

The Practice of Inclusive Physical Education in Hokkaido

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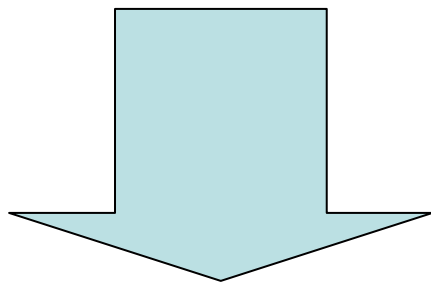
Ai SENGA

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- Inclusion of pupils with disabilities in general education represents a relatively new phenomenon in Japan.
- Recent years, many students with various disabilities are now being included in regular schools.

Education for the children with disability

- 1979 Special School
(Compulsory education for all children)



- 2007 Special support education

- The purpose of this report is to introduce recent inclusive physical education in Hokkaido and Japan.

Back ground of Inclusive physical education

- The normalization of society
- The "group home" keeps increasing in Japan every year.
- Insufficient support for their leisure and sports activities

- Many persons with intellectual disabilities leave institutions
- The "group home" in particular has been institutionalized by law in 1989, and the number keeps increasing in Japan every year.
- New low from 2006

- The first topics are the relation between health and physical activity of community-dwelling adults with intellectual disabilities.

Subjects

- The subjects of our investigation were adult persons with intellectual disabilities residing in group home within the community.
- All investigations were conducted with the consent of the persons involved.
- The items consented to differed with the subject's ability to understand.

Subjects

	N	age			
		mean	SD	max	min
male	166	35.4	11.0	62	16
female	116	37.6	12.9	70	18
total	282	36.3	11.8	70	16

(Available/all : 282/350)

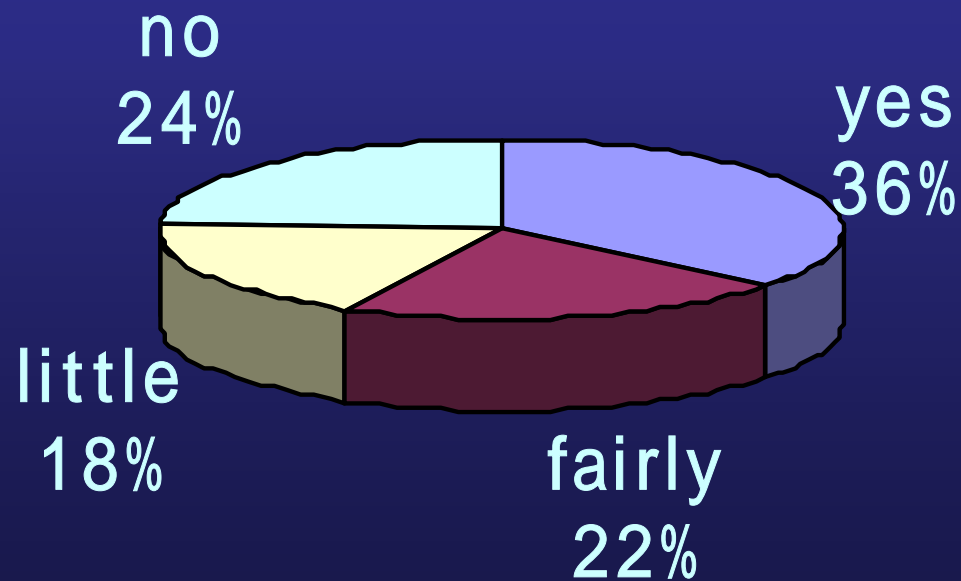
About questionnaire survey

- When the person in question was able to answer, he or she filled in the reply.
- When the person in question was not able to write, the coordinator who provided daily living support filled it in instead.

Items of survey

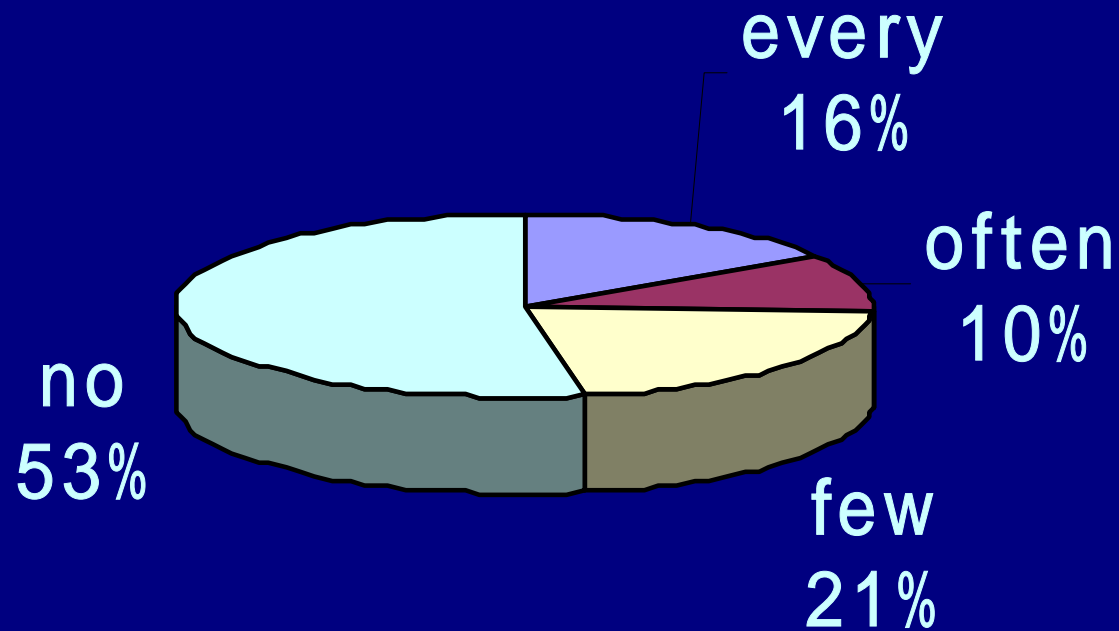
- Wish of sports or physical exercise
- Custom of sports or physical exercise
- Custom of Walking
- Health condition
(Score of Fatigue, Condition of stomach, Headache, Giddiness, Appetite, Pulsation, Feces & Sleeplessness)
- BMI (body mass index: $\text{weight(kg)}/\text{height(m)}^2$)

