

[Case study]

Collaborative Support for Student with Challenging Behavior in Regular Classroom

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Abstract

We provided behavioral support for a child displaying challenging behavior in a regular elementary school classroom. In order to verify the effectiveness of support through collaboration between the child and the supporters, support policies and content were determined through discussions with the child concerned each time. As a result, the child's problematic behaviors decreased, and the decrease was maintained for up to six months after ending the support. In addition, the questionnaire results indicated that the support's effectiveness was evaluated highly despite the minor burden placed on teachers. These findings suggest that children's behavioral problems can be decreased, and their understanding of their difficulties and interventions can be increased by discussing support needs with children. This procedure may help develop an attitude of searching for a solution among children facing new challenges.

Keywords: challenging behavior, collaboration, regular classroom

1. Introduction

According to the Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2022), approximately 8.8% of students in regular classes are suspected of having developmental disabilities. In contrast, the estimated percentage of students judged as requiring special educational support by the school committee is 28.7%. Therefore, it is necessary to provide support tailored to the special educational needs of students, regardless of whether they have disabilities.

Hirasawa, Jinno, and Hiroshima (2006) surveyed regular elementary school classroom teachers and identified "violence," "excitement," "standing and walking," "selfish behavior," and "talking and yelling" as the most prevalent behavioral issues requiring immediate attention and improvement. When discussing changes in behavioral problems across grade levels, they emphasized that the nature of these problems evolved with higher grades. They highlighted the possibility of these issues escalating into secondary problems in upper grades, such as transitioning from "difficulty in behavior" and "struggling to keep up with group pace in lower grades" to "violence" in interpersonal relationships during middle school years and finally to manifestations such as "apathy" and "truancy" in the upper grades. Beppu (2013) pointed out that the quality of behavioral problems might change as the school year progresses, developing into secondary problems in older grades. Beppu (2013)

also reported that teachers experienced difficulties in early childhood and early elementary school due to hyperactive-impulsive behavior and interpersonal issues; however, as students reached the upper grades, they experienced teaching challenges due to problems arising from low self-esteem and secondary disorders. These findings suggest the importance of providing appropriate support before secondary issues occur.

Numerous functional assessments have been conducted to address such behavioral issues, accompanied by support interventions. For instance, Okubo, Takahashi, and Noro (2011) focused on enhancing participation in daily activities. Okitsu and Sekido (2007) addressed issues such as shouting, standing, scribbling, and touching classmates. Noguchi and Noro (2006) focused on aggressive behavior. The effectiveness of support using functional assessments was consistent in regular classrooms.

When providing support in a regular classroom, it is preferable for teachers who have frequent opportunities to interact with children to provide ongoing daily support rather than rely on an outside specialist. However, teachers must conduct classes and may struggle to support children with special needs in parallel with classes. Okamoto and Kamiyama (2018) analyzed instructional and support studies of functional assessment. They found that in studies with high support effectiveness, experts and people in the support environment “collaborate” in all stages of goal setting and instructional and support planning for target children, as well as in identifying the actual situation and setting goals.

Regarding such collaboration between specialists and people in the support environment, Okubo, Fukunaga, and Inoue (2007) provided individual support to children who showed behavior issues and, at the same time, established a support system in the school. Consequently, the behavioral problems of the target children decreased, and their appropriate class participation and task-oriented behaviors increased. They also reported that the role of providing individualized support shifted from the staff of the university consulting organization to the school staff. On the other hand, Okubo (2022) points out the existence of “information unique to the supported child” and suggests that this information may play a crucial role in developing behavior support plans. This indicates that collaboration not only among supporters but also with the child being supported is essential. However, the effectiveness of procedures where the supported child and the supporters work together, discussing and deciding the support content, has not been verified.

This study presents new findings on the support provided to a child exhibiting behaviors such as leaving their seat in class, low motivation, and hitting classmates daily. This study examines individualized support for a target child and the assistance offered by the homeroom teacher. In addition, we discuss the results and challenges associated with this support. In this study, we define collaboration as the process of determining and improving support goals and methods through repeated discussions with the subjects themselves. We also examine the effectiveness of providing support through collaboration.

