琉球大学学術リポジトリ

韓国における特別支援教育関連サービスの現状と課題

メタデータ	言語: English 出版者: 琉球大学教育学部 公開日: 2012-12-28 キーワード (Ja): キーワード (En): services related to special education, therapeutic Support, support of paraprofessionals, vehicle support for school attendance 作成者: HAN, Chang-Wan, LEE, Geum-Ju, KIM, Moon-Jung, LEE, Sun-Hee, 韓, 昌完 メールアドレス: 所属:
URL	http://hdl.handle.net/20.500.12000/25617

The Current Situation and Tasks of Services related to special education in South Korea

Chang-Wan HAN[1], Geum-Ju LEE[2], Moon-Jung KIM[3], Sun-Hee LEE[4]

1) Faculty of Education, University of the Ryukyus
hancw917@gmail.com

2) Department of Internal Medicine and Rehabilitation Science, Tohoku University Graduate School of Medicine leegeumju8911@gmail.com

3) Graduate School of Economics and Management, Tohoku University
moonjung87@gmail.com

4) Graduate School of Educational Informatics Research Division, Tohoku University
schh1115@naver.com

Abstract

As the Act on Special Education for Disabled Persons, etc has been enacted and the numbe r of students who have severe and multiple disabilities among students with disabilities has increased, the needs for services related to special education have also grown. However, it is not easy to understand the current situation of services related to special education due to th e lack of studies on services related to special education in South Korea.

This study aimed to make understanding of the current situation of services related to special education in South Korea based on the literature reviews and the latest statistics on services related to special education and to understand and explore their problems.

In results of analyzing current services related to special education that have been provided, some problems have been disclosed that only small number of students with disabilities have been therapeutically supported because of the complicated diagnosis and evaluation procedure to receive therapeutic support; and unpaid special education paraprofessionals lack in expertise. Moreover, there are detailed clauses in the Act to assist students with disabilities in attending school by providing mobility, even though it should be given according to the types and degrees of disabilities.

To solve the problems of services related to special education in South Korea, the suggestions can be made as follows; ① the diagnosis and evaluation procedure to provide therapeutic support need to be simplified, ② the qualification criteria for special education paraprofessionals need to be prepared to secure their expertise, and ③ the vehicle for school attendance needs to be provided according to the types and degrees of disabilities of students.

<Key words>
services related to special education, therapeutic Support, support of paraprofessionals, vehicle support for school attendance

I. Introduction

In 1977, Special Education Promotion Law was enacted to secure the education for persons with disabilities in the state level in South Korea. As this law had disclosed some problems that disturb persons with disabilities from securing the right to education, the Act on Special Education for Disabled Persons, etc. Likewise, the acts related to persons with disabilities have been greatly changed by being enacted or amended in South Korea.

Act on Special Education for Persons with Disabilities, etc aims to contribute to the self-realization of both disabled and those who require special education, and to the unification of the society by providing integrated education environment to both the disabled and those who need special education. This act suggested the legal basis to enable to provide qualitative special education to both the disabled and those who need special education by reinforcing the rights of persons with disabilities and by specifying both the disabled and those who need special education as persons subject to special education. As the Act on Special Education for Disabled Persons, etc has been enacted and the number of students who have severe and multiple disabilities among students with disabilities has increased, the needs for services related to special education have also grown.

Act on Special Education for Disabled Persons, etc.(Article 2 Definition) prescribes that "service related to special education" means a service that provides personal and material resources necessary for performing the education for a person subject to special education efficiently, and refers to the support of counseling, support of family, medical service support, assisting personnel support, support of the assisting engineering equipments, support of school attendance, and support of information access, etc.; it also stipulates that these services related to special education must be delivered to persons subject to special education.

Among those services related to special education, however, only small number of students with disabilities has been given therapeutic supports comparing with the entire number of students subject to special education. Specific instructions to provide supports for school attendance including vehicles, transportation fee and assisting personnel have not been determined yet(Ka-Hwa SON 2010). Furthermore, it is difficult to understand the current situation of services related to special education due to the lack of studies on them. Therefore, services related to special education need to be consistently studied in order to prescribe specific contents and scopes of services and to smoothly deliver them.

