

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.

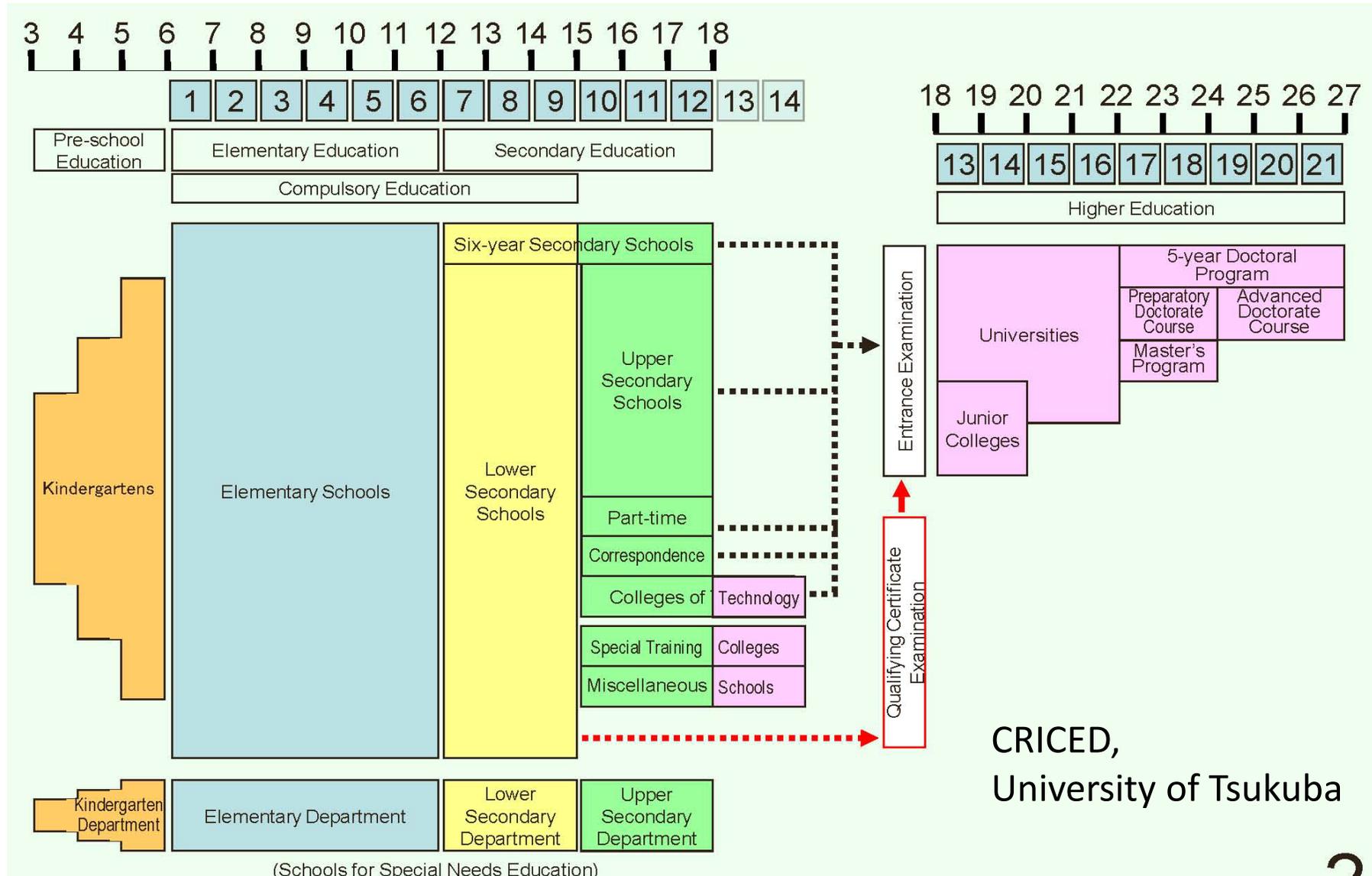
“Your session is OK as REBT, but it is a little slow.”

