

School Psychology in Japan:  
Psycho-educational Services  
by a Team of Teachers, School Counselor,  
and Parents

Toshinori Ishikuma, Ph.D.  
Tokyo Seitoku University

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# Welcome to ISPA 2018 Tokyo

## Schools for Toshinori Ishikuma

- Educated in Japan from kindergarten to university.
- Educated and trained in the U.S.A from Alabama Language Institute to the University of Alabama graduate school.  
(From ABC to Ph.D.)

I learned English through TV dramas such as “Little house on the prairie” and international friendship.

Mentors: Drs. Alan & Nadeen Kaufman  
Find the child's strength through Intelligent Testing



# SDSU Supervisors: Child in the Environment

Ecological and Multicultural Approach: Understand the children through their cultures and languages



**Dr. Valerie Cook**



**Dr. Colette Ingraham**



**Dr. Carol Robinson-Zanartu**

# Supervisor: Dr. Albert Ellis (1913-2007)

Translator for Dr. Ellis in his workshop on Rational Emotive Behavior Therapy (REBT) in Japan 1997.

I was fortunate to have Dr. Ellis as a supervisor in 1990.

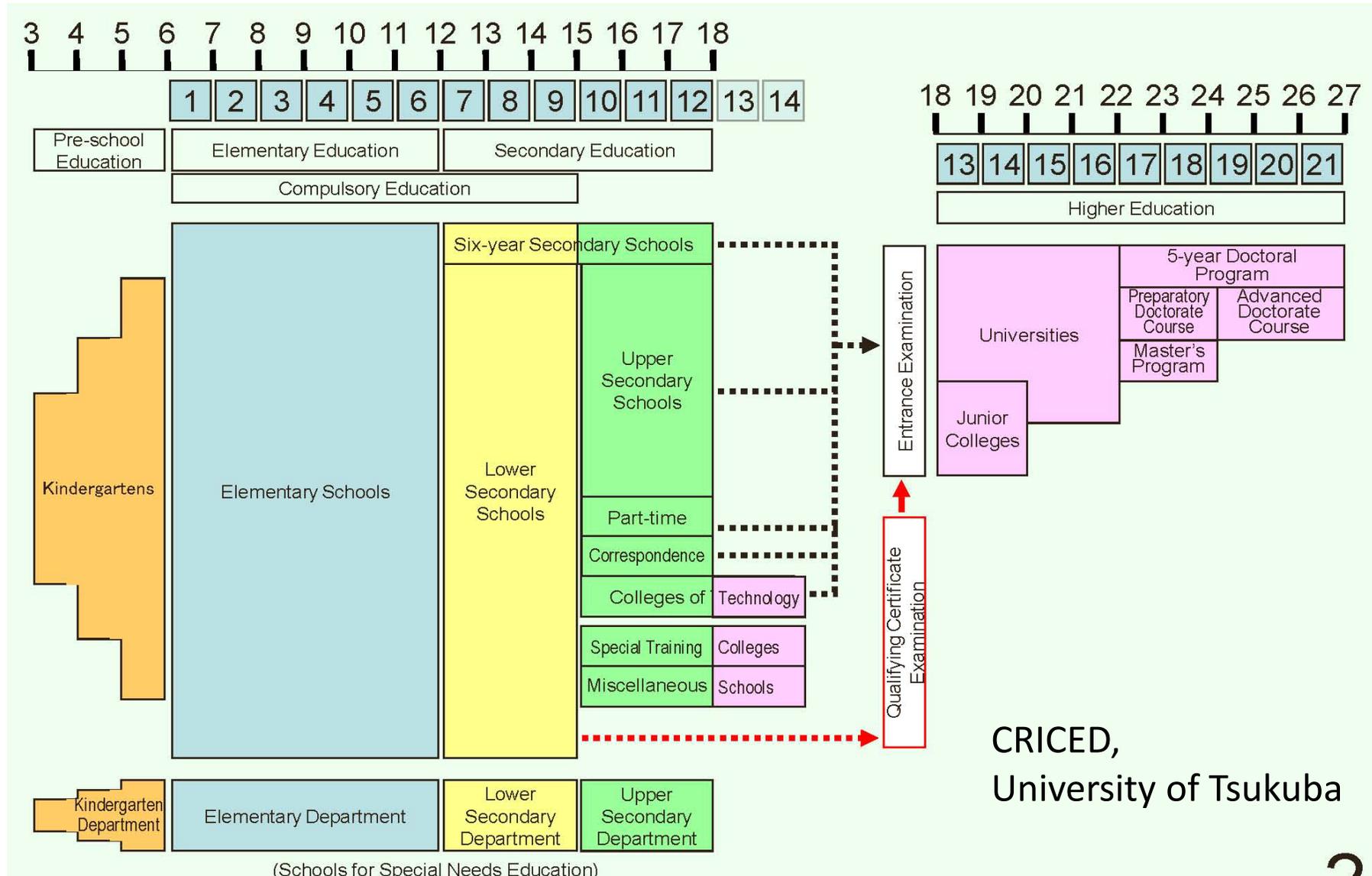
“Your session is OK as REBT, but it is a little slow.”