This study aimed to make understanding of the current situation of services related to special education in South Korea based on the literature reviews and the latest statistics on services related to special education and to understand and explore their problems.

II. Definitions of Services related to Special Education

In some developed countries including the U.S.A and U.K., services related to special education are considered as the specialized services that are necessary to each child whose needs are not met by special education.

In the U.S.A., IDEIA 2004 (Individuals with Disabilities Education Improvement Act) stipulates that services related to special education include developmental, correctional and supportive services and are necessary for students with disabilities to take advantage of special education.

In South Korea, Act on Special Education for Disabled Persons, etc.(Article 2 Definition) prescribes that "service related to special education" means a service that provides personal and material resources necessary for performing the education for a person subject to special education efficiently, and refers to the support of counseling, support of family, medical service support, assisting personnel support, support of the assisting engineering equipments, support of school attendance, and support of information access, etc. These services related to special education reflect the perspective of special education that the students subject to special education have the right to integrated education and lifelong education without being isolated or discriminated from on- or off- campus activities.

Even though there are diverse definitions of services related to special education, this study employed the definition of Act on Special education for Disabled Persons, etc.

III. The Types and Contents of Services Related to Special Education in South Korea

1. Therapeutic Support

As the Act on Special Education for Disabled Persons, etc. was enacted in 2007, the term of therapeutic education had been abolished and the therapeutic support was newly included as one of services related to special education; Article 28.2 prescribes that The superintendent of the office of education shall provide medical support such as physical therapy, and occupational therapy, etc. in the event that persons subject to special education require it.

The subjects to therapeutic support have been expanded to include kindergarteners, elementary school students and first and second grade students of middle school students by 2011. In 2013, entire students of kindergarten, elementary, middle and high school will be

given the services related to special education (See Table 1).

< Table 1> Students Subjects to Therapeutic Support by Year

Service	2009	2010	2011	2012	2013
Students Subject to Therapeutic Support	Kindergarteners, 1st and 2nd grades of elementary school	3rd and 4th grades of elementary school	5th and 6th grades of elementary school		
		1st grade of middle school	2nd grade of middle school	3rd grade of middle school	
			1st grade of high school	2nd grade of high school	3rd grade of high school

Source: Data from Special Education Supporting Center, Ministry of Education, Science and Technology (2009)

Therapeutic supports include physical therapy, occupational therapy, auditory therapy, speec h therapy and psychotherapy.

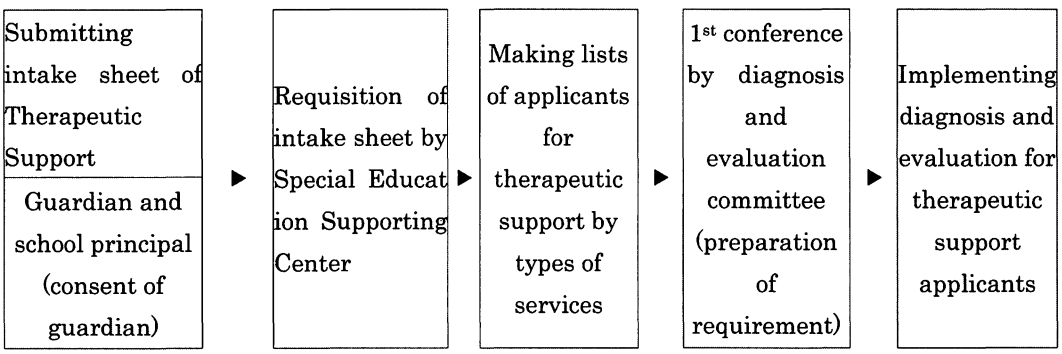
< Table 2> Types of Services related to Therapeutic Support

Types	Description
Physical Therapy	Therapy to provide medical support and to improve or maintain physical conditions for the persons who have limited ability to perform activities of daily living.
Occupational Therapy	Therapy to help the persons who have disabilities that are caused by physical and psychological diseases live independently
Auditory Therapy	Therapy to provide services to related to hearing sense for the education and rehabilitation of persons with hearing impairment including auditory test, auditory training and maintenance and repairmen of auditory equipments
Speech Therapy	Therapy to promote the communication ability of persons who have communication difficulties that are caused by language disability by

	assessing language development and current language ability
Psychotherapy	Therapy for prevention from psychological problems and mediation through psychological diagnosis, consultation, counseling and parent education

Source: Services related to Special Education-Centering on Therapeutic Support, Hyeon-sook JANG(2009)

Persons subject to special education can gain therapeutic support according to the results of diagnosis and evaluation by Special Education Supporting Center (See Figure 1).