Wish of sports or physical exercise

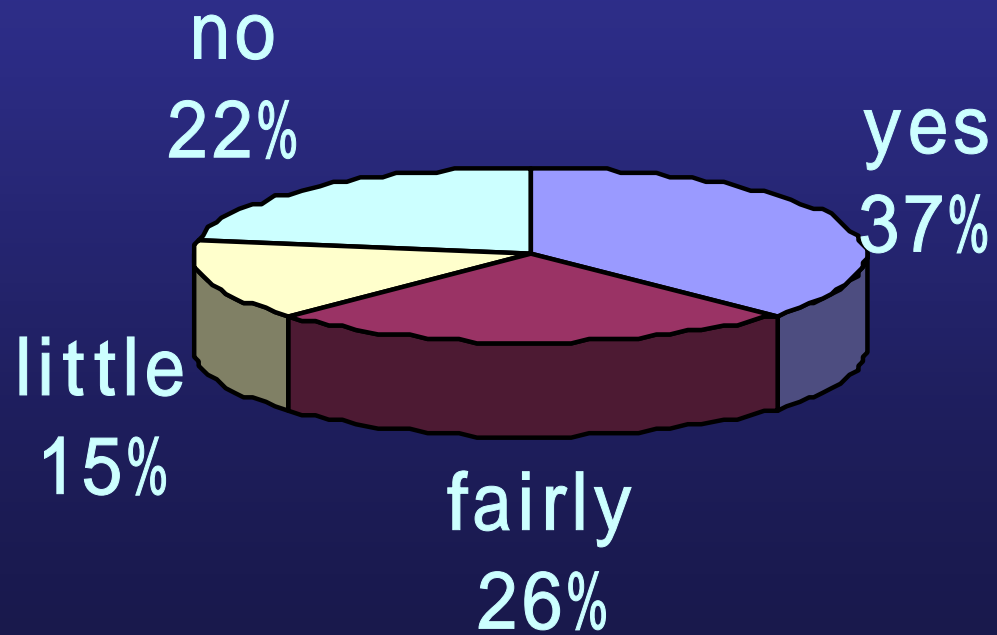


Custom of sports or physical exercise

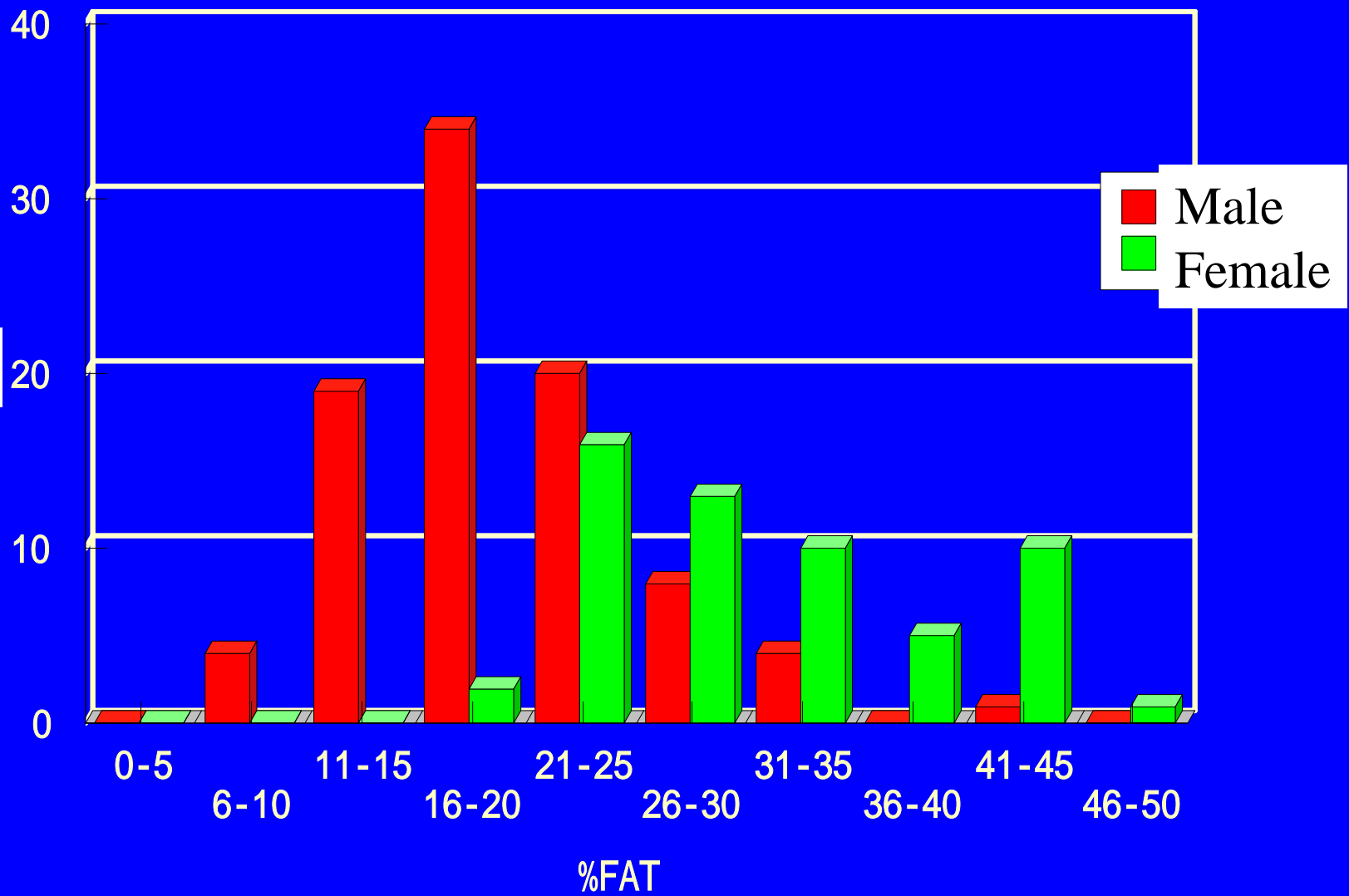
(more than once/week)