2. Methods

2.1 Target Child

The study focused on a fourth-grade boy, hereafter referred to as “Child A” (nine years 11 months of age at the start of support) , enrolled in a regular class at a public elementary school. Child A’s Wechsler Intelligence Scale for Children 4th Edition (WISC-IV; Wechsler, 2003; Wechsler & Japanese WISC- IV Publication Committee, 2010) results (nine years and 10 months old at

the time of testing) revealed FSIQ 79, VCI 78, PRI 87, WMI 91, and PSI 78 . The ASIST School Adjustment Skills Profile (Hashimoto, Kumagai, Otomo, Hayashi & Kanno, 2014) was administered in April 20XX. The results indicated that the children performed in grade-level manual dexterity and social skills. However, he lagged three grades behind in verbal expression and behavioral control, performing at the first-grade level in elementary school. Regarding special support needs, Child A required general support in learning, motivation, concentration, and hyperactivity/impulsivity. Child A has never sought medical consultation for developmental concerns, and there was no diagnosis of disability.

From the beginning of his schooling, Child A exhibited behaviors such as leaving his seat during class, standing around the classroom, and reacting strongly to trivial incidents by hitting his classmates.

Child A's class comprised 30 students, including him. Although many children in the class were proactive in providing assistance, they often struggled to understand Child A's intentions and were subjected to verbal abuse. The homeroom teacher faced challenges in providing appropriate guidance and support for Child A and occasionally resorted to emotional reprimanding. Despite discussions with the special needs education coordinator, a teacher in the same grade, and the school health nurse on how to address Child A's behavior, an effective remedy could not be identified.

2.2 Support Period and Situation

Assessments and classroom support were conducted from April 20XX to March 20XX+1, excluding summer vacation. The first author, a clinical developmental psychologist, visited the elementary school once a week as an assistant teacher ("AT," henceforth) to observe and intervene with Child A. On the remaining four days, the first author requested the homeroom teacher to continue supporting Child A in line with the first author's approach.

2.3 Support Procedures

2.3.1 Implementation Conditions for the Homeroom Teacher

The following implementation conditions were confirmed upon discussion with the homeroom teacher: (1) Engaging in conversation with Child A and addressing his questions during desk-to-desk instruction. (2) Allocating time at the end of the morning meeting, after each class, and after school to evaluate Child A's behavior. (3) Providing Kana alongside each Kanji that are difficult to read after a discussion with Child A when he commences a new unit in Japanese and other subjects. (4) Discuss support strategies for Child A during lunch breaks and other times. (5) It is impractical to constantly attend to Child A and respond to him during class. Additionally, the confirmation of implementation conditions was conducted between the baseline period and Phase I.

2.3.2 Functional Assessment of Behavioral Problems

The homeroom teacher and AT discussed and determined the target challenging behaviors. Considering the impact on other children, two items were selected: (1) Leaving one's seat during class and (2) hitting classmates and exhibiting aggressive language and behavior ("harming behavior," henceforth) .

Next, using the Motivation Assessment Scale (MAS) (Durand & Crimmins, 1992) , the homeroom teacher assessed Child A's behavioral issues. Children's escape behaviors scored 3.0, 1.8, 1.5, and 0 for escape, demand, sensation, and attention, respectively, indicating a tendency to avoid or evade tasks. Regarding harming behavior, the scores were 4.3 for demand, 2.0 for escape, 0.8 for sensation, and 0.5 for attention, indicating a desire for objects/activities.

Behavioral observations conducted during the same period revealed the following.

Child A experienced difficulties in reading and writing and could only comprehend second-grade Kanji. He frequently left his seat during class, especially when asked to copy a large amount of writing from the board or read aloud or silently from a textbook. Additionally, his motivation for learning was low, and he often expressed sentiments such as, “I don’t understand” or “I don’t want to do it anymore” during class. In the Japanese class, Child A often mumbled, “I don’t want to do it because I don’t understand Kanji characters,” indicating a strong aversion to writing and reading Kanji characters. However, in small-group math classes divided by proficiency level, Child A demonstrated an eagerness to tackle tasks, actively participating by raising his hand, asking questions to the teacher when faced with challenges, and engaging in the learning process.

