



# **Design the Education together with Home, Schools and Community ~School Based-OT~**

Chihiro Nakam  
Children's Center YUIMAWARU



**2008 School Based OT(as volunteer)**

**2016 YUIMAWARU Co Ltd.**

**2020 Welfare type child development support**

# STAFF

OT-----10名

PT-----2名

Kindergarten  
teacher --- 2名

Child care

Staff----- 3名

SW-----1名

Office

Worker ----1名



The services of the welfare type child development support center include

- school based occupational therapy
- Nursing
- Parent and child going to kindergarten together
- training in pairs

# Number of children with special needs enrolled in school



Receiving the support at regular school **2.0** 倍

Special Needs School **1.4** 倍

Number of Children **0.9** 倍

文部科学省 平成27年4月28日 教育課程企画特別部会

# Current situation of children which needs special support

7.7% in Elementary school

About **6.5%**, into total number of student in Junior high and high school has facing the difficulty in Learning and Behavior in school, without any mental disability.



**classroom disruption**

**bullying**

**Dropping out of school**

**Decline in academic performance**

**Unemployed youth**

**Truancy**

**Child poverty**

**Decline in self-esteem**

**SOS**

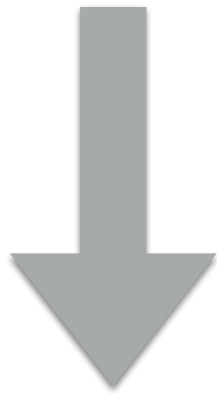


- Not writing notes at all during class
- Leaves the classroom
- Does not keep things neat and tidy
- Cannot speak
- Violence against friends ....



**Problem Behavior**

- Not taking notes at all during class
- Leaves the classroom
- Does not keep things neat and tidy
- Cannot speak
- Violence against friends ....



Causes

**NOT EASY  
TO CHANGE**

Developmental Disorder

Family environment

Life History

**Problem Behavior** Resolution

# DIFFICULT TO COLLABORATE

Teacher

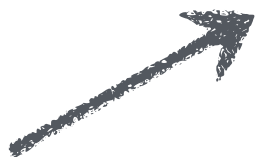
I don't want to break up the relationship with the parents...  
I can't accept unreasonable demands...  
I don't know what will happen with this problem...



「Cannot talk」

「Autism」

**Problem Behavior**



Parent

He/She

Sorry for the inconvenience...  
It's not my child's fault, there's nothing wrong with him...  
Because the teacher doesn't handle it properly...

I'm a bad boy...  
I'm in trouble...



# Resolving Problem Behaviors

**NOT EASY TO CHANGE**

**DIFFICULT TO WORK TOGETHER**



Not taking  
notes

Not  
tidying up

Not  
interacting  
with friends

Has  
difficulty  
communicating

## **Problem Behavior**

# What is the role of occupational therapy?

The purpose of occupational therapy is to expand one's occupational performance.

