

PP - (21143) - ELEMENTARY SCHOOL FACILITIES NECESSARY FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES -THROUGH THE CHANGING DAILY LIFE WHICH COVID-19 SHOWED US

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Research or practical problem and objectives

In Japan, the project to reduce the maximum number of children in a class of elementary schools to 35 is under way. Still, 35 is quite large, moreover, simultaneous teaching by one class-teacher is common in Japan. This condition might cause distractions for the children, especially for those with developmental disabilities enrolled in the ordinary class.

In order to sustain their educational opportunities, appropriate school facilities are required to support their concentration. However, there are few quantitative studies about their needs. Therefore, the author conducted a web questionnaire to the parents of children with developmental disabilities, and examined the relationship between the types of children's difficulties and the school facilities they need. Furthermore, because COVID-19 showed us the possibility of lockdowns, the author also tried to clarify which school facilities are desired to use during school closure.

Methods and process (for empirical research)

The questionnaire survey was conducted to the parents of children attending support classes for the developmental disabilities in 11 elementary schools in the same municipality near Tokyo, Japan. The number of target children was approximately 1,200, and a total of 168 questionnaires were collected resulting in a response rate of 14%.

The author sorted the children into the five difficulty-tendencies: Attention-Deficit, Hyperactivity-Disorder, Learning-Disability, Autism-Spectrum-Disorder, and Hypersensitivity, then examined the difference in their needs for 8 school facilities. School facilities necessary during long-term school closure were collected as free-form responses, and also examined according to the difficulty-tendency.

Main results preview and importance (or main arguments in the case of critical reviews)

The result showed that the difficulty-tendency may cause different needs, and some needs for facilities which are rarely set up in Japanese ordinary schools were also found. In the case of school closure, those children who seemed to need the relief of stress caused by daily school activities also showed some needs for school facilities. Going to school itself may be considered as a stress relief.

Palavras-chave : Elementary school, School facilities, School closure, Developmental disabilities, COVID-19