Furthermore, Child A frequently left his seat when he misunderstood or missed the homeroom teacher’s instructions. When reminded to sit down, he responded, “I’m watching you now, so don’t get in my way.” It can be inferred that he understood what he needed to do at the time by observing his classmates.

Based on the above, it was inferred that Child A lacked basic academic abilities and skills and would leave his seat to escape situations where completing tasks proved challenging. Additionally, when unable to comprehend instructions from the homeroom teacher and uncertain about the tasks, Child A left his seat to observe his classmates and understand the instructions.

According to reports from the homeroom teachers, Child A often reacted impulsively and emotionally, blaming or hitting classmates for trivial incidents. Direct observations indicated instances of harming behavior when Child A struggled to articulate thoughts or failed to convey opinions effectively. When calm, he engaged in activities such as dodgeball and tagging with classmates in the schoolyard during recess, discussed the TV program he had watched the day before, and intervened in fights. Hence, it was inferred that Child A struggled to express himself appropriately to others due to immaturity in verbal expression and difficulty in controlling emotions. As a means of expression, he resorted to hitting classmates and using aggressive language and behavior.

Based on the above, Child A’s behavioral problems served two functions: escaping from challenging situations– demanding attention to obtain instruction from his homeroom teacher and classmates– and expressing his intentions.

2.3.3 Support Planning Based on Functional Assessment

Figure 1 summarizes the information obtained regarding behavioral issues according to O’Neill, Albin, Storey, Horner, Sprague, & Newton (1997) functional assessment framework. As shown in the bottom of Figure 1, strategies for antecedent conditions, such as situational factors, strategies for the immediately preceding situation to prevent challenging behaviors, strategies for behavior aimed at forming alternative behaviors that were functionally equivalent to challenging behaviors, strategies for outcome conditions that reduced challenging behaviors by responding to challenging behaviors and forming and strengthening desired behaviors and alternative behaviors were implemented. When providing support, the content was adjusted through ongoing discussions with Child A, while also considering the feasibility for the homeroom teacher to implement the support plan. Table 1 presents an example of a discussion with Child A.

(1) Strategies to deal with situational factors

To deal with the behavior of Child A leaving his seat, we worked with the homeroom teachers and ATs to mark Kanji that were difficult to read with rubies before starting a new unit of study in each subject class. Additionally, a fill-in-the-blank printout was prepared to copy the board’s content. The amount of copying was determined as needed after discussions with Child A.

Table 1 Examples of Discussion with Child A

Selection of Kanji for Adding Ruby Characters

“Are you not going to customize the textbook?” suggests the AT, proposing to add ruby character to the textbook. Child A responds, “I can read this kanji, so it’s fine,” and requests, “Please write (ruby) for this kanji.”

Choosing the Amount of Board Writing for Visual Copying

Proposing an amount that seems manageable to write on that day, such as “Today, I can write up to this point,” “Last time, I wrote two lines, so today I’ll write three lines,” “This character is challenging, so I’ll write it,” etc.

Observe the behavior of classmates when instructions are unclear

When asked about the method to confirm what classmates are doing without leaving the seat, the response was, “Ask B-kun (a close friend of Child A) to come over.” However, since B-kun’s seat is currently far away, Child A responded, “Can I look at C-chan (a classmate in the next seat) ?” accepting the suggestion from the AT after asking again, “Do I have to look at B-kun?”

Thinking of ways to release feelings of anger.

After taking deep breaths, the anger didn’t subside. Tearing paper is not possible without paper nearby. The method of jumping suggested by the teacher is good, but punching my own palm was also effective. Based on the results of these practices, the methods for releasing emotions were adjusted.