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).”

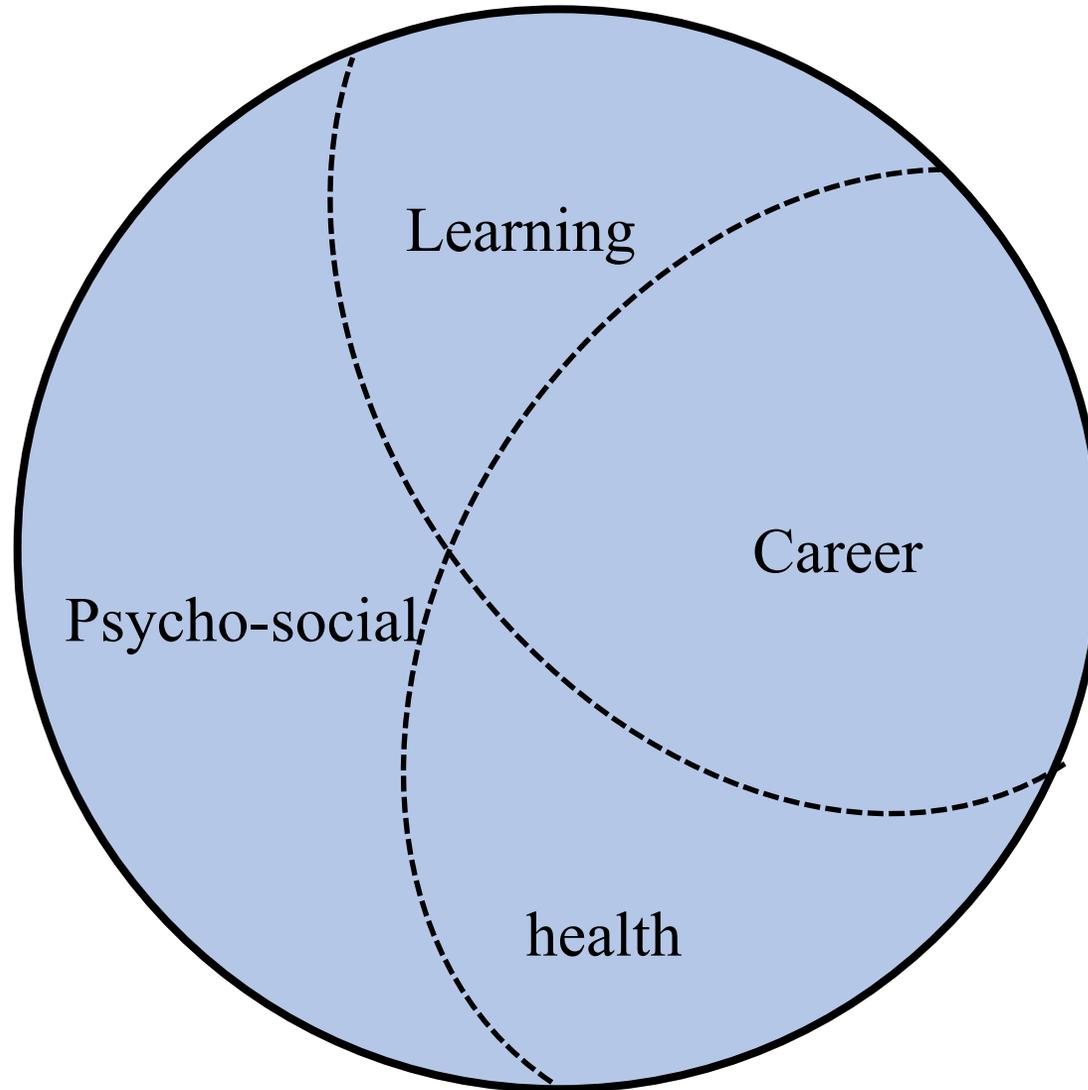


Fig Four aspects of students' school life

