (2015) ²⁰	• Class analysis through instruction and collaborative learning among students with disabilities	No description	1	Teacher (special primary)	Y	• Controlling emotions	N	Y	N	N	N
Nomura & Sato (2019) ⁴¹	• Examination of the capacity development of students with disabilities through Jiritsu Katsudo • Analysis of Jiritsu Katsudo focusing on students with disabilities	ASD	1	Teacher (primary) Researcher	Y	• The lack of communication and inappropriate involvement with others • Cultivating strong feeling of commitment • Maintaining concentration	N	Y	N	N	Morning Training Desk learning
Ogawa & Korenaga (2020) ²⁰	• Effect of consultation with teachers of special needs school	ADHD	2	Researcher	Y	• The lack of communication and inappropriate involvement with others • Difficulties in interacting with the groups • With hyperactivity/impulsivity • Maintaining concentration • Controlling emotions • Auditory information processing difficulty	N	N	N	N	N
Sakihama (2016) ²⁰	• Analysis of joint classes	ASD (N=2) No description (N=9)	11	Teacher (primary)	Y	• The lack of communication and inappropriate involvement with others • Maintaining posture	N	Y (whole) N (individual)	N	N	N
Sakihama et al. (2016) ²⁰	• Analysis of Jiritsu Katsudo focusing on students with disabilities • Class analysis through instruction and collaborative learning among students with disabilities	PH	1	Teacher (primary) Researcher	Y	• Maintaining posture	N	Y	N	N	N
Shirota & Urasaki (2017) ³⁹	• Class analysis by incorporating strength, music and play into Jiritsu Katsudo • Analysis of Jiritsu Katsudo focusing on students with disabilities	ASD	2	Researcher	Y	• The lack of communication and inappropriate involvement with others • Difficulties in interacting with the groups • Difficulties in keeping pace with others • Picky eaters • Switching activities • With loud volumes • Physical movement	N	Y	Y	Y	N
Takeda (2015) ²⁰	• Analysis of Jiritsu Katsudo focusing on students with disabilities	ASD	1	Researcher	Y	• Difficulties in interacting with the groups • Difficulties in keeping pace with others	N	Y	Y	Y	N
Takeda (2016) ²¹	• Analysis of Jiritsu Katsudo focusing on students with disabilities	ASD	1	Researcher	Y	• Difficulties in interacting with the groups	N	N	N	N	N
Takeda et al. (2016) ²⁸	• Analysis of Jiritsu Katsudo focusing on students with disabilities • Class analysis through instruction and collaborative learning among students with disabilities	PH	1	Researcher Teacher (primary)	Y	• Maintaining posture	N	Y	N	N	N
Ueno et al. (2016) ²⁰	• Class analysis by incorporating strength, music and play into Jiritsu Katsudo	No description	No description	Other Researcher	N		N	N	N	N	N

Note

C-P; Cerebral palsy, PH; Physically handicapped, IWCL; Instruction and collaborative learning among students with disabilities

support of teachers in special support classes.

The percentage of studies that provided a description of "difficulty in learning or living due to disability" reached 91.3% (N=21)^{3,8-18,20-28}. Such studies mainly identified the lack of communication and inappropriate involvement with others (43.5%; N=10)^{3,12-15,17,21-23,25} followed by difficulty in interacting with groups (30.4%; N=7)^{9,15,16,22,25-27}, strong commitment (26.1%; N=6)^{8,10,12,16,18,21}, difficulty in keeping pace with others (21.7%; N=5)^{3,12,16,25,27}, and difficulty controlling emotions (17.4%; N=4)^{9,12,20,22}.

Only 4 (17.4%)⁸⁻¹¹ studies proposed "rationale for core issues." The basis for deriving core issues was the need survey for exchange students⁸, interview survey with teachers of exchange classes⁸, checklists^{9,10}, and behavior observation¹¹.

Only 11 studies (47.8%)^{3,8-10,19-21,24-26,28} emphasized educational goals for target children. In addition, the percentage of studies that stated the reasons for setting teaching goals was 47.8% (N=11)^{3,8-11,13-16,25,26}. However, only 6 studies (26.1%)^{3,8,10,12,17,21} set evaluation settings other than *Jiritsu Katsudo*. Evaluation settings are related to instruction for students with disabilities and for collaborative learning (13.0%; N=3), and play setting¹⁷, morning training and desk learning²¹, and the general category¹⁰ with one study each.