For the harming behavior, we explained the background of his misbehavior and how to respond to all the children in the class

(2) Strategies for immediate triggers

The homeroom teacher provided considerable desk-to-desk guidance so that students could be encouraged by teaching and praise, among others . In addition, the homeroom teacher and AT checked the progress of the assignments and asked if there were any questions so that the students could request assistance.

In response to the harming behavior, the homeroom teacher and AT taught appropriate ways of expression in situations where the child could not express his opinion as desired and became hesitant to express it. In addition, in situations where emotions were high, he was instructed to practice a method of venting that had been decided upon in advance, in consultation with Child A. The specific method will be explained in the next section.

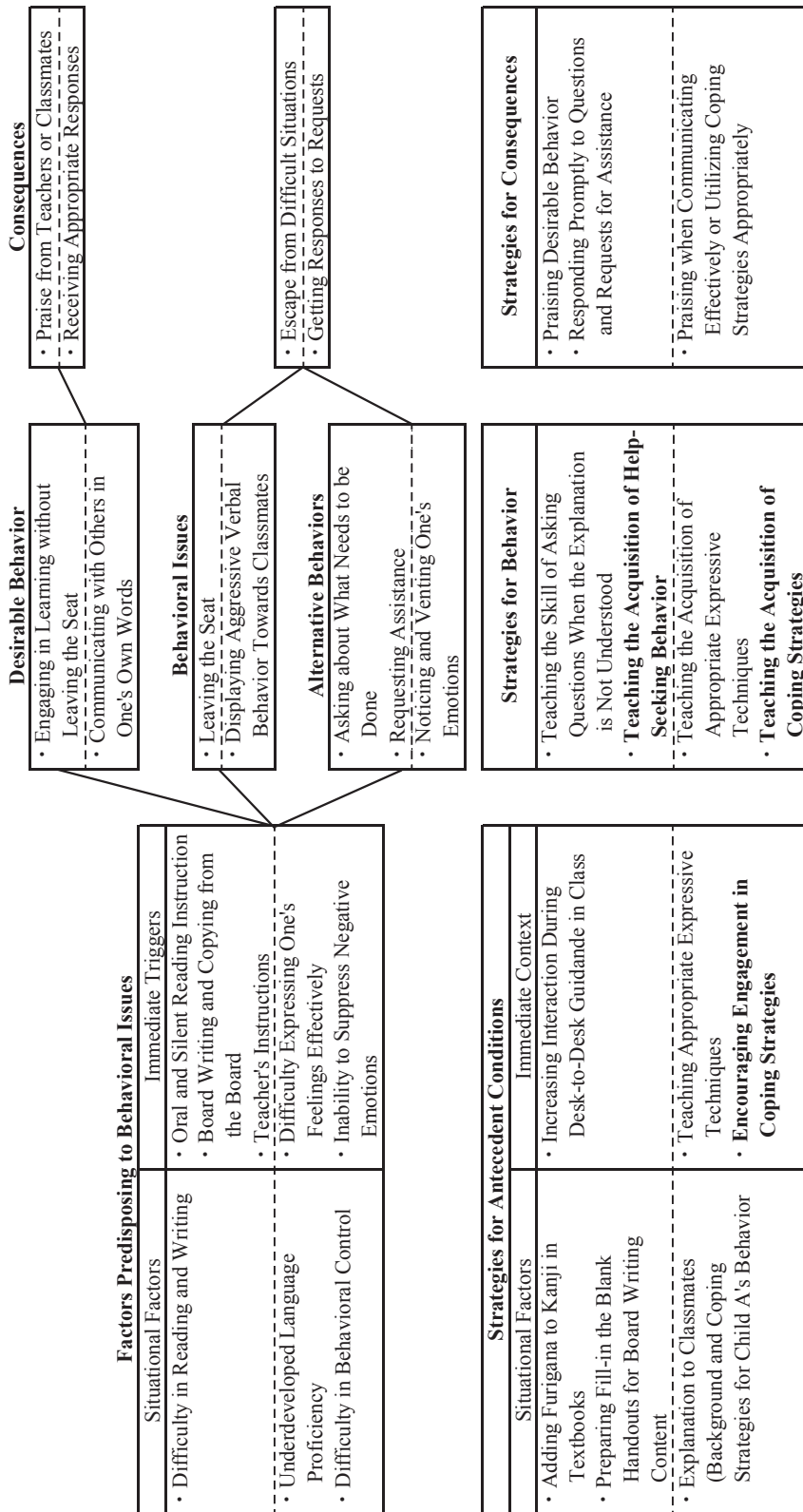
(3) Strategies for behavior

Regarding leaving the classroom, Child A was taught to raise his hand and ask questions if he did not understand the homeroom teacher’s explanations. When the teacher was not near, Child A was instructed to behave like his classmates and ask his peers in a quiet voice if he could not understand what was being taught.

For addressing harming behaviors, we allocated 10 minutes of lunch break to discuss ‘how to express Child A’s own opinion’ and ‘methods to alleviate feelings of frustration’. We discussed how to communicate in a manner that was easy for others to understand. We also discussed how to vent his frustrations by modeling and rehearsing methods such as deep breathing, cooling down, and jumping on the spot.

(4) Strategies for the outcome condition

The basic approach was not to respond directly to Child A but to give him brief reminders when he was interfering with learning or when he seemed to be getting into trouble with their classmates. When desirable behaviors were observed, such as staying in class, making appropriate



*New initiative implemented in Phase II are indicated in bold

Figure 1 Support Plan Based on Functional Assessment

requests to classmates, and taking action to release anger, the homeroom teacher, classmates, AT, and others praised Child A. In addition, alternative behaviors, such as responding to questions, comments, and instructional requests related to lesson content, were also immediately reinforced.

(5) Cooperation with other parties

The homeroom teacher and AT held meetings after school every time, albeit for a short period, and the homeroom teacher reported how the child was doing at home as needed. Information on each support method was shared with the parents as needed through a contact book.

2.3.4 Support Schedule