What did “Slow” mean?

# Key Points of the Presentation:

- What is the Japanese system of school education?
- What are main problems in school education in Japan?
- How are school psychology services provided?  
(whom it is to be helped, what is focus of helping, who are helpers, are how are students helped)
  - How were Japanese teachers and psychologists helped by international community after the crisis of March 11, 2011?
- How can we improve school psychology in Japan?
- How school psychology services in Japan might contribute to school psychology internationally?

# School Education System in Japan



# The Challenges Students Face

- **Bullying**

“A case in which a child feels distress because of psychological or physical attack by someone who has a relation to him or her” (MEXT, 2010)

**80,022 cases in elementary, junior/senior high schools, and special schools in Year 2016-2017.**

- **Non-attendance**

Students who do not attend school for 30 days or longer in a school year for some reasons excluding economical reasons and illness.

**The rate of Non-attendance students:**

**Elementary School: 0.5%**

**Junior High School: 3.0%**

[Basic Survey of School Education, 2017]

# The Challenges Students Face

- **Child Abuse and Neglect**

Number of Consultation cases referred to Child Welfare Center: **122,578 and increasing!**

[Ministry of Health, Labor and Welfare, 2016]

- **Multi-cultures and various families**

related to foreign cultures, poverty of children

number of immigrants: No.4 among OECD countries

following German, U.S.A., and U.K

# Special Needs Education toward Inclusion

- **Learning Disabilities (LD),**
- **Attention Deficit Hyperactivity Disorder, (ADHD)**
- **Autism Spectrum Disorder (ASD)**

\_A national survey (2013) revealed that there were 6.5% of students having difficulties in their learning and/or behavior and needing special educational support reported by classroom teachers

# Definition of School Psychology in Japan

- School Psychology is defined as

“**a field integrating education and psychology**, where the practices & research regarding psychoeducational services to students are discussed and integrated to improve **services helping each student deal with academic, psychosocial, health, and career problems**, & to promote student development (Ishikuma, 1999; Matsuura, 2004).”