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

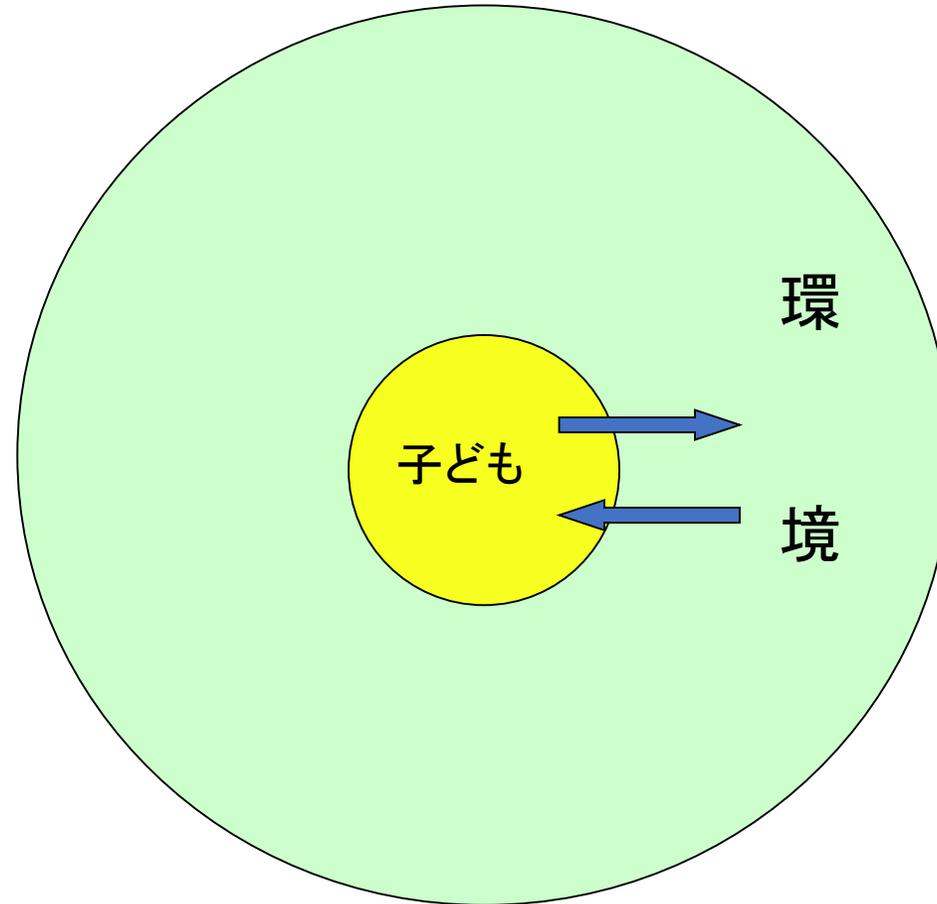
e.g. matching learning and teaching styles & child's behavioral style and expected behavior