Necessity of assistant person



Number



Percent body fat of intellectual disability living in Group home

Life-style related disease

illness

5
3.1%

need to care

41
25.6%

Before advice

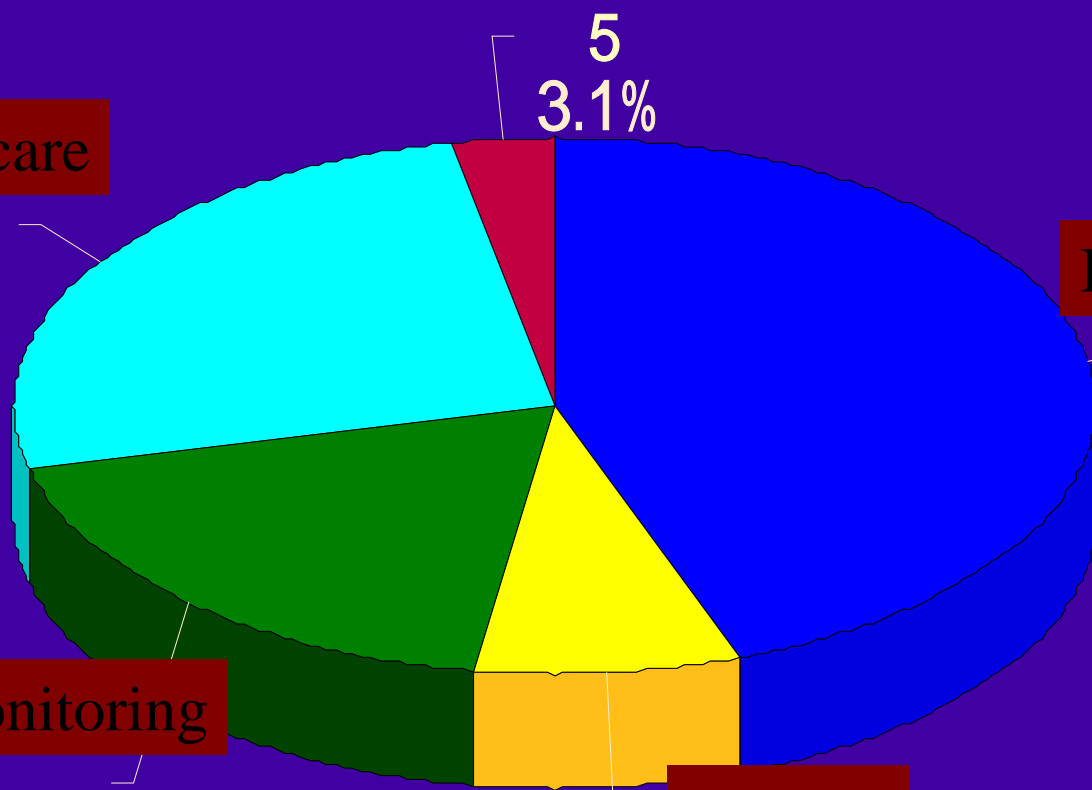
71
44.4%

Keep of monitoring

30
18.8%

healthy

13
8.1%



(1)As a result of the questionnaire, it was found that many people with disabilities were not participating in a daily sports activity.

(2)It was shown that there was a relation between the levels of daily physical exercise, BMI, and health.