Not taking notes

Not tidying up

Not interacting with friends

Has difficulty communicating

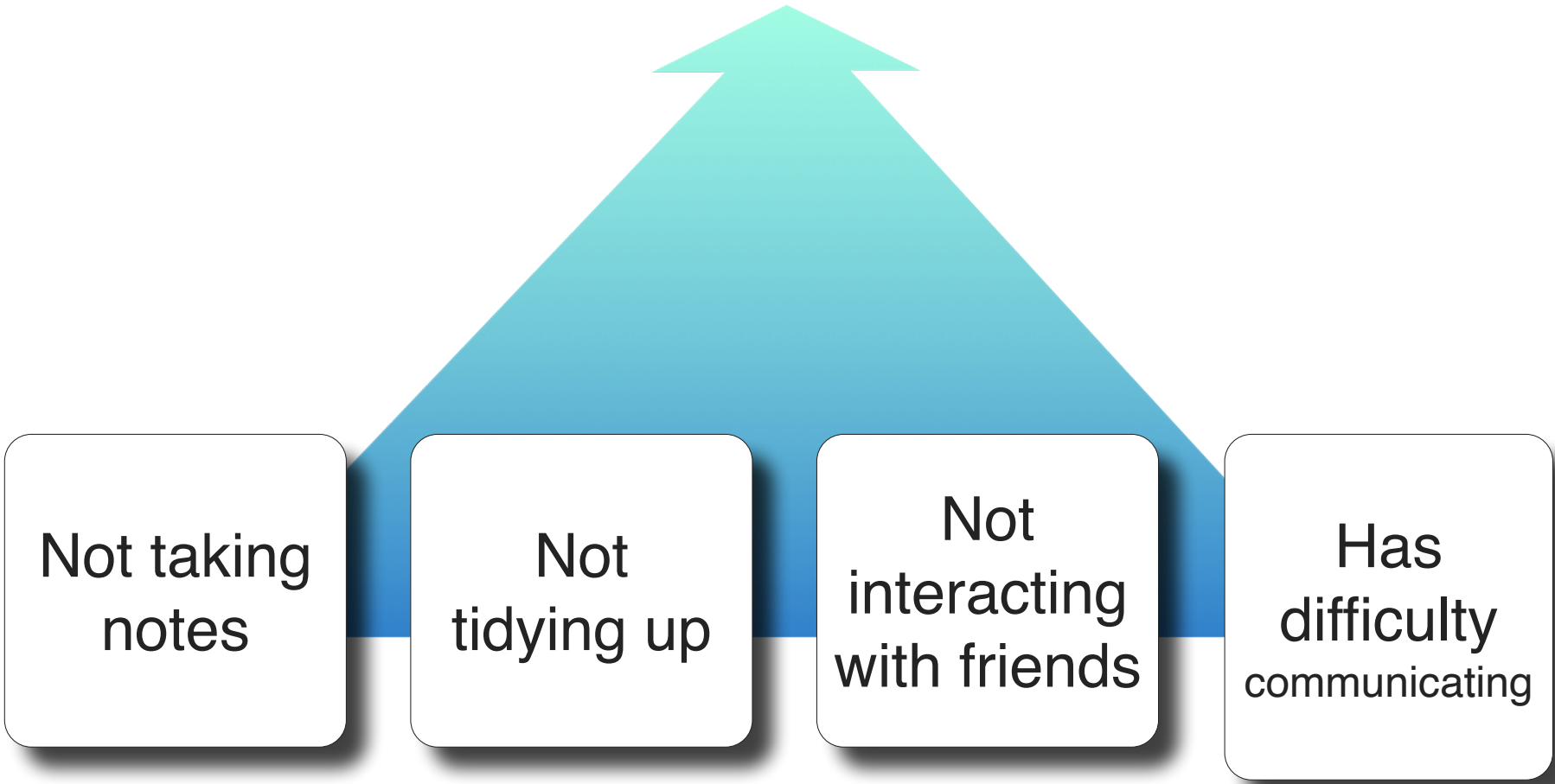
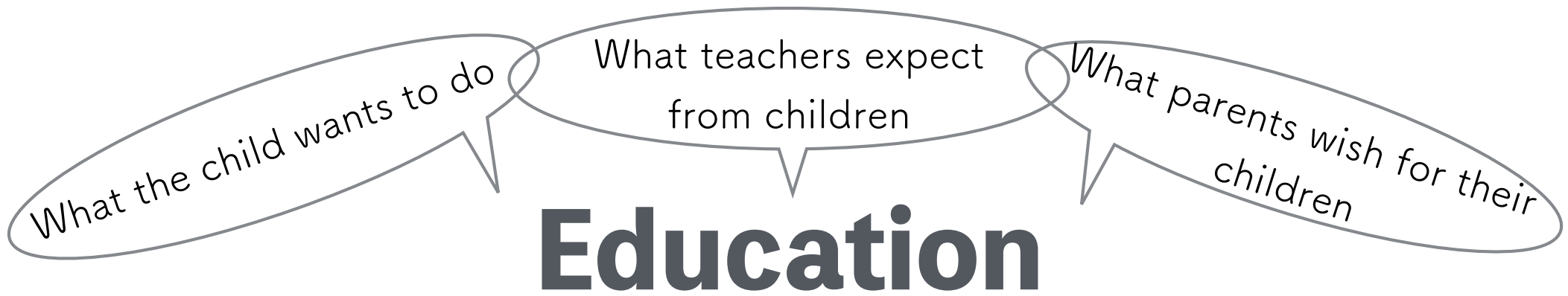
"What do you want to do but can't do because of the problem?"

"What do teachers expect from children?"

"What does the child want?"

"What do parents want their child to be able to do now?"