Source: Diagnosis and Evaluation Plan for Screening Persons Subject to Therapeutic Support, Special Education Supporting Center (2009)

< Figure 1> Process of Diagnosis and Evaluation for Therapeutic Support

2. Family Support

In recent years, the participation and roles of family have been emphasized in the special education for students with disabilities. Family members usually guide children, facilitate their development and meet their diverse needs spending long time with children for a day. Moreover, they play significant roles to maximize the educational and therapeutic effects for children by collaborating with professionals.

In this context, Ministry of Education, Science and Technology has allowed each school and district office of education to make plans of and provide family counseling, childrearing counseling, parent education and family support program and also enabled Health Family Support Centers and welfare facilities for persons with disabilities to provide family support services.

3. Paraprofessional Support

Through Special Education Paraprofessional Support System, students with disabilities can be guaranteed to have the right for learning and to satisfy their individual and specific needs. By taking advantage of special education paraprofessionals, special education teachers can spend more time in taking care of students and students with disabilities can be given more diverse and frequent learning activities, which enables to reinforce their right for learning(Young-Joon SONG, et al., 2007).

In South Korea, Special Education Paraprofessional Support System had been tested as a pilot project in 2003 and, in 2004, selected as a main project of special education policy by the Ministry of Education, Science and Technology; since then it has been expanded to the whole country. Special education paraprofessionals are divided into two kinds; paid or unpaid special education paraprofessional. Paid special education paraprofessional are supported by the state, local governments or private organizations (supporters' organizations for self-reliance); and unpaid special education paraprofessionals are selected from workers whom government hires temporarily to mitigate unemployment rate, public service workers, persons who are sentenced to community service or volunteers.

Special education paraprofessionals are dispatched to special education institutions under the conditions that are shown on Table 3.

<Table 3> Types of Special Education Paraprofessionals Dispatched to Special Education Institutions

Types	Working Condition	Hiring specifications
Special Education Paraprofessional	Full-time	Paid contract worker
Public Service Worker	Full-time	Hired instead of military service
Assistants of Students with Disabilities	Full-time	Low income group
workers hired by government temporarily to mitigate unemployment rate	Full-time	Low income group
Volunteers	Part-time	Volunteers
Others(persons who are sentenced to community service or volunteers)	Part-time	Legally mandated workers

Source: White Paper on Special Education, Ministry of Education, Science and Technology (2010)

These special education paraprofessionals take responsibilities of taking care of students' daily living, supporting health and safety, assisting to deal with problem behaviors and learning activities under the supervision of teachers to improve the ability of social adaptation and individual educational goals of persons subject to special education.

4. Support for School Attendance

Act on Special Education for Disabled Persons, etc. (Article 28) prescribed that 'The head of each school shall prepare support measures for school attendance such as vehicle support for school attendance, expense support for school attendance and assisting personnel support for school attendance for the convenience of persons subject to special education who attend school.' Furthermore, the Enforcement Decree of Act on Special Education for Disabled Persons, etc.(Article 27) stipulates that 'the superintendant of the office of education shall provide a school shuttle bus to each school or disburse the expense for school attendance to the persons subject to special education and guardians who require support for school attendance so that the support for school attendance as provided under Article 28 (4) of the Act may be provided smoothly' (Ka-Hwa SON, 2010)(See Table 4).

<Table 4> Types of Supports for School Attendance

Types	Description
Vehicle support	- Types of vehicle: low floor bus, lift-equipped bus, regular bus - Special vehicles: lift-equipped microbus, lift-equipped car (In case that transportation cannot be provided because of expense, etc., vehicles for school attendance can be supported by local mobility support center.)
Expense support for school attendance	- It is provided, when vehicles or assisting personnel for school attendance cannot be supported. - It is provided, when guardians help students commute between home and school by their own cars or public transportation.
Assisting personnel support for school attendance	- It is provided when shuttle bus or special vehicles are supported. - When students subject to special education have difficulty in commuting between school and home, additional assisting personnel can be dispatched.