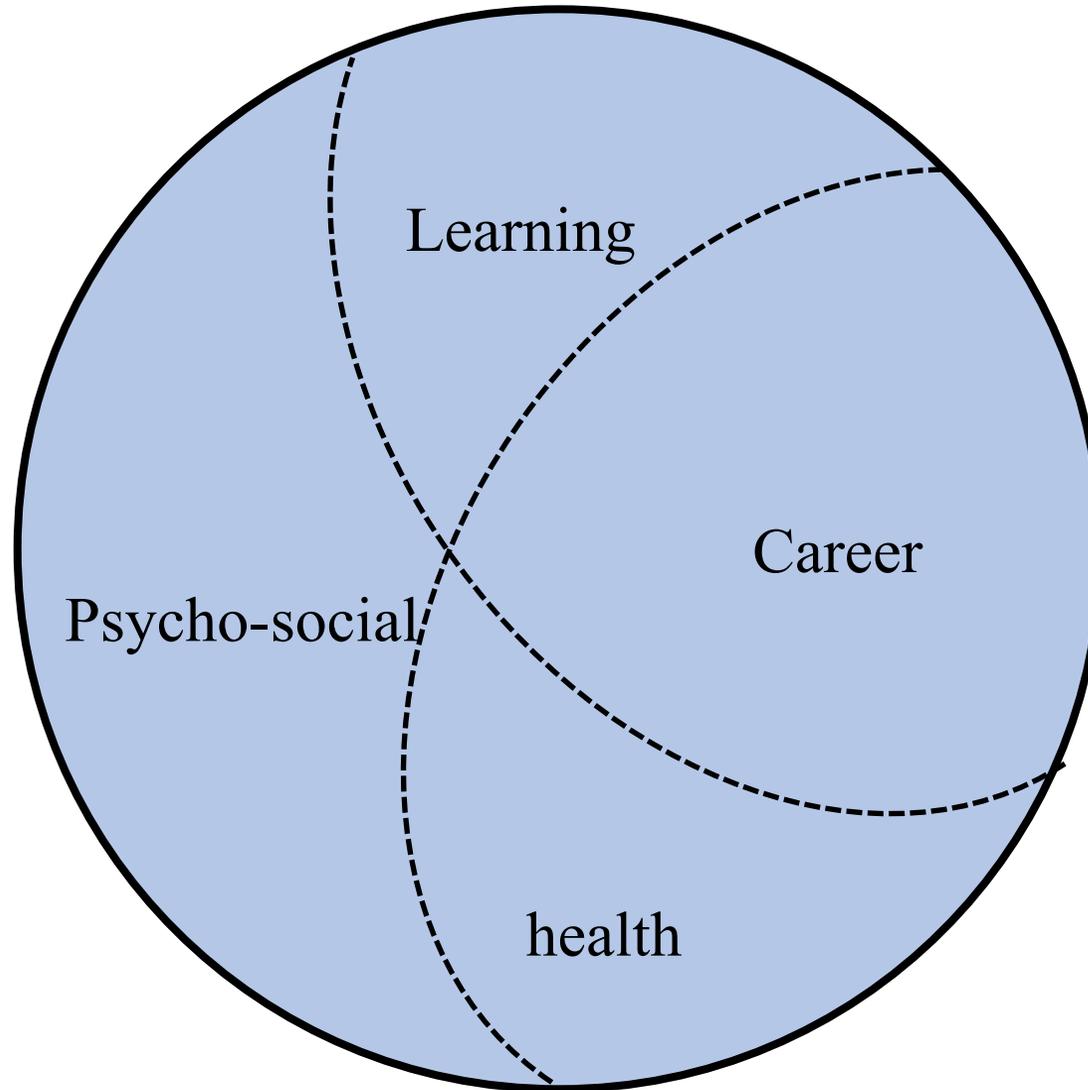


Fig Four aspects of students' school life

# School Psychology based on Wide Fields

- Psychology: Educational Psychology, Developmental Psychology, Community Psychology, Clinical Psychology, Social Psychology and so on
- Education: Teaching and Learning, Guidance and Counseling, Special Education, School Health, School Social Work and so on

# History of School Psychology in Japan: Before “School Psychology”

## <1>Before 1990

School counseling or educational counseling:

by **teachers** with the role of educational counseling,  
counselors in educational counseling center,  
counselors in child welfare center.

Shinagawa, F., Kodama, M, & Manita, A.(1989) School  
psychology in Japan

# History of School Psychology in Japan: Birth of “School Psychology”

<2>1990~2010

- 1990 The Japanese Association of **Educational Psychology** (JAEP) established the School Psychology Executive Committee.

Social pressure: “Educational psychology is NOT useful for education.”

→ Introduce school psychology into the field of educational psychology so that educational psychology becomes more practical.

- 1995 Japanese government started to hire school counselors as a research project to prevent non-attendance and bullying.

← certification of clinical psychologists

- 1996 JAEP symposium on school psychology:

“School psychology in the U.S. and Japan” was presented by T.Ishikuma including the concepts of psychoeducational services.

# History of School Psychology in Japan: Birth of “School Psychology”

<2>1990~2010

- 1997 JAEP began to certify school psychologists.

Japanese Association of School Psychology  
(JASP) started.

- 1999 Japanese School Psychology Association  
(JSPA) started.

- 2001 “Japanese Journal of School Psychology”

- 2004 Act on Support for Persons with Developmental Disabilities

- 2009 "Annual Review of Japanese Association of School Psychologists"

Ishikuma, T., Shinohara, Y, & Nakao, T. (2006) School psychology in Japan.

# *School Psychologists*

- School psychologists are certified by the Japanese Organization of Certifying and Managing School Psychologists: about 4,000 in 2018
- Eligible to take the examination for SP:
  - a, Completion of 2 year graduate program in school psychology and 1 year- practice as a school counselor or teacher
  - b, 5 year-practice of psychoeducational services as a teacher with a role of educational counseling , a special education teacher, and health teacher
  - c, 2 or 3 year-practice of psychoeducational services as a school counselor or counselor for those with disabilities

# History of School Psychology in Japan: Development of School Psychology

<2010-Now>

- 2011 Great East Japan Disaster

- JASP Children and Schools Support Team

- International Support from NASP and ISPA

- Collaboration with Japanese Association of  
Clinical Psychologists, and with Governments.

- 2015 Nationally Certified Psychologists Law passed

Collected efforts by various psychologists and psychology researchers.