4. Discussion

4.1 Status of the process in *Jiritsu Katsudo* for special support classes

The assessment to setting of teaching goal stages refers to the planning stage as "plan-do-see-action" in individualized teaching plans for *Jiritsu Katsudo*¹. At present, at the planning stage of *Jiritsu Katsudo*, the percentage of the target children's "difficulty in learning or living due to a disability" is high in the treatise (91.3%; N=21)^{3,8-18,20-28}. In comparison, what were the core issues from "difficulty in learning or living due to disabilities" and what was the basis for deriving it (17.4%; N=4)⁸⁻¹¹, and educational goals for target students (47.8%; N=11)^{3,8-11,13-16,25,26} and the reasons (26.1%; N=6)^{3,8-10,25,26} tended to be low. The reviewed articles frequently pointed to "difficulty in learning or living due to a disability" in the target students. The reasons behind this notion are that the analyzed papers were practical studies, and the profile of the target students was included. Although specified, the current study assumes that many of the participants experienced "difficulty in learning or living due to disability." Therefore, the paper may inevitably include "difficulty in learning or living due to a disability."

Kaizu et al.³⁰ examined the contents that are easy to be conscious of and the contents that are difficult to be conscious of when creating an individualized educational plan, and until grasping the facts such as "discovering areas and problems that children are stumbling upon", consciousness while it was judged that it was easy to turn, they pointed out that it was difficult to be aware of items that required deep insight and comprehensive understanding such as "estimation of the cause of stumbling". For items that require deep insight and comprehensive understanding, such as "Has the effect on the domain or problem been taken into consideration?" and "Difficulty in learning or living due to a disability" is assumed to correspond to "understanding facts" based on the findings of Kaizu et al.³⁰. Conversely, deriving central issues, such as basis of derivation, educational goals for target students, and reasons for the need to analyze multiple events and consider several factors, such as influence on others, is an important aspect. Furthermore, it is considered to correspond to deep insight and comprehensive understanding. Therefore, the second reason the previous studies frequently cited "difficulty in learning or living due to a disability" is that the process differs from the regular thinking process in terms of "deriving core issues" and "setting educational goals." Furthermore, the stage "derivation of core issues" is lower than the "setting of educational goals." MEXT⁴ explained that the reason for this difference is that the procedure for "deriving the core issue"¹ is unspecified. Thus, the author of the target paper may be unaware of the importance of "deriving the core issue".

4.2 Accumulation of research describing the rationale process from assessment to educational goal-setting

At present, a tendency is noted in which a high proportion of studies focus on the "selection of instruction content/method" and the "implementation" stage (change in behavior of target students) of a

"plan." Alternatively, the proportion of description at each stage of "deriving the core issue" and "setting educational goals" tends to be low. All descriptions for "reasons for setting educational goals" point to the "improvement of educational needs" of target students. However, Okamoto and Fukuta³¹⁾ noted that students with ASD enrolled in special support classes displayed many problem behaviors. When one of the multiple teaching tasks is used for the "improvement of educational needs," does the relationship among multiple teaching tasks become different from or related to one another. Moreover, are they related to cause and effect? Evidently, the target teaching task is expected to influence the results¹⁾. Therefore, clearly stating the reason for selecting teaching tasks is necessary. In the future, research that will focus on the description of each stage of "deriving the core issue" and "setting teaching goals" for students enrolled in special needs classes is necessary. Teachers are in an environment where they acquire knowledge and skills from independent activities and deepen their knowledge for writing articles. The reason that underlies this notion is because more than half of the teachers of the analyzed papers conducted studies in collaboration with researchers. However, the MEXT⁷⁾ data for teacher licenses in special support schools indicates that approximately 30% of the teachers lack sufficient expertise on special support education. In addition, NISE^{3,32)} pointed out that the percentage of teachers with less than three years of experience in special needs classes was high. Kaizu et al.³⁰⁾ stated that faculty members with a few years of experience or less and are tasked to create individual teaching plans are less likely to be conscious of items that require deeper insight and a comprehensive perspective. Furthermore, the study refers to the awareness of teachers in special needs schools regarding *Jiritsu Katsudo* who participate in the research by Fujii et al.³³⁾. The study found that the procedure for selecting multiple teaching tasks is difficult. Based on this notion, attention should be given to the "rationale from assessment to setting educational goals" for teachers in special support classes. These teachers may hold a few years of experience and with experience in creating individualized teaching plans or lack the opportunity to acquire knowledge and skills related to *Jiritsu Katsudo*. Thus, considering the methods for acquiring abilities related to this stage is necessary. The following sections describe the specific research subjects.