(1) Baseline phase (“BL Phase,” henceforth) (April 13 to April 20)

The homeroom teacher responded to Child A’s challenging behaviors in the usual manner, including cautions and reprimands. As the homeroom teacher wanted to improve behavioral issues as soon as possible, the baseline measurement was conducted only twice.

(2) Phase I (April 27– July 13)

The homeroom teacher and AT actively supported Child A leaving the classroom. Specifically, we proposed using rubies for difficult-to-read Kanji characters in textbooks and printouts to fill in holes on the board when entering a new unit. We asked Child A to decide whether to adopt the support plan. For harming behaviors, we provided instructions on “how to express opinions” and appropriate ways of expressing them.

(3) Phase II (September 7–December 21)

Support was given to Child A for his behavior of leaving his seat based on his request for assistance. After the discussion, we adjusted the amount of ruby for difficult-to-read Kanji characters in the textbooks, the use of printouts to fill in holes on the board, and the amount of reading and copying. When the homeroom teacher’s instructions were not well understood, Child A was instructed to watch his classmates. In addition to harmful behaviors, Child A was taught “how to resolve frustrated feelings” and was instructed to take pre-determined coping actions when his feelings of anger rose.

(4) Phase III (January 11–March 15)

The homeroom teacher and AT did not provide verbal instructions and only provided assistance when Child A requested assistance.

In addition, no clear criteria have been set to change the procedure. However, Child A expressed a desire to change the method of support when the school term changed; hence, the decision was made to change the method of support for each school term, taking into consideration the opinions of Child A, his homeroom teacher, and others, as well as the incidence of behavioral problems.

2.4 Evaluation of Results

2.4.1 Evaluation of Behavioral Problems

As the first author assumed the role of the AT in class, providing support for other children as needed was essential. Therefore, the evaluation was conducted as outlined below.

Away-from-classroom behavior was assessed weekly during the first through third periods of the school day in classes taught by the homeroom teacher, for a total of 135 minutes. If another teacher was responsible for the class during this timeframe, the measurement was conducted during the fourth or fifth school period. The homeroom teacher and AT recorded instances of Child A leaving his seat during class, and the calculated frequency was reviewed after school. The observed classes were held on the same day each week, mainly consisting of Japanese, mathematics, and social studies lessons.