## *Roles of Nationally Certified Psychologists in Schools (Law approved 2015)*

- ❖ ***assessment*** – assessment planning, integration of information, administration of psychological tests
- ❖ ***counseling*** - provide individual & group counseling, support activities
- ❖ ***consultation and coordination***- collaborate with school personnel & parents, other professionals
- ❖ ***mental health education*** – provide knowledge and skills based in psychology for keeping mental health

# *Practices of School Psychology*

## *Who is helped?*

- ❖ All students
- ❖ Teachers, parents, other professionals
- ❖ School system

# *What is the focus of the services?*

(a) children as individuals

e.g. school life and mental problems

(b) environments

e.g. culture & function of classroom & school

(c) interrelation of children & environment

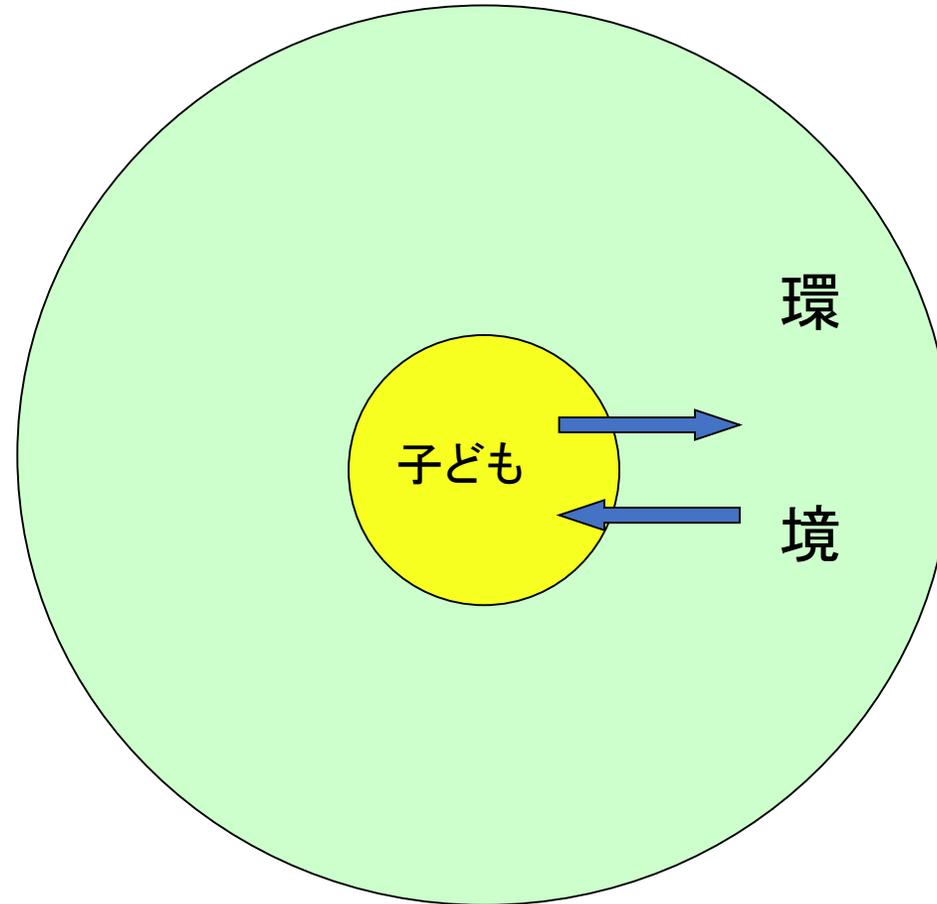
e.g. matching learning and teaching styles & child's behavioral style and expected behavior

# Focus of the services

Child

Interrelation of  
children &  
environment

Environment



## *Who are helpers?*

- **All teachers, Teachers the psychoeducational roles and related professionals, School Counselor, and Parents**

### **a , Teachers, particularly classroom teachers**

-Deal with almost everything that happens to students.

- **Teacher training:** includes Guidance and Counseling, Career Education, also educational psychology, developmental psychology
- **Renewal of Teacher's License is required for teachers after 10 years of working, in order to update their teaching skills and knowledge.**

Teachers used to enjoy high social status and respect, but the relationship with the parents gets difficult.

## *Teachers with psychoeducational roles or related professions*

- Teachers in educational counseling division, student guidance division, and career guidance division: with workshops

Similar to the system in Hong Kong(Nishiyama,2012)

- Other professions
  - special support education teachers  
(coordinator of special education)
  - health teachers (yogo-kyoyu) for physical and mental health of children