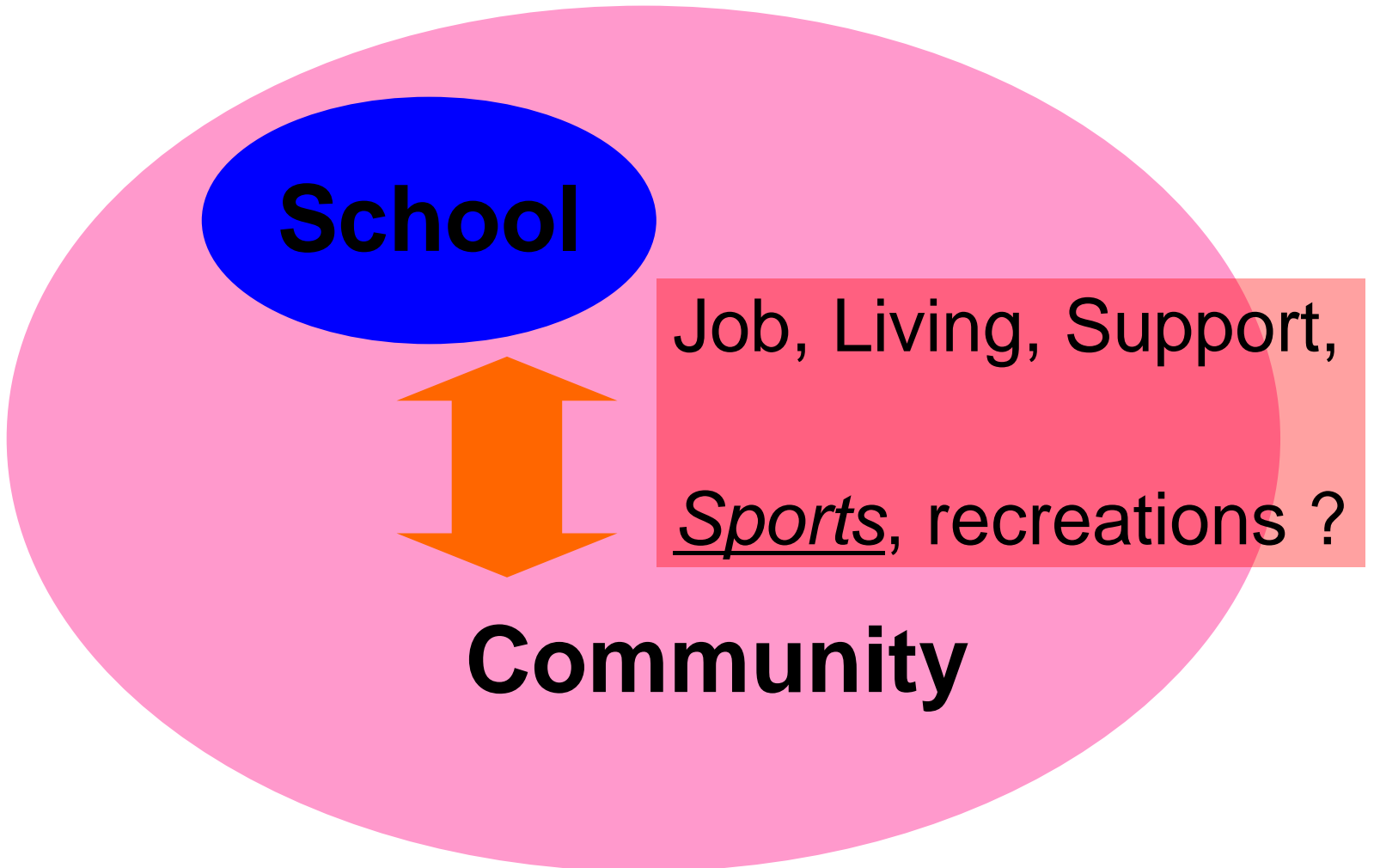
(3)As for the result of physical activity investigation, Obese case's amount of the physical activity was little.

- In addition, they needed sports facilities for physical exercise with the person who supported the physical exercise program.
- To maintain their health, they needed the place and continuous support to engage in sports.
- It was suggested that giving the opportunity to engage in daily sports is necessary for people with intellectual disabilities to maintain a healthy life.