Source: Young-Joon SONG, et al.(2007), Survey on Services related to Special Education

5. Supports for Assistive Engineering Machines, Learning Assisting Units and Information access

Supports for Assistive Engineering Machines, Learning Assisting Units and Information access enable students with disabilities to participate in school and learning activities more efficiently. These terms seem to be slightly different from one another, but they have been given in the same aspect of the convenience and the application of assistive engineering.

Assistive engineering machines and learning assisting units are the things that are produced by modifying existing products or commercially creating new products in order to maintain, improve and expand the abilities of students with disabilities. Moreover, Assistive engineering machines and learning assisting units also support information access, communication, sitting posture, daily activities and transportation.

City and provincial superintendents of the office of education have had diverse educational aids and assistive engineering and learning assisting units rent to schools according to educational needs of students with disabilities.

Right to access information guarantees to access entire physical environment surrounding students with disabilities including information and communication, general facilities, equipments, etc. Services for the access of information and communication include building website that students with disabilities can access by themselves and providing internet contents that are customized for students with disabilities, audio books in libraries and video contents with description and subtitles (Young-Joon Song, et al., 2007).

IV. The Current Situation and Problems of Services related to Special Education in South Korea

1. Therapeutic Support

It was found that only 25,839(43.2%) persons were provided with therapeutic support among 59,901 persons subject to therapeutic support in 2011. The budget in 2009 for therapeutic support was 14.1 billion won and it has increased, as the number of persons subject to therapeutic support. On the basis of data of 2011, even though the number of persons subject to therapeutic support has increased 6 times and the budget has increased three times, only 43.2% of persons subject to therapeutic support were actually given it, which means that 14.5% decreased comparing with data of 2009; in spite of the increases of the persons subject to therapeutic support and its budget, the students who have been actually given therapeutic support are less than 50% of entire persons subject to it (See Table 4).

The blame for the reason that the number of students who were actually given therapeutic

support is small can be put on the complicated diagnosis and evaluation procedure. For receiving therapeutic support, it is necessary to get diagnosed and evaluated by Special Education Supporting Center. However, the diagnosis and evaluation by Special Education Supporting Center are implemented with 51 kinds of test tools, which are very complicated and, in result, has decreased the number of students who can be actually given the therapeutic support.

<Table 5> Therapeutic Support by Year

Year	Number of students subject to Therapeutic Support	Number of students who are being given Therapeutic Support	Percentage (%)	Budget (won)
2009	Kindergarteners, 1st and 2nd grades of elementary school	Kindergarteners, 1st and 2nd grades of elementary school	57.7	14.054 billion
	10,227	5,905		
2010	Kindergarteners, 1st to 4th grades of elementary school 1st grade of middle school	Kindergarteners, 1st to 4th grades of elementary school 1st grade of middle school	46.5	18.114,605 billion
	29,625	13,768		
2011	Kindergarteners, elementary school students, 1st and 2nd grades of middle school, 1st grade of high school	Kindergarteners, elementary school students, 1st and 2nd grades of middle school, 1st grade of high school	43.2	48.465,492 billion
	59,901	25,839		

Source: Kyeong-Hee KANG (2012), A Study on Parents' Perception of Therapeutic Support for Students with Special Education Need

According to the 2008 Survey on Special Education by Statistics Korea, among the services of therapeutic support, speech therapy was given to 2,149 students and auditory therapy was given to 193 students; speech therapy was the service that was provided most and auditory therapy was the one that was provided least. However, because one person can be given multiple services, the actual number of students who received the services of therapeutic support would be much smaller (See Table 6).

<Table 6> Number of Students Who Was Given Therapeutic Support by the Types of Services of Therapeutic Support

	Types of Therapeutic Support						Total
	Physical Therapy	Occupational Therapy	Speech Therap y	Auditory Therapy	Psycho-therapy	Others	
Number of students	1,036	1,102	2,149	193	1,220	1,377	7,077

Source: Survey on Special Education, Korea Institute for Special Education (2008)

2. Paraprofessional Support

According to the 2011 Annual Report on Special Education published by the Ministry of Education, Science and Technology, 8,936 special education paraprofessionals were dispatched in 2011. Among them, paid special education paraprofessionals were 6,843 including 1,640 for special schools, 4,651 for special classes and 552 for regular classes and unpaid paraprofessionals were 2,093 including 654 for special schools, 1,279 for special classes and 160 for regular classes.