**Problem Behavior**



届けたい教育

# Education

## What we want

ノートに  
筆記しない

持ち物が  
友達と  
to provide

言葉の  
コミュニ  
ケーション

問題行動



## \*Activity

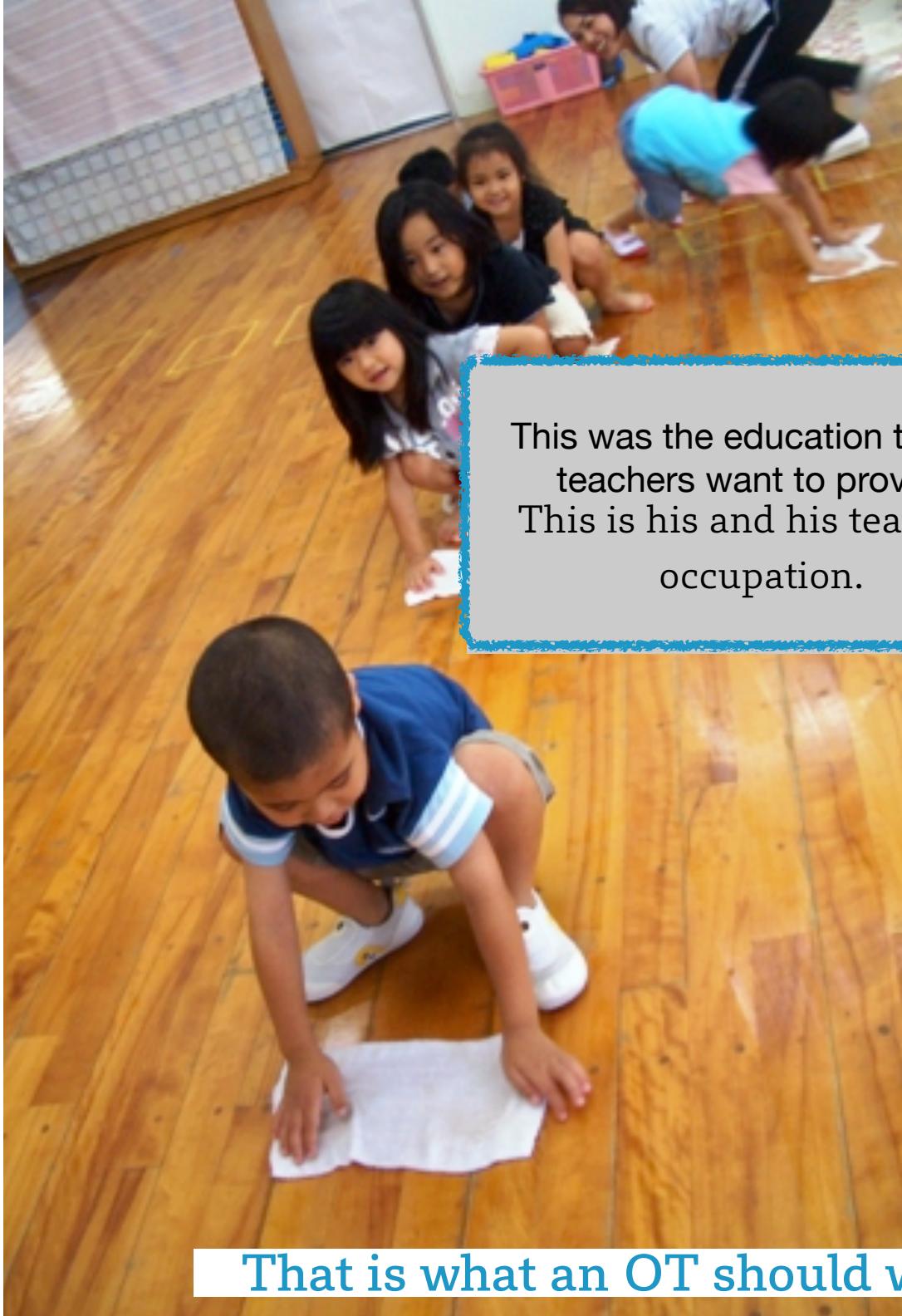
# Cleaning up

It is true that Naito had a problem wielding a broom during cleaning time.

So is it ok that our goal is **just** for Naito being able to do the cleaning?  
Is it okay if NAITO can do the cleaning alone with the support staff?

NAITO has the characteristic that he can wipe if the cleaning area is very clear like a window.

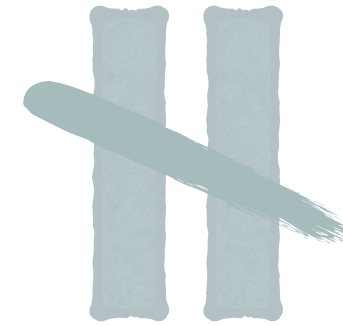
Then, only NAITO is in charge of window cleaning. Is that really okay?



\*Activity

## Cleaning up

This was the education that his teachers want to provide. This is his and his teacher's occupation.



\*Occupation

## Cleaning as a member of a group.

Building relationships with other classmates to cooperate with each other.