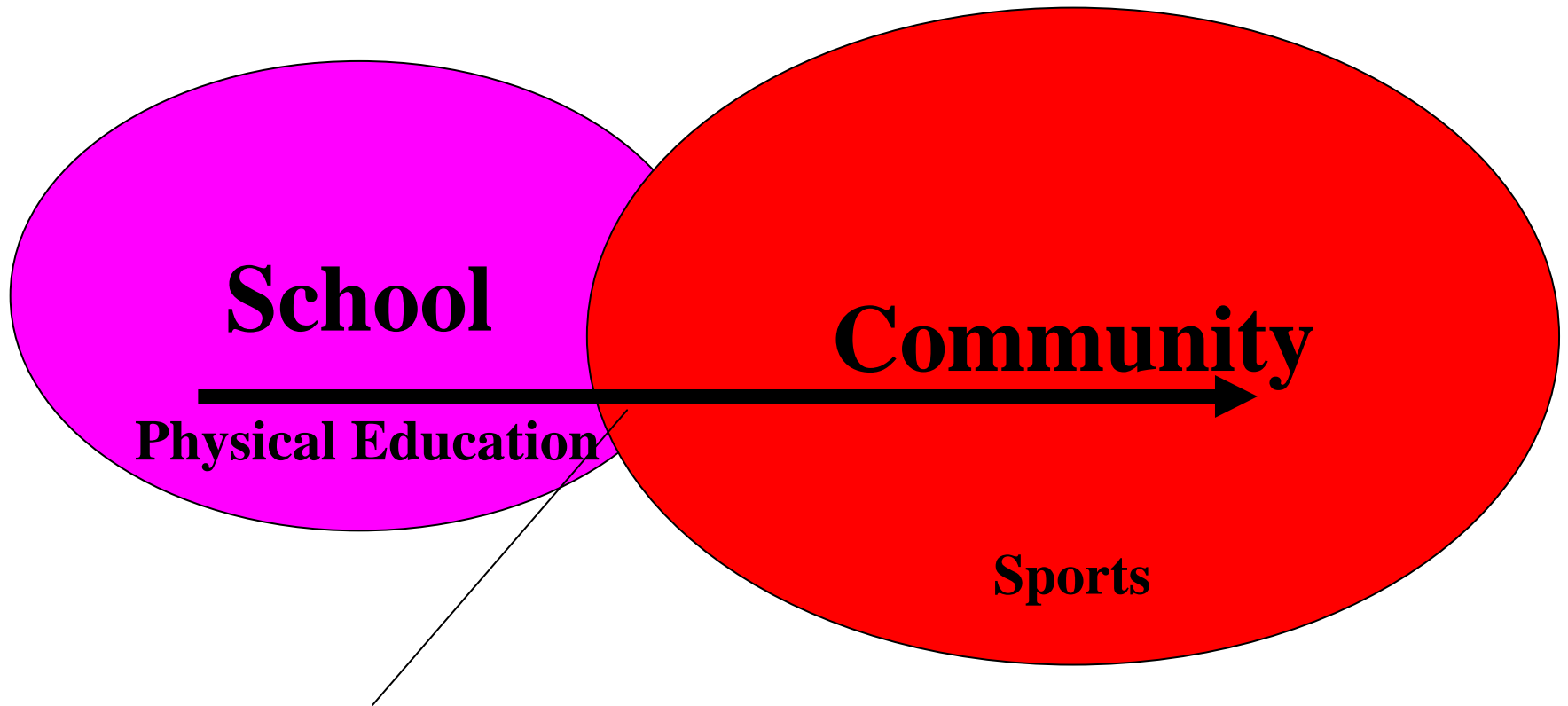
New Low for parson with disability

2006,2007

Assistant for independent special support education



Issues at the transition



Continuous support

Assistant /Supporter
Facility or Place

Demand for education

-for independent living of disability-

- Attitude:
perforation, cooperation,
- Skills :
using of sports facility, transport, getting
the information

Questionnaire survey of inclusive physical education in Hokkaido