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

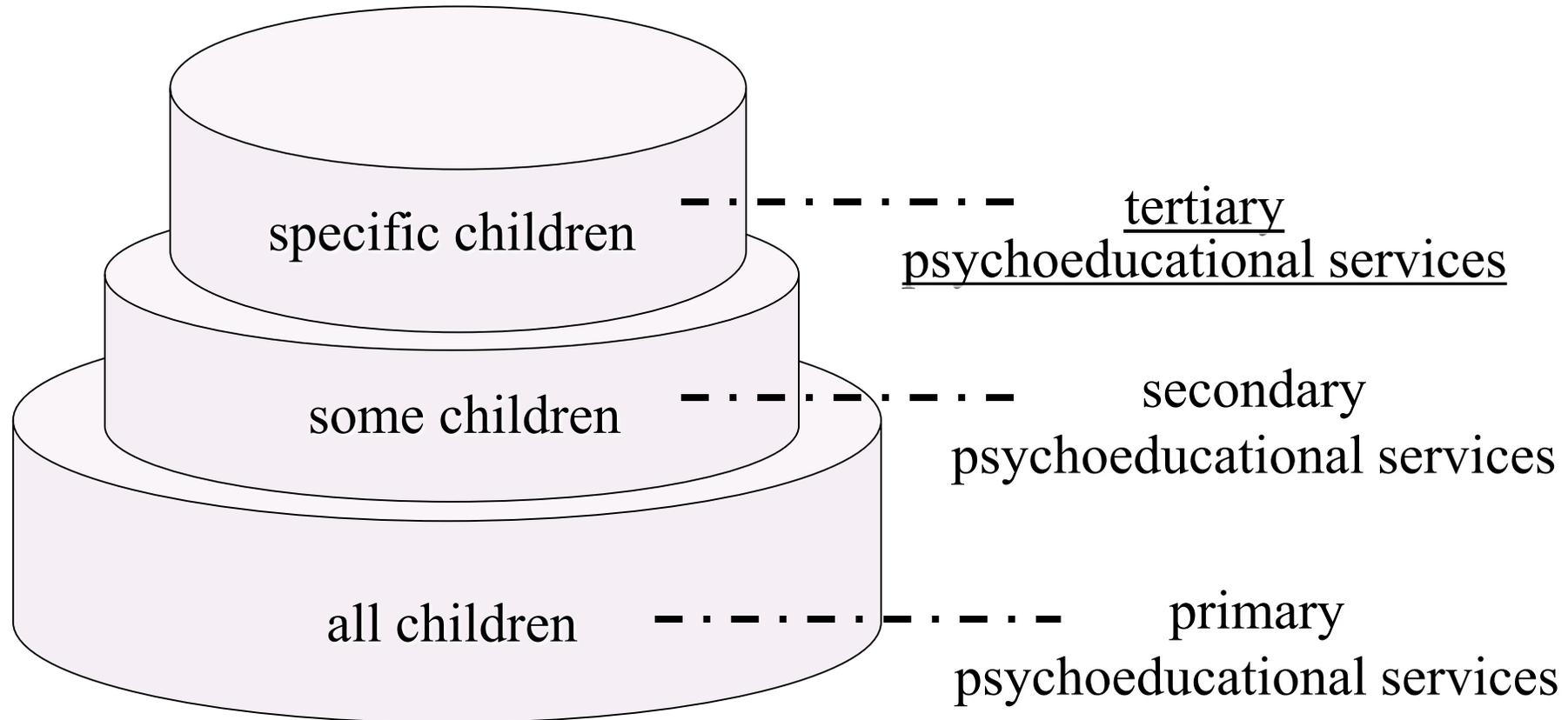
- Part-time SCs (e.g. 4 to 8 hours in a week): counseling, consultation, and assessment
 - Most SCs hold certification as clinical psychologists, issued by the Foundation of the Japanese Certification Board for Clinical Psychologist; some hold certification as school psychologist.
- School counselors'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