**That is what an OT should work with his teachers to achieve.**

# Doing, Being, Becoming, Belonging

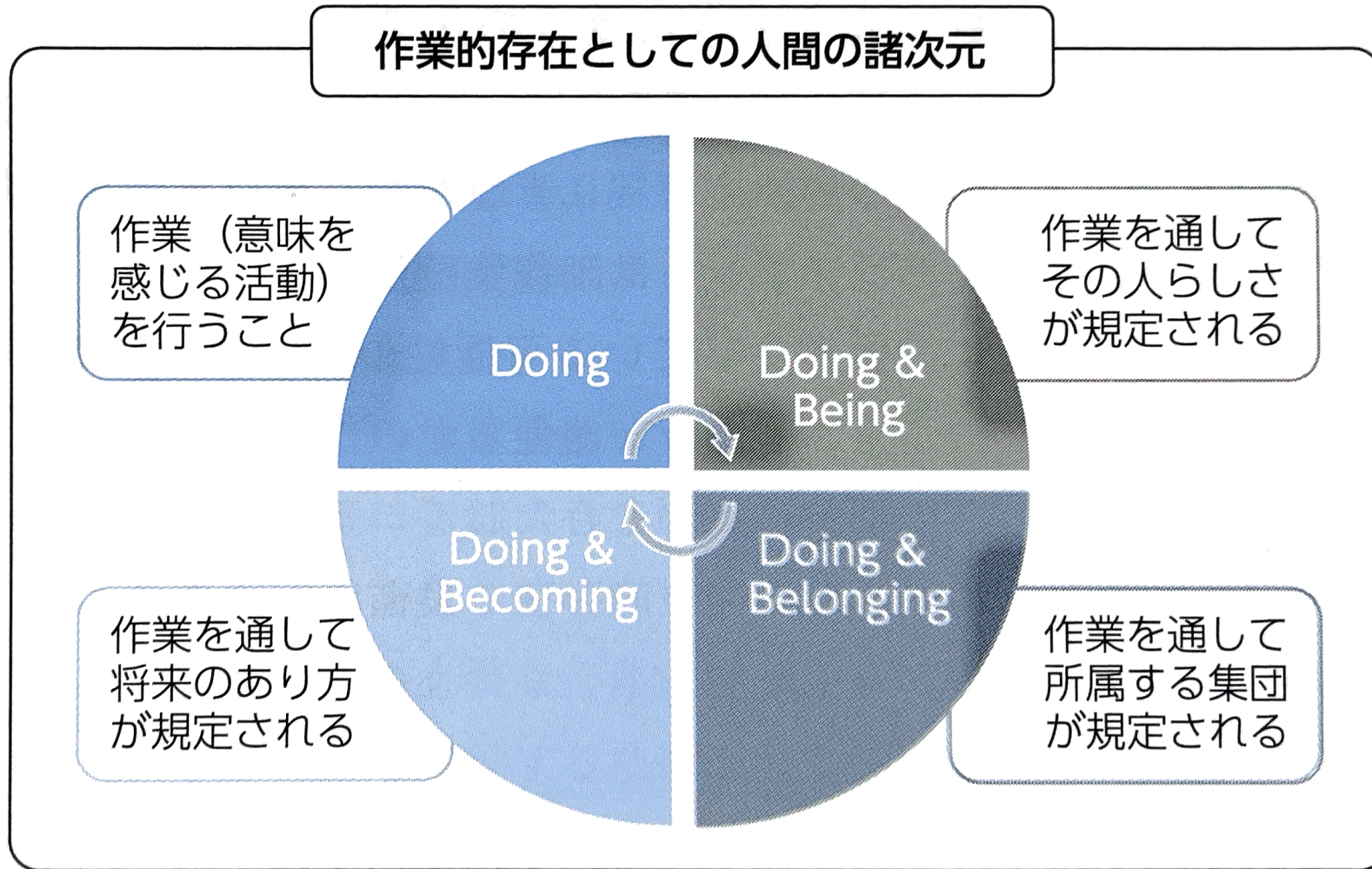


図1 作業的存在の概念図

（小川真寛，藤本一博，京極真編著：作業療法理論の教科書）

Wilcock et al. argue that the origin of a person as an operative being can be explained in terms of the four elements of doing, being, becoming, and belonging.



Doing すること	Cleaning with a support person
Being 在ること	Pair presence with a support person
Becoming なること	Ask for a support person Do it with a support person
Belonging 所属する こと	Having a support person by your side Support school, support class, support staff



<p>Doing すること</p>	<p>Cleaning with a support person. →<b>Cleaning with friends.</b></p>
<p>Being 在ること</p>	<p>Pair presence with a support person →<b>Be part of a group</b> <b>Attend school as a classmate.</b></p>
<p>Becoming なること</p>	<p>Ask for a support person Do it with a support person →<b>Play with friends</b></p>
<p>Belonging 所属する こと</p>	<p>Having a support person by your side Support school, support class, support staff →<b>Attend school as a classmate.</b></p>



Person



Environment



The expansion of occupational performance creates a process that continues to change people's lives.