A part of national research of inclusive physical education 2006-2008

- Subjects

300 elementary schools

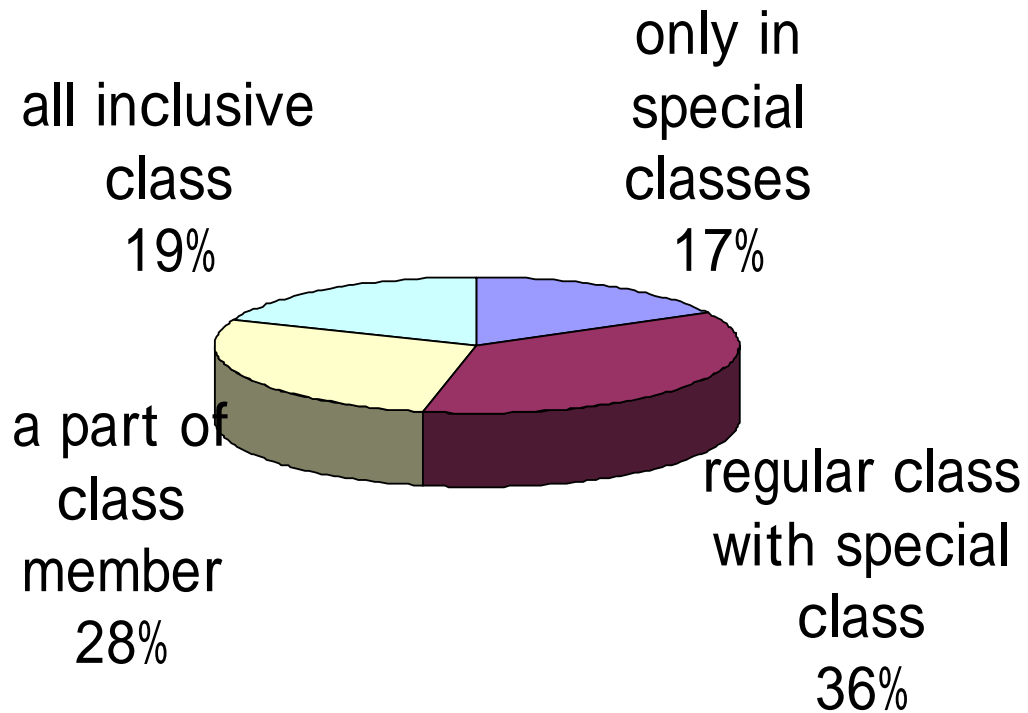
280 junior high schools

- Teachers of special education classes

- Oct.10, 2006~ Oct. 27, 2006

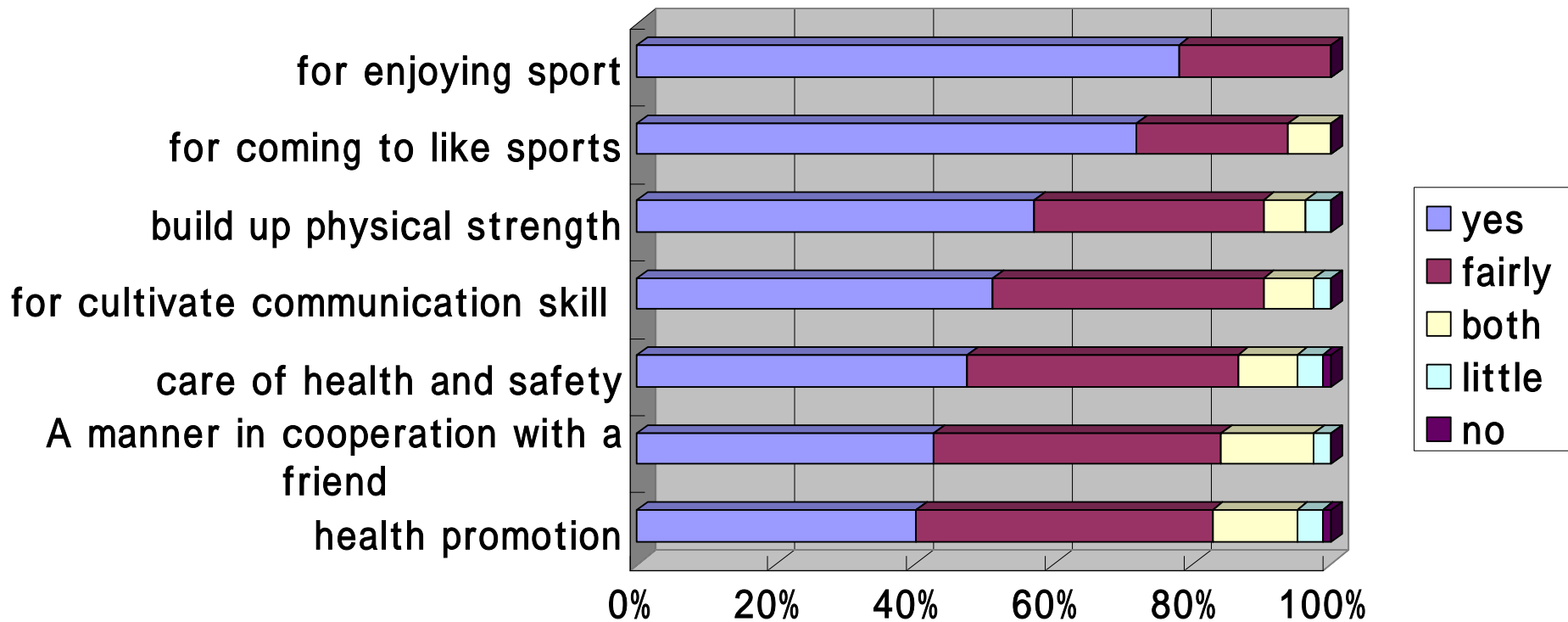
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- Elementary school: 102/300 34%
 - Junior high school: 92/280 : 33%
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The statistic in this research is correct as of October 21, 2006