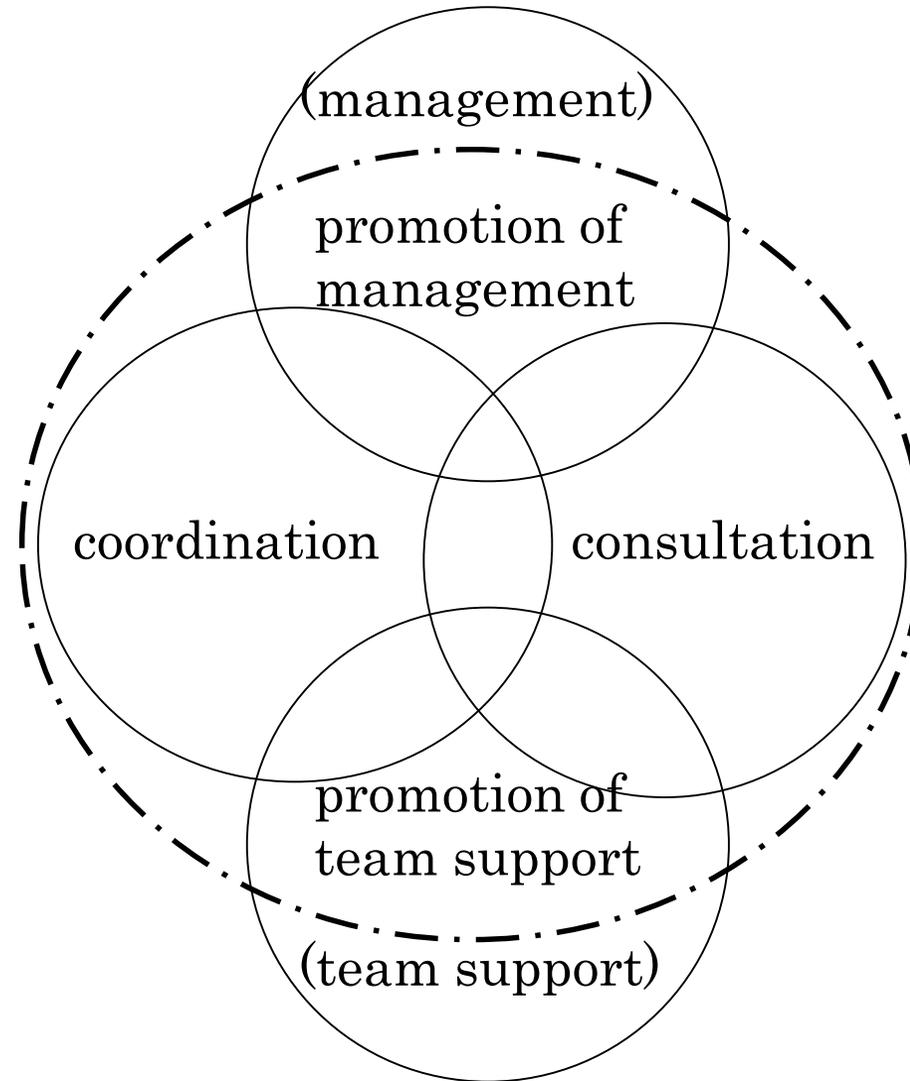
*How is the system of SP services?
Three layers of team efforts*