Occupation

A group of students are seated on a stage in a gymnasium. A large, white, hand-drawn arrow graphic points clockwise around the text. The text is centered over the image.

**Creating a society that nurtures  
people to live together**

# Occupation affects people and environment

Perspective of OT



Persons

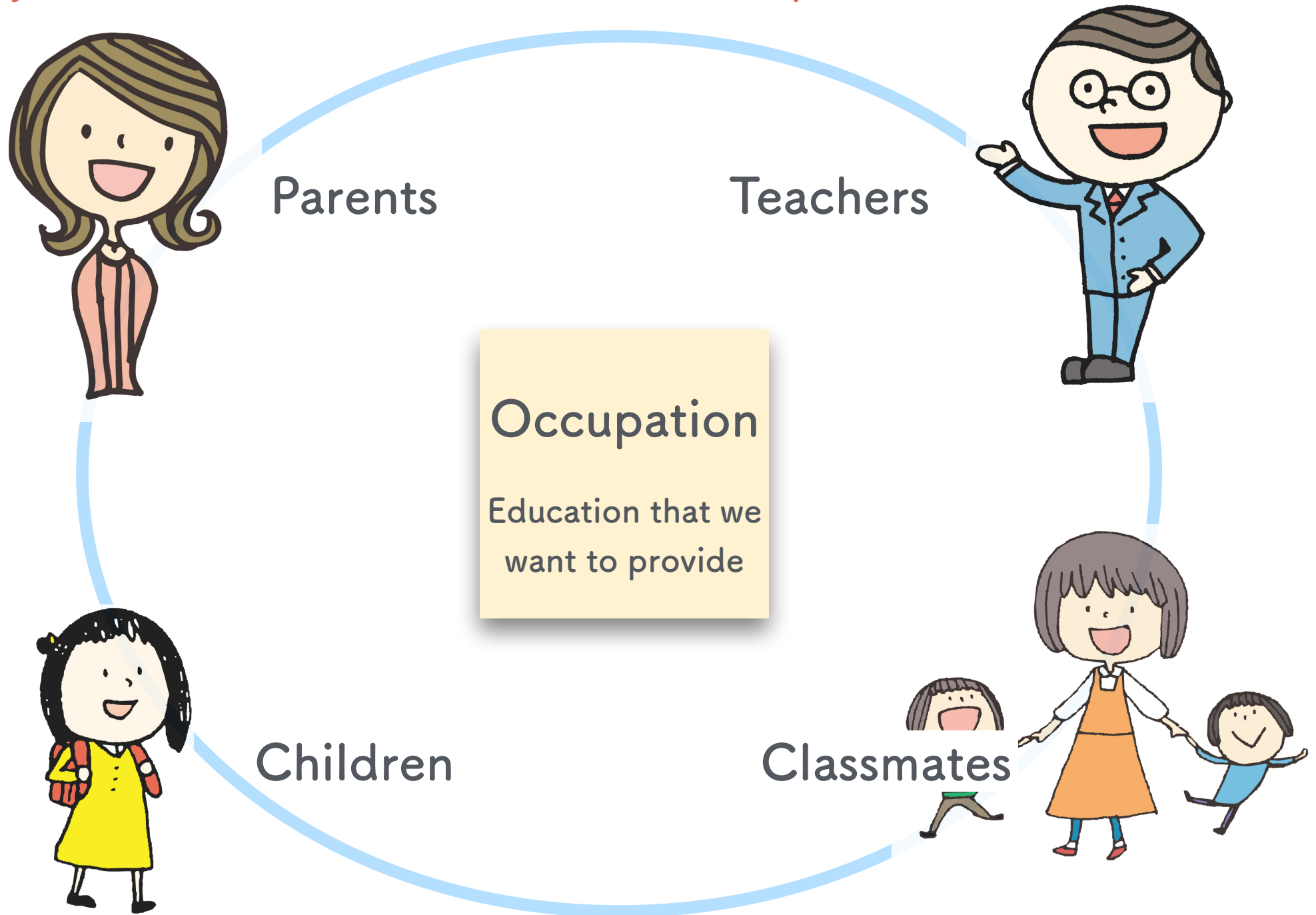


Occupation



Environment

Everyone involved in the realization of the Occupation is Client.



届けたい教育をみんなに

Education that we want to provide for all



ゆいまわる