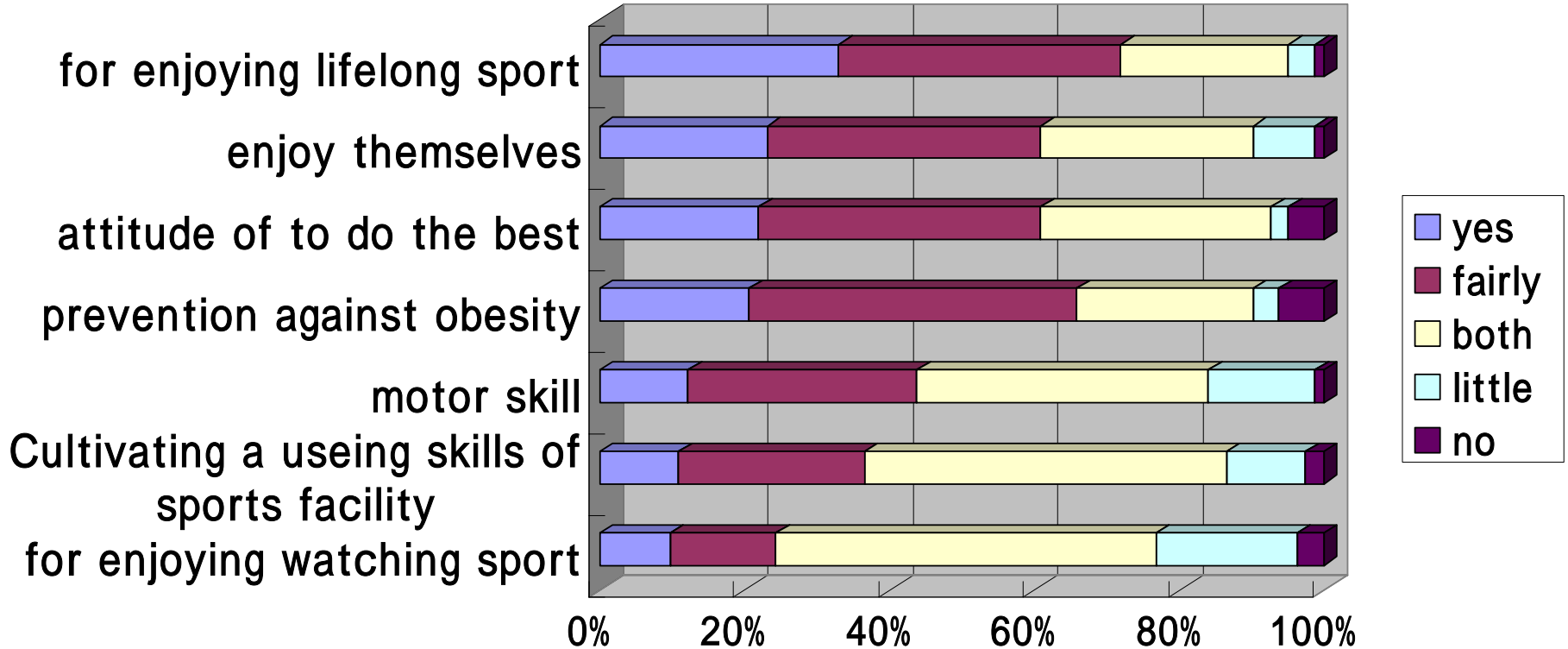


class style

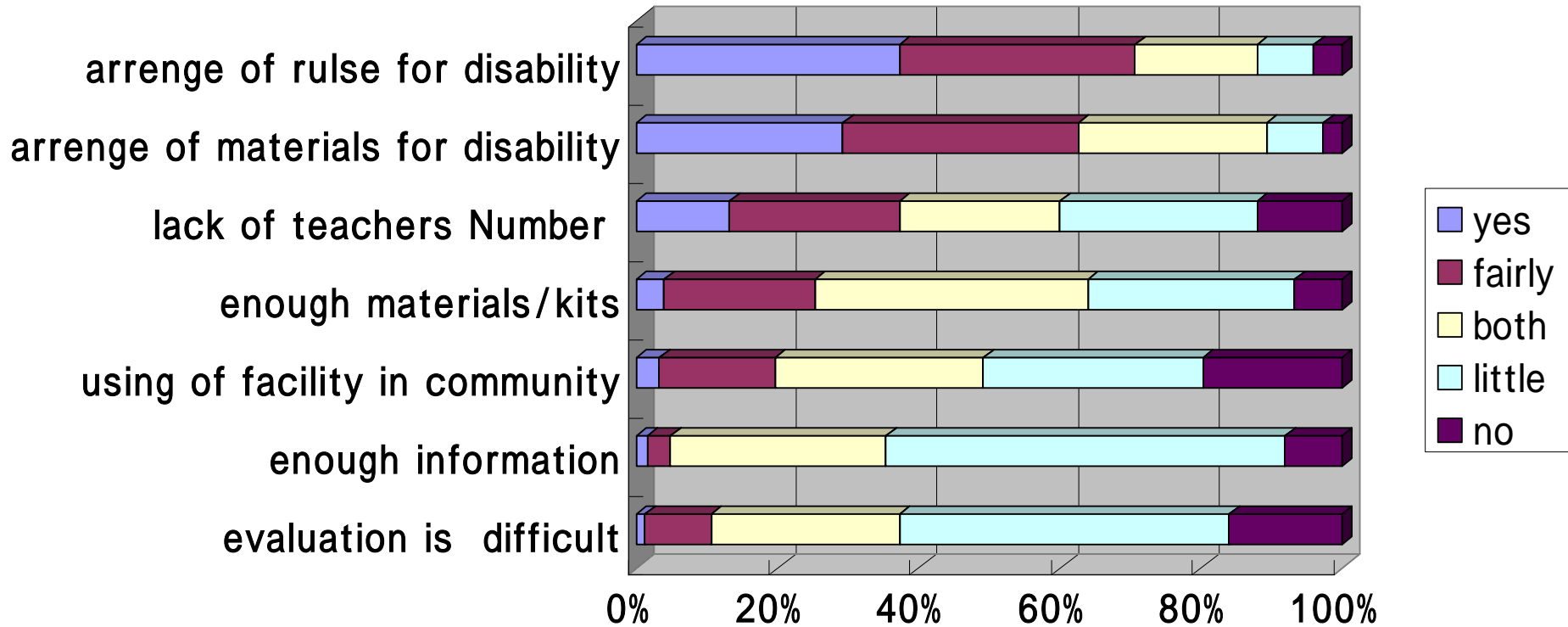
Purpose of physical education for child with disability ?