## *School counselors*

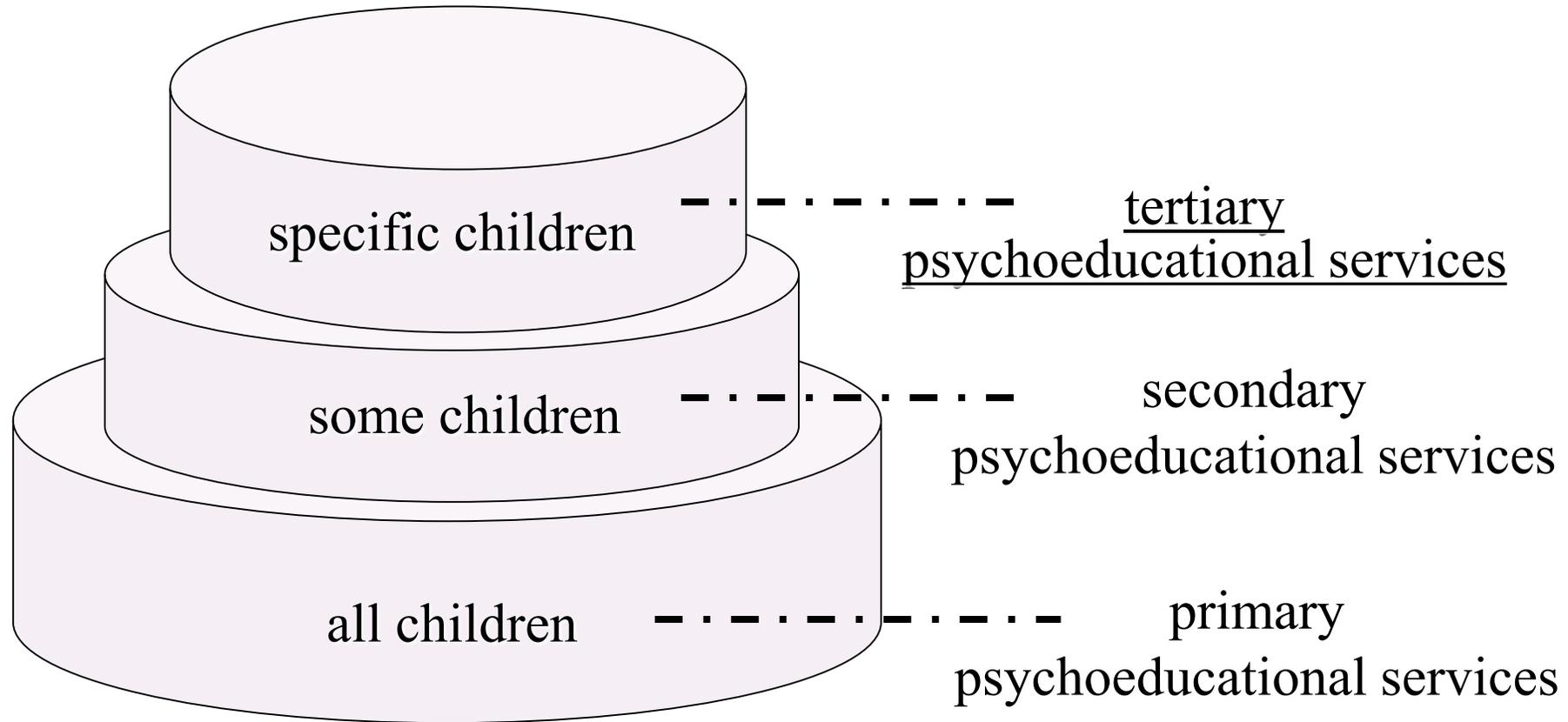
- Part-time SCs (e.g. 4 to 8 hours in a week): counseling, consultation, and assessment
  - Most SCs hold certification as clinical psychologists, issued by the Foundation of the Japanese Certification Board for Clinical Psychologist; some hold certification as school psychologist.
- School counselors' services vary from psychoeducational to therapeutic.

Clinical Psychologist, School Psychologist are “certification”, NOT the occupation.

Keyword: SCの導入, SCの背景, 臨床心理士

# *How are services conducted?-*

Three layers of services: Response to Needs



# Response to students' needs (similar to RTI)

- **Primary services:** respond to common needs and basic needs of all children in the class or school.
  - universal designs in lessons, safe and supported classes
  - education for resilience and career development
- **Secondary services,** added to the primary services: respond to additional needs of some children at risk such as with delay in learning, difficulty in human relation and transfer students. Educational accommodation
- **Tertiary services,** added to the primary and secondary services, respond to special needs of specific children such as with nonattendance, being bullied, developmental disabilities. Reasonable accommodation

# Response to students' needs (similar to RTI)

- Primary services are the base for secondary services and tertiary services • • • building up
- Use of the methods that are effective in secondary and/or tertiary services are used in primary services to improve universal instruction and services.
  - • • • • circulaetive e.x. universal designs of lessons