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

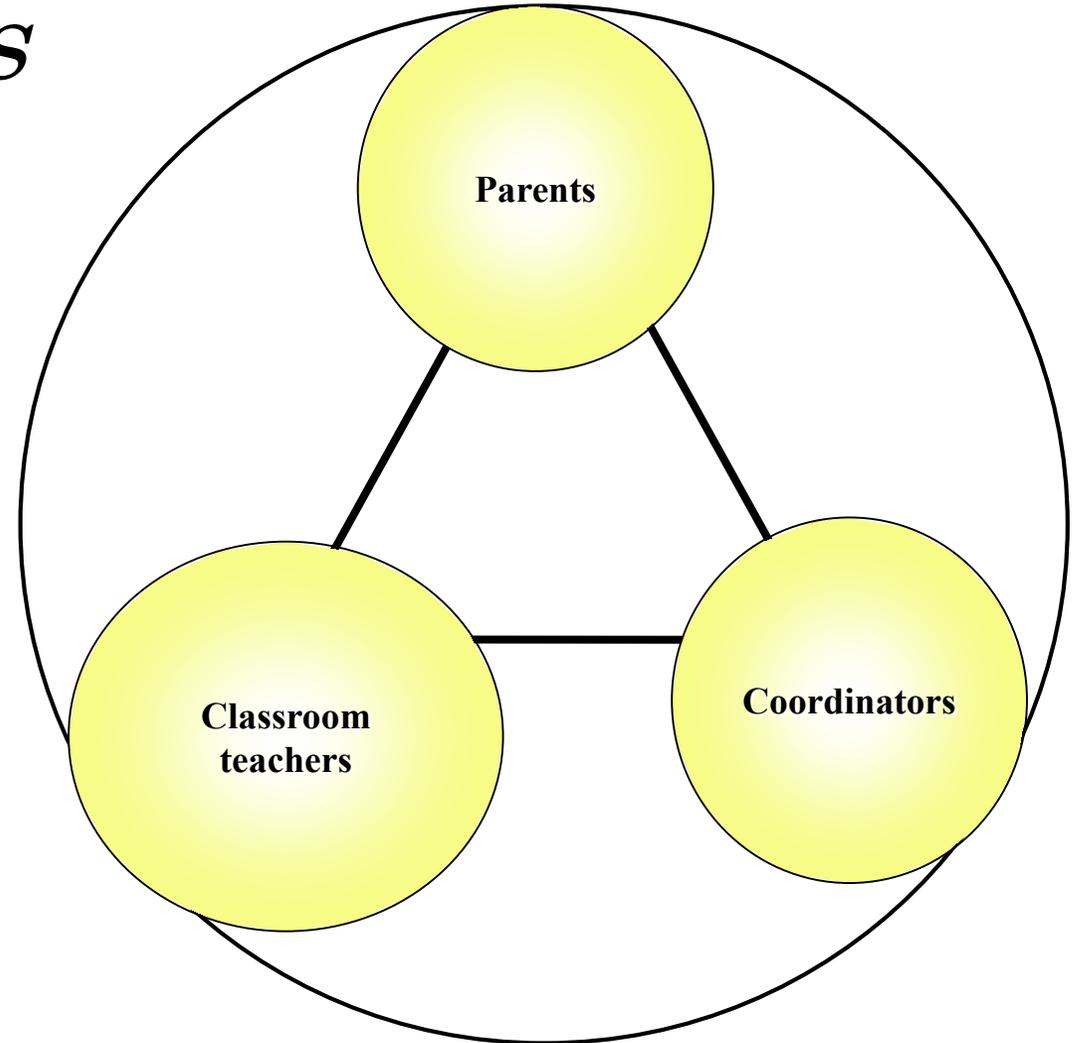


**Fig. 4 functions of
coordination committee**

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

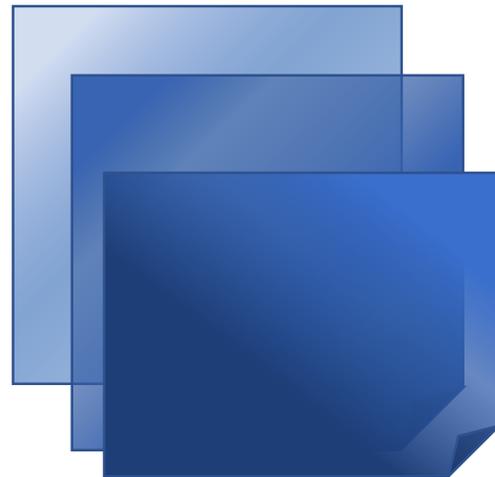
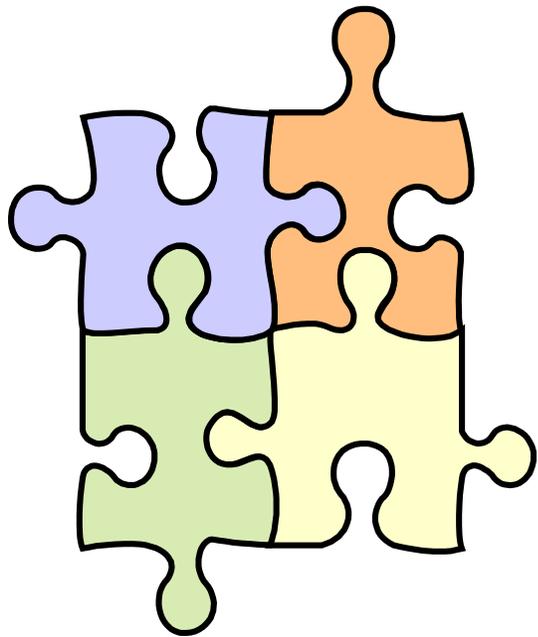
Multi-disciplinary