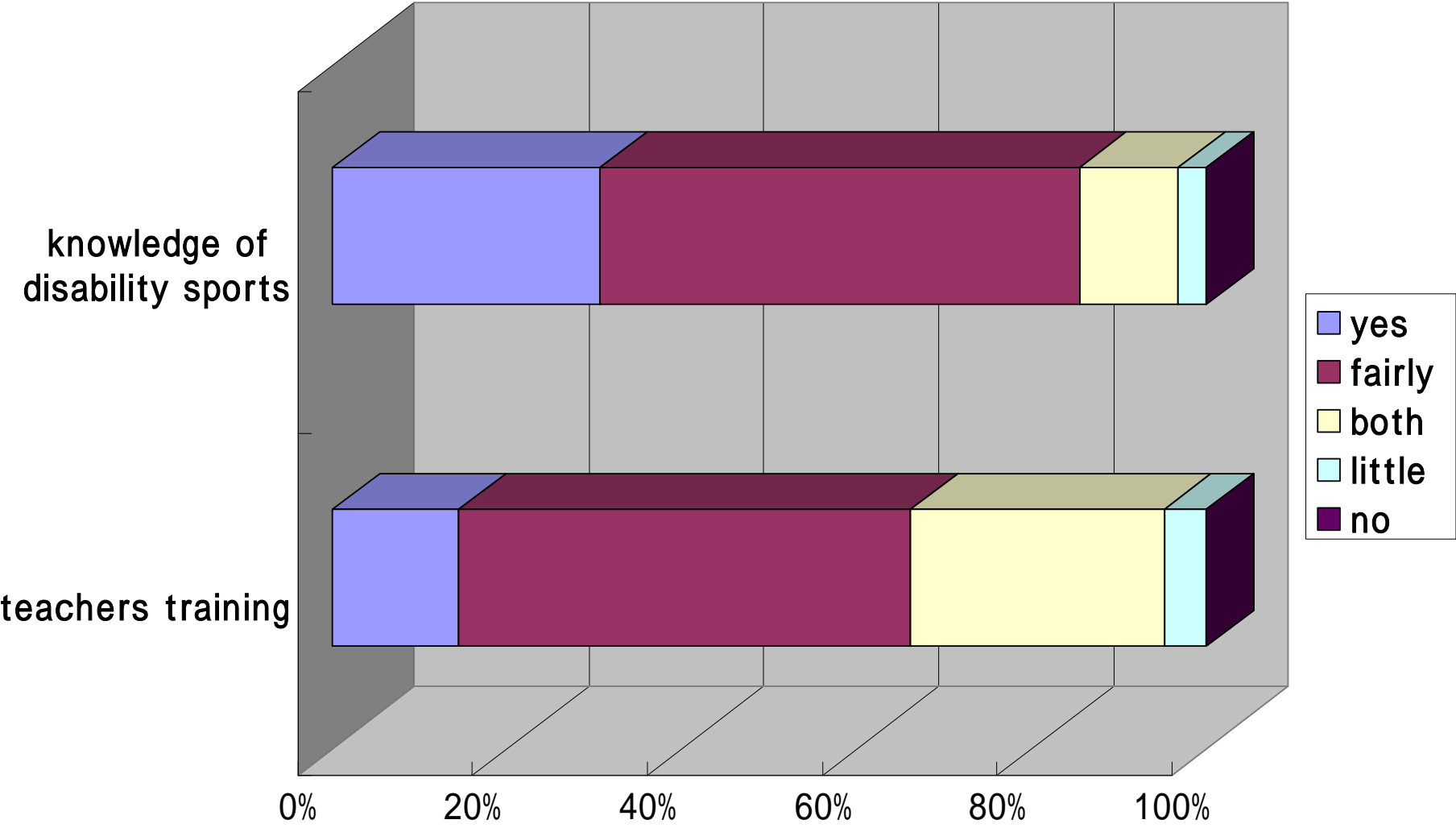
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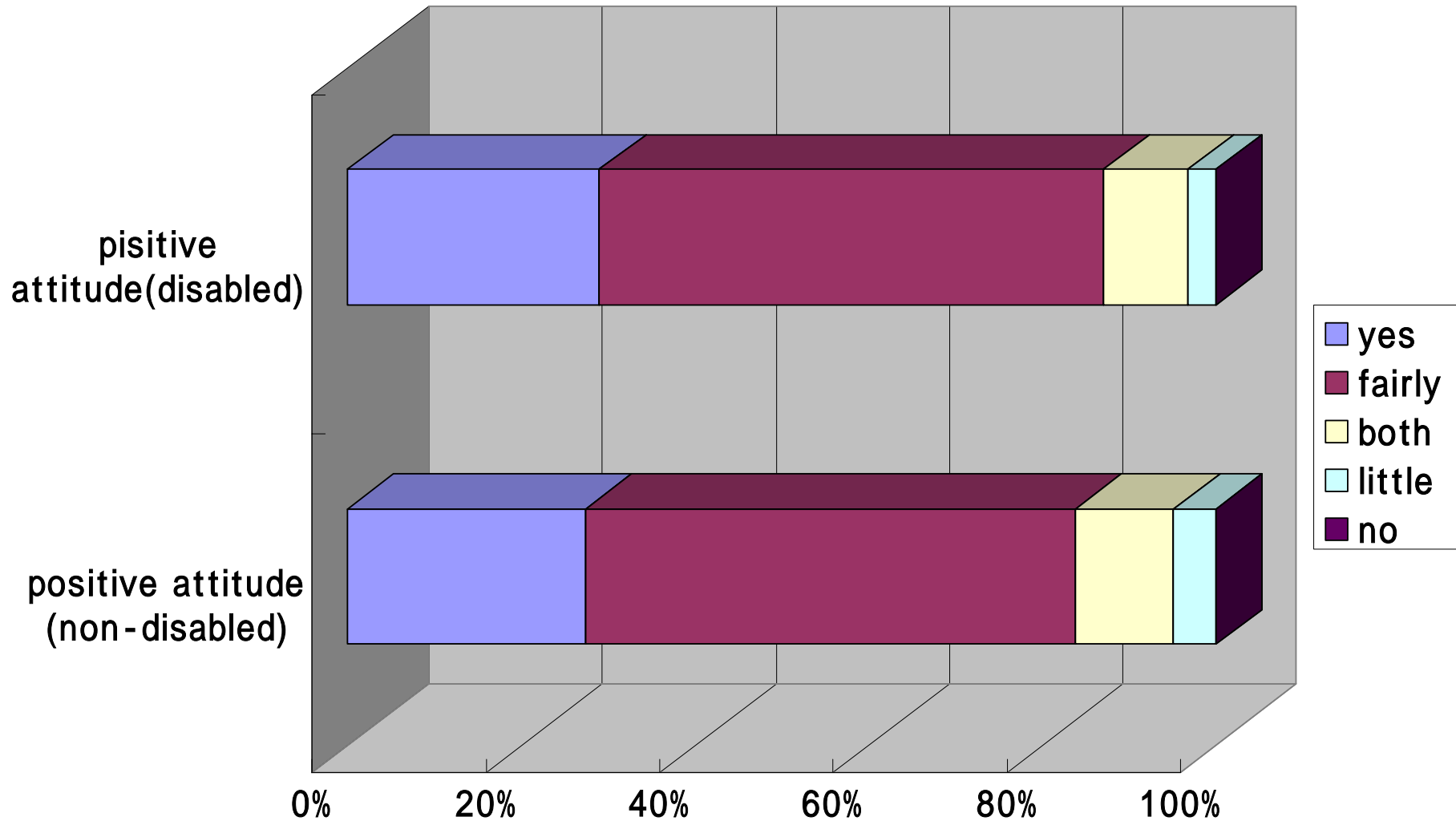
About physical education of your school ?



Needs for physical education of disability



Effects of inclusive physical education



Case study of physical education class

- The last reports will be introduced the practices of elementary schools in Hokkaido that are trying to incorporate inclusive physical education, and the support systems within this subject.

Case

- Kurisawa elementary school
-

- Style:
 - 2 regular class and a special support class
 - Inclusive physical education class
-

- A autistic boy

- It is relatively easy to let pupils with disabilities join in general physical education, but more difficult to support and organize useful activities and environments for all pupils.
- Practically changing rules and creating tasks with small steps are important for the inclusive setting.

- In order to maximize the ability of pupils with disabilities to achieve in a standards environment of physical education, school must reorganize around collaborative practices that engage peer, build the capacity of both regular and special class teachers to think new ways, and fully embrace the tenets of inclusive education.