Considering that harming behaviors occurred more frequently during recess than during class, in addition to the observed time of Away-from-class behavior, the 20-minute recess between the second and third periods (“recess,” henceforth) was also included in addition to the class period, which was 155 minutes. Since the homeroom teachers often could not observe mid-break measurements, the AT observed Child A and recorded the number of instances observed.

Away-from-classroom behavior included standing and walking around the classroom without permission from the homeroom teacher or AT, lying on the floor, crawling under the desk, and other actions unrelated to the class content.

2.4.2 Social Validity

A questionnaire was administered to the homeroom teachers, grade teachers, special support education coordinators, and school health nurses after the support period to assess the validity of the support methods and their effects. The questionnaire posed the following questions on a five-point scale (agree, slightly agree, neither agree nor disagree, slightly disagree, and disagree) : “Do you think Child A’s behavior at school has changed?”, “Do you think Child A’s behavior at school has changed?”, “Do you think the classmates’ involvement with Child A has changed?”, “Do you think the classmates’ involvement with Child A has changed?”, “Do you think there has been a change in classmates’ interaction with Child A?” The homeroom teachers were also asked to respond on a five-point scale (agree, somewhat agree, undecided, somewhat disagree, and disagree) and provide reasons for their answers. Additionally, the homeroom teachers were asked to answer similarly to questions like “Do you think the support methods are effective?” and “Did you feel that the support methods were burdensome for the teachers?”

2.5 Ethical Considerations

The school principal and parents were informed verbally and in writing about the support provided to Child A and the intention to publish the support results. Approval was obtained from all the patients. This study was conducted with the endorsement of the Research Ethics Committee of Tokyo Gakugei University (receipt number: 153) .

3. Results

3.1 Transformation of Behavioral Problems

3.1.1 Behavior Away from Seat

Figure 2 shows the number of times Child A left his seat in the third period: 4.5 times, on average, were observed during the BL period. In the first period, when the homeroom teacher and AT actively introduced the use of ruby characters and printouts to fill in the blanks on the board, the average number of times the child left his seat was 4.1. However, since Child A commented that “it is difficult to read when there are both Kanji and furigana,” we changed to writing ruby with a red ballpoint pen to distinguish Kanji and ruby from observation occasion “5.” In the second period, the average number of leaving behavior occurrences decreased by 1.2 times, and in the third period, leaving behavior was almost non-existent.

3.1.2 Harming Behavior

Figure 2 shows the number of instances in which Child A engaged in harmful behaviors toward other children during the third period of class and the midday break. The average number of occurrences decreased to 1.3 in Phase I, when Child A was taught how to express his opinions during the midday break and how to express himself appropriately when he could not convey his

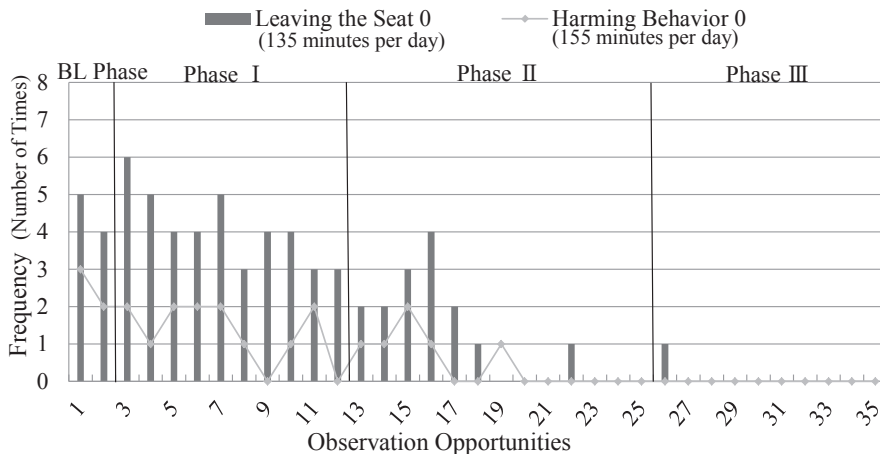


Figure 2 Changes in the Occurrence Frequency of Target Behaviors

feelings to others. In Phase II, when Child A was taught “how to resolve frustrated feelings” and how to practice it, the average number of occurrences decreased to 0.5. In particular, the occurrence of other harmful behaviors was observed in September, when the subjects experimented with coping behaviors to release their feelings of anger. However, after October, when they found a method that suited them, the number of occurrences decreased to zero, except for 19 occasions observed.