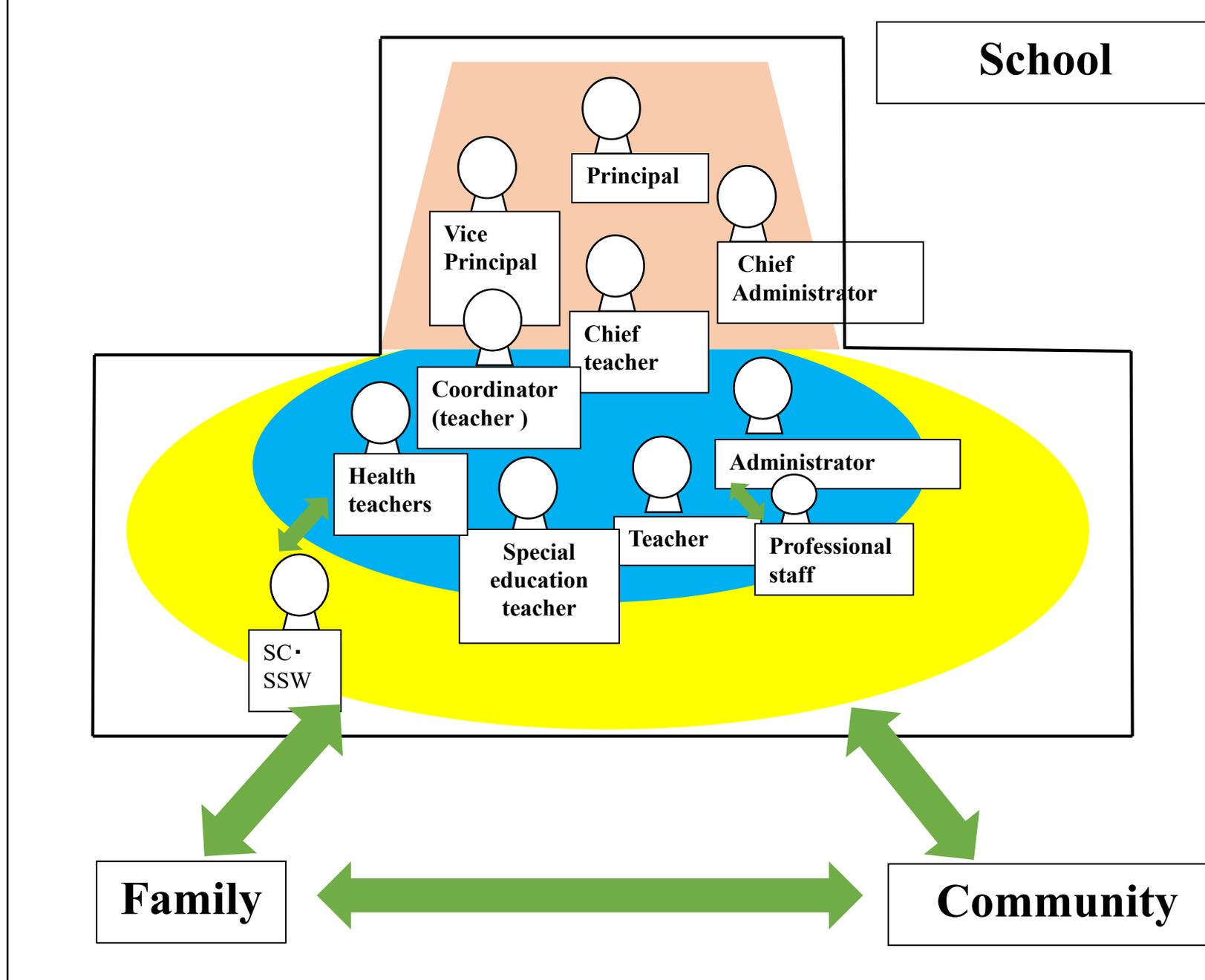
Complete a picture of a child through integrating information from each professional.

- 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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