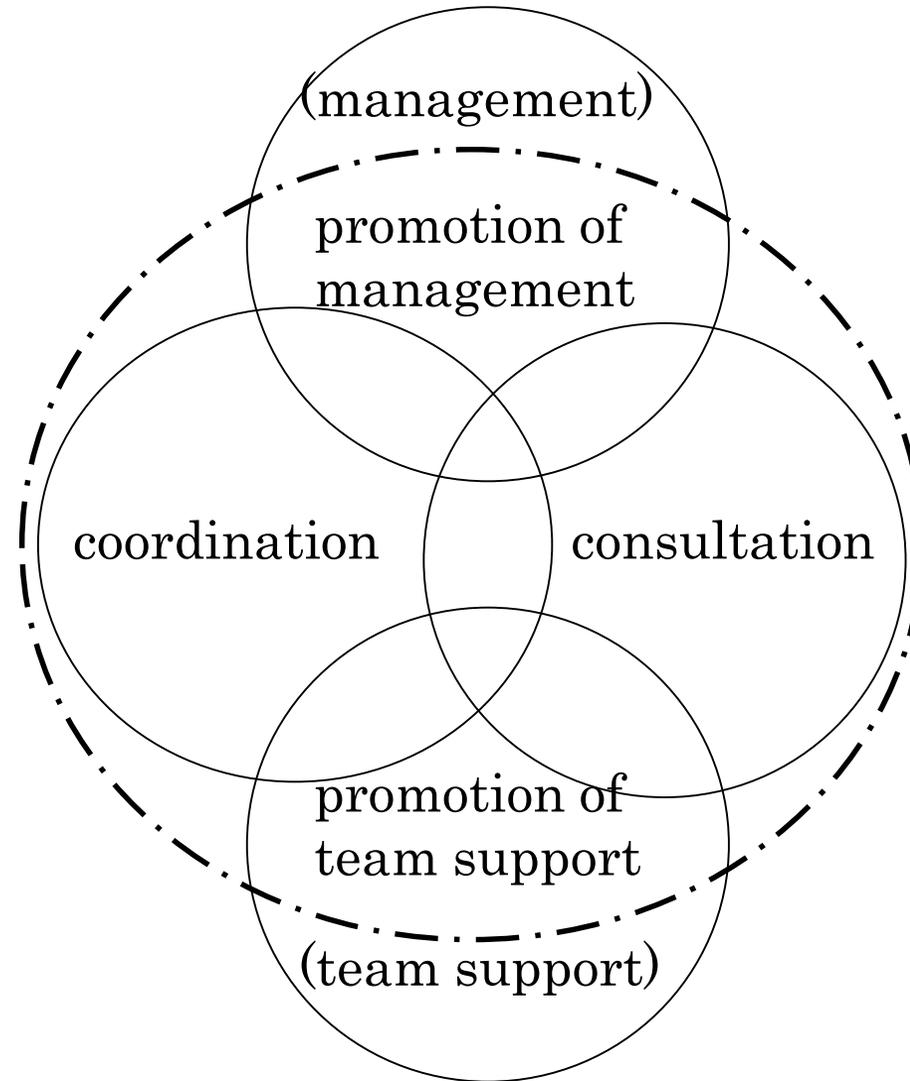
*How is the system of SP services?  
Three layers of team efforts*

levels & members	meetings
<b>Team for the specific child</b> Classroom teachers, parents, coordinator, health teacher et al.	Held as needed
<b>Coordination committee</b> education teachers, health teacher, administrators, teachers related to the case or tasks	Held <b>regularly</b> to discuss the case & to improve services
<b>Management committee</b> Principal, vice principal, chief teachers of major divisions & grades	Held <b>regularly</b> to make decisions

☆ Individualized Instruction Plans are prepared by the team & coordination committee.

# *Functions of Coordination Committee*

❖ **Iechika & Ishikuma  
(2003)** revealed  
student support  
committee functions.