3.2 Episodes Related to the Transformation of Child A and the Class

In Phase I, the homeroom teacher reported that while the child’s motivation to participate in class increased through the use of ruby for difficult-to-read Kanji characters in the textbook and fill-in-the-blank handouts, he frequently left the class on days when the AT was not present. In addition, the homeroom teachers reported that, although aggressive behaviors toward classmates decreased, the frequency of such behaviors increased in the latter half of the week and when Child A was tired because he could not regulate his emotions.

In Phase II, he could request assistance from his classmates when the AT instructed him, and his understanding of class content improved, enabling him to engage in learning without leaving his seat. Concerning other harmful behaviors, after instructing Child A, he adopted coping actions that had been discussed and decided upon in advance and regulated his emotions.

In Phase III, Child A spontaneously requested assistance from his classmates and raised his hands to speak more often. In addition, the homeroom teacher reported that Child A could sit in class and participate even when the teacher was absent. Concerning harmful behaviors, it was observed that Child A was able to perform coping behaviors without instruction from the AT. In addition to the coping behaviors discussed and decided upon, some children seemed to think of other ways to cope independently. The homeroom teacher reported that as the class changed, Child A began to request assistance from his classmates, increasing the assistance orientation of the entire class, the number of children who provided assistance to classmates other than Child A, and the number of children who requested assistance from the children around them.

In October 20XX+1, Child A’s homeroom teacher interviewed the child, reported no behavior of leaving his seat or harming others and that the number of times he actively raised his hand and spoke up during class increased. The homeroom teacher also reported that Child A had begun to show leadership, for example, by requesting quietness when the class was noisy.

3.3 Social Relevance

The results of the questionnaires for the four teachers were as follows. The special needs education coordinator gave an “undecided” response to the question, “Do you think the classmates’ involvement with Child A has changed?” However, the other three items were positively evaluated by all respondents. When the homeroom teachers were asked about the effectiveness of the support and their sense of burden, they responded “Yes” to the effectiveness of the support and “Not so much” to their sense of burden.

4. Discussion

4.1 Transformation of challenging behaviors

4.1.1 Away from Seat

In Phase I, various measures were introduced, including writing rubies on difficult-to-read Kanji characters in textbooks and adjusting the amount of copying using fill-in-the-blank printouts on the board. Consequently, the average number of instances of Child A leaving his seat during the BL Phase was 4.5 times, and in Phase I, reduced by a factor of 4.1 times. In Phase II, when the homeroom teacher and AT refrained from giving verbal instructions but provided support at Child A’s request, instances of Child A leaving his seat became rare.

Leaving his seat was presumed to be a function of escape, and this behavior began decreasing when the child could participate actively in class by offering support to alleviate his reading difficulties and reduce the writing burden. One reason for the limited reduction in the number of times Child A left his seat during Phase I could be attributed to his difficulty understanding the homeroom teacher’s instructions, leading him to leave his seat to check on his classmates. Additionally, the child’s pre-existing aversion to learning and low motivation might have hindered him from overcoming this aversion, even when grasping the class content. He may have given up quickly on challenging tasks and maintained his escapism. However, through continued guidance tailored to Child A’s characteristics and learning comprehension, in Phase II, the perceived difficulty diminished, his motivation increased, and instances of leaving his seat decreased.

Furthermore, when faced with something that he did not understand, he was guided to observe his classmates and seek help from the homeroom teachers and peers. Establishing an environment that allowed problem-solving without the direct involvement of the AT likely contributed to maintaining seated behavior, even on days when the AT was absent.