4.2.1 Examination of consultation method that considers the guidance system for special support classes

Ikeda and Ando³⁴⁾ derived a core task for a physically handicapped student. The child was enrolled in a regular elementary school class. The core task was derived by outlining a task relationship diagram in collaboration with a homeroom teacher and a special needs school teacher. In special needs support classes, the researchers pointed out that the teacher is handling multiple students with disabilities³⁾. Regular classroom teachers who attended Ikeda and Ando³⁴⁾ reported that the consultation was time consuming. Therefore, when using the central function of special needs support schools to create a task-related diagram with teachers for a special needs school, an effective and less burdensome consultation method in the assessment and goal-setting stages should be considered.

4.2.2 Tool development to derive core issues

Sadano and Satou⁹⁾ and Watanabe and Satou¹⁰⁾ created checklists regarding relationships with groups. However, the relevant subjects mainly focused on the evaluation results of each item using the four-point checklist method. Checklists were used as the basis for deriving the subject. Manabe³⁵⁾ proposed three types, namely, "important actions for infants and others and those with a high degree of urgency at the time," "actions that are repeated as much as possible, where the settings do not vary significantly from day to day," and "situations in which the teacher-in-charge can provide support and execution." Those conditions that generally satisfy the abovementioned types were set as educational goals. As a result, several cases reported that selecting teaching goals can be relatively easy. In addition, Okamoto and Isawa^{36,37)} used the behavioral problems of "urgency, stress of supporters, danger to persons, danger to others, frequency, and engagement times" when selecting educational goals. The authors proposed that each of the 6 items be evaluated across five grades, and the priority of teaching objectives selected. Although various tools for selecting core tasks have been tested, this proposal overlaps with the first proposal. However, developing a tool that can reduce the burden on teachers of special support classes and deriving appropriate core tasks

are desirable.

4.3 Development of educational programs specialized to the assessment to goal-setting stages

Fujii et al.³³⁾ pointed out an urgent need for a teaching program for in-service teachers regarding *Jiritsu Katsudo*. Based on the suggestions made by MEXT¹⁾, developing educational programs specialized in the assessment and goal-setting stages are necessary. Okamoto³⁸⁾ conducted training for teachers in special needs schools, including the "rationale for selecting the priority of teaching tasks." As a result, the study illustrated that the number of teachers who compared and examined multiple teaching tasks and derived the central tasks increased compared with those without training. In the future, revisiting Okamoto³⁸⁾ based on the current situation of teachers in special support classes and examining the effects of such educational programs will be an interesting avenue of research.

4.4 Accumulation of research that links teaching objectives for independent activities to subjects

Jiritsu Katsudo is focusing on teaching during the time of *Jiritsu Katsudo* positioned in the curriculum. Furthermore, the instruction of each subject should be closely related to *Jiritsu Katsudo*¹⁾. However, at present, the ratio of the evaluation settings for each subject is low (26.1%). Accumulating research on the basis of the following points is necessary due to the characteristics of special needs support classes.

4.4.1 Development of effective training

When a teacher implementing *Jiritsu Katsudo* also teaches other subjects in special support classes, the teacher should acquire accurate knowledge and skills regarding *Jiritsu Katsudo* to provide guidance by linking the instructional goals of *Jiritsu Katsudo*. Therefore, developing effective training is necessary to ensure that teachers in special support classes gain appropriate knowledge and skills in *Jiritsu Katsudo*.

4.4.2 Collaboration with exchange class teachers to share teaching goals

Considering that students with and without disabilities are required to pursue learning, providing instructions for students with disabilities and facilitating collaborative learning in close relation to *Jiritsu Katsudo* is necessary. Hirose et al.⁸⁾ and NISE³⁾ provided a useful process in line with this aspect.

Step 1. Understand the educational needs of the special support class and exchange class, then set educational goals in accordance with *Jiritsu Katsudo*. Step 2. In the exchange class, the teacher of the special support class will propose educational goals related to *Jiritsu Katsudo* to the teacher of the exchange class and implement such goals. Previous studies purported that a meaningful instruction with a student with disability and collaborative learning will be possible if both sides provide guidance based on the abovementioned stages. To realize this process, the teacher should appropriate knowledge and skills about *Jiritsu Katsudo* as implemented in special support classes.

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