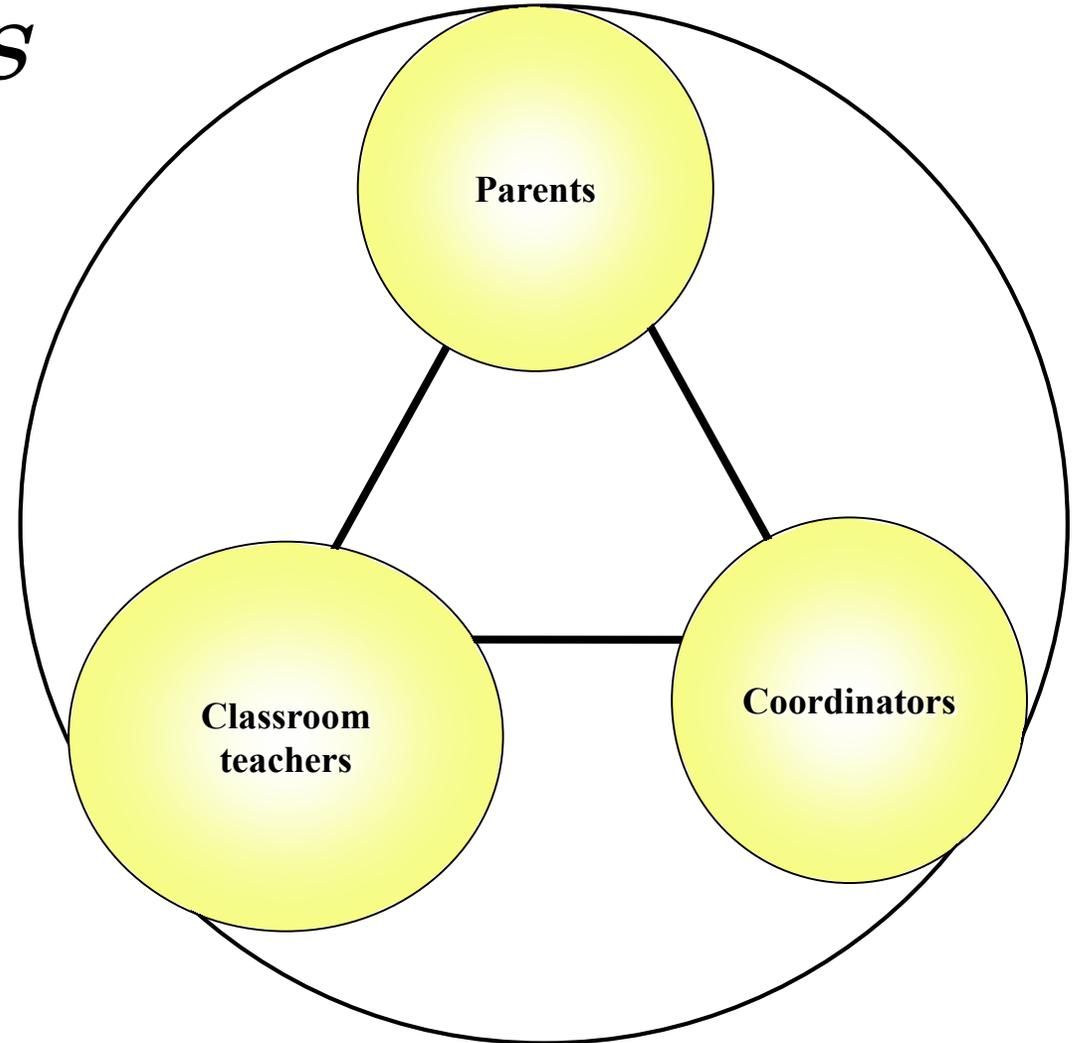


**Fig. 4 functions of  
coordination committee**

# *Research Results*

## *Team for Specific Child*

- Tamura & Ishikuma (2003) proposed a model how and when to form a core student support team where parents are helpers.



Core student support team

# Japanese team and US team

- US team

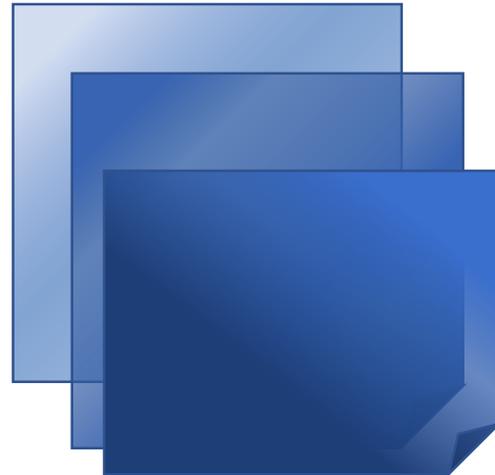
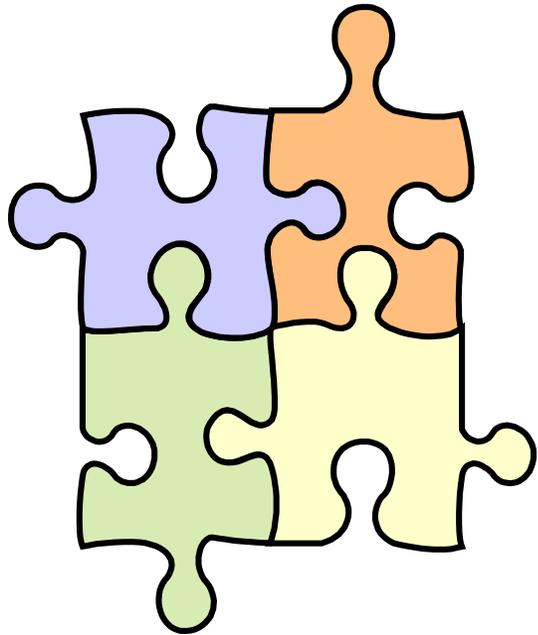
Multi-disciplinary