4.1.2 Harming Behavior

In the BL Phase, the average number of occurrences of harmful behaviors was 2.5. In Phase I, it reduced to 1.3, in Phase II to 0.5, and was not observed in Phase III.

We hypothesized that as a background for the occurrence of harmful behaviors, the child experienced difficulty expressing feelings and controlling anger due to poor verbal expression skills and emotional regulation challenges. Therefore, in Phase I, we provided instructions on “how to express opinions” and specific ways to communicate effectively when facing challenges in expressing one’s thoughts. The homeroom teacher and AT taught the specific methods of expression that Child A shared with classmates, fostering appropriate responses. Consequently, in Phase I, the number of harmful behaviors was nearly halved compared with that in the BL Phase. In Phase II, we provided instructions on “how to relieve frustrating feelings” and taught predetermined coping actions when anger escalated. Consequently, the harming behavior almost ceased after Phase II. Notably, after discovering a venting method that aligned with Child A’s characteristics, in October, harming

behavior occurred only once. These results support the hypothesis that Child A's harming behavior may have a demand function and that the low level of verbal expression skills and difficulty in emotional control may underlie such behavior.

In support of leaving one's seat and harming behavior, Child A, the homeroom teacher and AT collaboratively discussed the necessity and content of support for Child A. To leave one's seat, they decided which Kanji characters to label with ruby and how much of the board was copied using memory. Additionally, to support harming behaviors, they explored ways to dissipate feelings of anger and examined the best method for Child A through practical trials. Kojima (2016) emphasized the importance of deepening self-understanding and awareness of oneself from others' viewpoints to promote multifaceted self-understanding. In this study, ongoing discussions on Child A's issues, feelings, and coping strategies facilitated self-understanding, leading to recognizing situations that required help and how to seek it appropriately. Moreover, through trial and error, practicing methods discussed with the homeroom teacher and AT, and achieving successful experiences, Child A spontaneously considered methods suitable for himself and solved problems independently. These factors enabled him to handle challenging situations independently, contributing to the absence of behavioral issues even six months after the support ended. Okamoto and Kamiyama (2018) highlighted the importance of "collaboration" between professionals and individuals in the support environment. This study suggests that "collaboration" with the subject children "in deciding support policies" may be effective. However, the effectiveness of this "collaboration" needs further examination in future studies, considering the individuality of each case.

4.2 Social Relevance

The four teachers positively evaluated Child A's conduct at school, interactions with teachers, and relationships with classmates. Furthermore, the homeroom teachers expressed positive feedback on the effectiveness of the support methods and their sense of burden. Based on these results, it can be concluded that individualized support for Child A was suitable for both the methods and their effectiveness.

4.3 Summary and Future Issues

In this study, we formulated a support plan for implementation by the homeroom teacher in a regular classroom, focusing on collaboration with the targeted child. Consequently, behavioral issues, such as leaving the seat and engaging in harmful behavior, decreased, and this positive trend persisted six months after the conclusion of the support program. Additionally, the results from the teacher questionnaire indicated overwhelmingly positive evaluations, except for the question, "Do you think the relationship of classmates with Child A has changed?" These results suggested that the support method employed in this study was effective.

Teacher interviews revealed a notable shift in classroom dynamics. Child A's requests for assistance prompted increased support from classmates directed at Child A and extended assistance to other classmates in need. Dr. Shimomura and Kobayashi (2015) highlighted that implementing class-wide social skills training enhanced relationships among children by providing more opportunities for modeling and fostering daily feedback on skill performance. This study serves as a pertinent example of positive interpersonal relationships among children. It is suggested that the modeling effect, wherein the surrounding children observed the sequence of Child A appropriately seeking help and receiving responses to problem-solving, contributed to enhancing the assistance-seeking skills of those children and fostering a proactive assistance-providing environment. However,

as this study did not investigate the classroom atmosphere or the frequency of assistance requests and provisions among surrounding children, further examination of the spillover effect on classmates is warranted in future research.

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