In 2011, number of paid special education paraprofessionals has increased as a whole comparing with that of 2009, but the number of unpaid special education paraprofessionals only who were dispatched to special classes and regular classes has increased (See Table 7).

Because unpaid special education paraprofessionals are selected from the workers that go vernment hires temporarily to mitigate unemployment rate, public service workers, persons who are sentenced to community service or volunteers without training, they lack of expertis e in special education.

<Table 7> Number of Special Education Paraprofessionals by Year

	Special School			Special Class			Regular Class			Total
	Paid[1)]	Unpaid[2)]	Subtotal	Paid	Unpaid	Subtotal	Paid	Unpaid	Subtotal	
2009	1,423	988	2,411	4,093	1,060	5,153	540	141	681	8,245
2010	1,542	792	2,334	4,325	1,283	5,608	486	158	644	8,586
2011	1,640	654	2,294	4,651	1,279	5,930	552	160	712	8,936

1) Persons who are supported by the state, local government or private organizations(supporters' organization for self-reliance)

2) Persons who are selected from workers whom government hires temporarily to mitigate

unemployment rate, public service workers, persons who are sentenced to community service or volunteers.

Source: Annual Reports on Special Education, Ministry of Education, Science and Technology (2009~11)

3. Support for School Attendance

According to the 2011 Annual Report on Special Education published by the Ministry of Education, Science and Technology, there were 546 school buses from 155 special schools; 15,836(64.4%) students were provided with the support for school attendance (See Table 8).

<Table 8> Number of Students who Take School Bus among the Students who attend Special Schools by Year

	Number of Entire Students	Number of School Bus	Number of Students who Take School Bus	Percentage (%)
2009	23,606	522	15,116	64.0
2010	23,776	522	15,198	63.9
2011	24,580	546	15,836	64.4

Source: Annual Reports on Special Education, Ministry of Education, Science and Technology (2009~11)

According to the Survey on Special Education by Statistics Korea in 2008, 2,151 students among 7,718 students subject to special education were given the support for school attendance and 901 students out of 2,151 students had mental retardation (See Table 9).

<Table 9> Support for School Attendance by the Types of Disability by Year

	Types of Disabilities									Total
	Visual disability	Hearing impairment	Mental retardation	Physically handicapped	Emotional disturbance	Communication disorder	Learning disorder	Health impairment	No response	
Total	582	589	2,901	1,526	1,006	314	500	279	21	7,718
Persons provided with the support for school attendance	162	145	901	399	281	86	120	52	5	2,151

Source: Survey on Special Education, Korea Institute for Special Education (2008)

Pursuant to the Act on Special Education for Disabled Persons, etc. prescribing 'The head of each school shall prepare support measures for school attendance such as vehicle support for school attendance, expense support for school attendance and assisting personnel support for school attendance for the convenience of persons subject to special education who attend school., the support for school attendance are provided. However, the detailed clauses that the support for school attendance needs to be provided according to the types and degree of disabilities are not included.

V. Conclusion – The Tasks of the Services related to Special Education in South Korea

In the result of analyzing the services related to special education in South Korea, the persons subject to therapeutic support in 2011 were 59,901 and among them, only 25,839(43.2%) students were provided with therapeutic support, which means that less than 50% were served.

In 2011, 8,936 special education paraprofessionals were deployed. 8,936 special education paraprofessionals were dispatched in 2011. Among them, paid special education paraprofessionals were 6,843 including 1,640 for special schools, 4,651 for special classes and 552 for regular classes and unpaid paraprofessionals were 2,093 including 654 for special schools, 1,279 for special classes and 160 for regular classes. Especially unpaid special education paraprofessionals for special classes and regular classes excluding special schools tend to increase comparing with the number of unpaid special education paraprofessionals in 2009.

In 2011, there were 546 school buses from 155 special schools and 15,836(64.4%) students were provided with the support for school attendance.