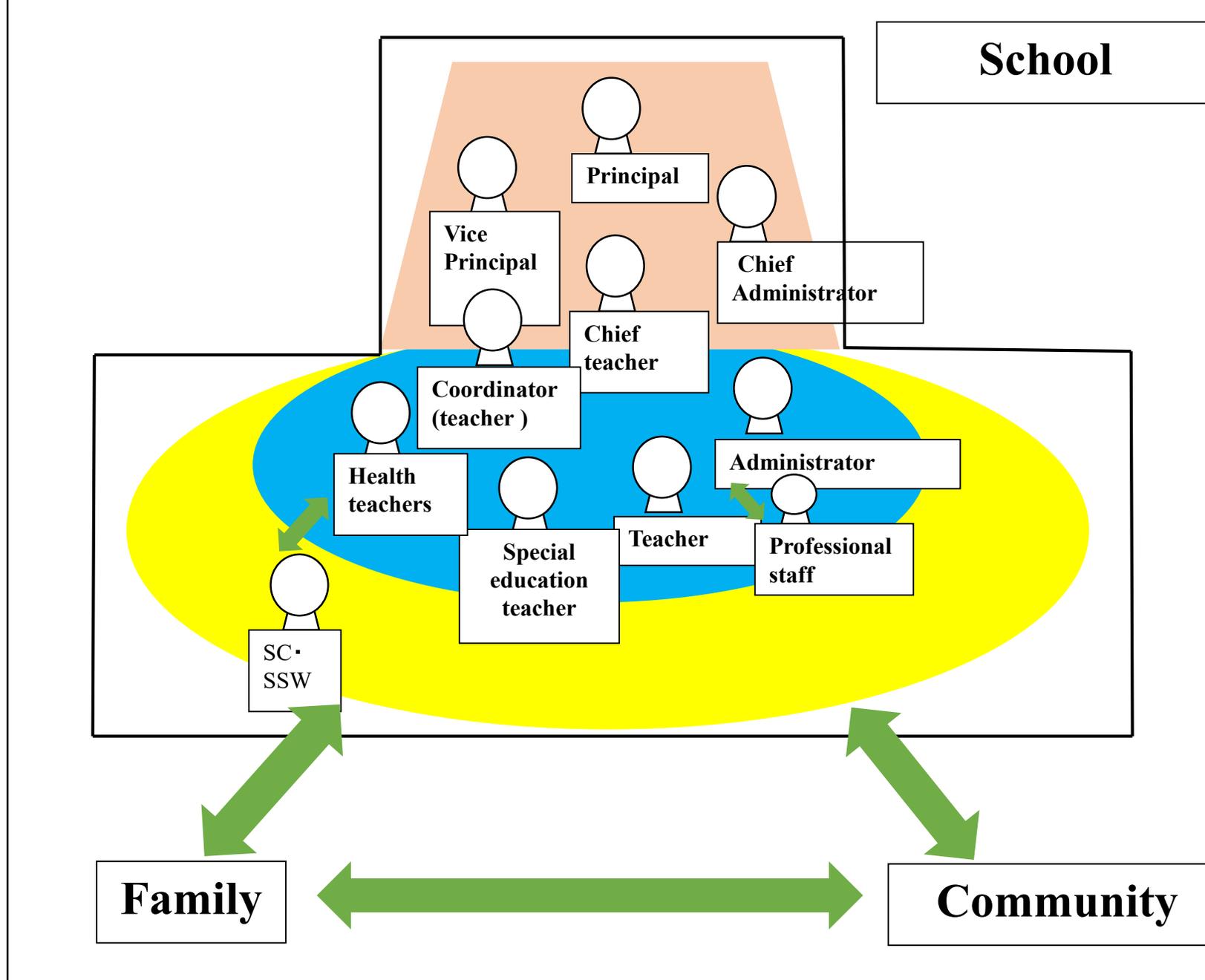
Complete a picture of a child through integrating information from each professional.

- Japanese team

Teachers, counselor, parents have a total picture and these pictures are laid into a thick picture.

# Image of the difference in Teams between U.S.A and Japan





# *Strength and Challenges for Schools*

- Strength: teachers' leadership in psycho-educational services and team support by teachers, school counselor, and parents.
- Weakness: no formal system of “school psychologist”, and the various quality and quantity of the services among teachers
- New Challenges: Who lead school psychology services?
- How do we improve a team of teachers, a school counselor , parents and others!

# Some hints to school psychology services in the world

- System of effectively using teachers' services
- Integrating the fields of education and psychology into School Psychology as New Field
- What professions do schools need in addition to teachers?  
school psychologists, school counselors, school social workers, school nurses

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