In this context, based on the analysis of the actual condition of services related to special education, several tasks will be suggested as follows;

First, the profound considerations need to be taken in order to simplify diagnosis and evaluation procedure for therapeutic support. In case of therapeutic support, on the basis of data of 2011, even though the number of persons subject to therapeutic support has increased 6 times (59,901), only 43.2% of persons subject to therapeutic support were actually given it, which means that 14.5% decreased comparing with data of 2009. The blame for the reason that the number of students who were actually given therapeutic support is small can be put on the complicated diagnosis and evaluation procedure. The

blame for the reason that the number of students who were actually given therapeutic support is small can be put on the complicated diagnosis and evaluation procedure. For receiving therapeutic support, it is necessary to get diagnosed and evaluated by Special Education Supporting Center. However, the diagnosis and evaluation by Special Education Supporting Center are implemented with 51 kinds of test tools, which are very complicated and, in result, has decreased the number of students who can be actually given the therapeutic support. Therefore, the simplification of diagnosis and evaluation procedure for therapeutic support needs to be diversely pursued to enable more persons subject to special education to receive therapeutic support.

Second, the qualification criteria for special education paraprofessionals need to be prepared to ensure the expertise in special education. These special education paraprofessionals take responsibilities of taking care of students' daily living, supporting health and safety, assisting to deal with problem behaviors and learning activities under the supervision of teachers to improve the ability of social adaptation and individual educational goals of persons subject to special education. To provide these services effectively, special education paraprofessionals need to be qualified to work together with regular or special education teachers or to consult with each other. However, in South Korea, persons don't have any expertise in special education are included to special education paraprofessionals because they are selected from workers that government hires temporarily to mitigate unemployment rate, public service workers, persons who are sentenced to community service or volunteers. Furthermore, the number of unpaid special education paraprofessionals has increased in special and regular classes excluding special schools. Therefore, to provide effective and high-quality supporting services for students with disabilities, the qualification criteria for special education paraprofessionals need to be prepared to ensure the expertise in special education.

Third, the vehicle for school attendance needs to be provided according to the types and degrees of disabilities of students. Pursuant to the Act on Special Education for Disabled Persons, etc. prescribing 'The head of each school shall prepare support measures for school attendance such as vehicle support for school attendance, expense support for school attendance and assisting personnel support for school attendance for the convenience of persons subject to special education who attend school., the support for school attendance are provided. However, the detailed clauses that the support for school attendance needs to be provided according to the types and degree of disabilities are not included. Therefore, the consistent efforts to provide support for school attendance according to the types and degrees of disabilities need to be made by employing Anti-Discrimination Against and Remedies for Persons with Disabilities Act and The Mobility Enhancement for the Mobility Impaired Act.

VI. References

1) Hyun-Min HAN (2001) "Deconstruction of Therapeutic Education and Reconstruction of Special Education". The Journal of Special Education: Theory and Practice, Vol.2 No.2, pp23-55.
2) Hyun-Sook CHANG (2009) "Services related to Special Education-Centering on Therapeutic Support". pp37-39.
3) Ju-Hye YOOK, Deung-Young GO, Young-Seek PARK, Jea-Yeon YOON, Ho-Yeon KIM, Sung-Nam KIM, Sato Ryuji, Jung-Hyun LEE, Kyeong-Hyun PAIK (2006). "Study on the Trend of the Information and Communication Technology Industry in South Korea, the U.S.A. and Japan". National Information Society Agency. pp21-24.
4) Ka-Hwa SON (2010) "A Study on Needs of Therapists for Young Children with Developmental Delays". pp7-17.
5) Korea Institute for Special Education (2008) "Survey on Special Education".
6) Kyeong-Hee Kang (2012) "A Study on Parents' Perception of Therapeutic Support for Students with Special Education Need" pp25-47.
7) Mi-Seon SIM (2010) "Demand of Special Education Relation Service Present Condition and Parents of Elementary Special Class Student" pp8-10.
8) Ministry of Education, Science and Technology (2009) "2009 Annual Report Regarding Special Education" pp86-90.
9) Ministry of Education, Science and Technology (2009) "Data from Special Education Supporting Center"
10) Ministry of Education, Science and Technology (2010) "2010 Annual Report Regarding Special Education" pp93-96.
11) Ministry of Education, Science and Technology (2010) "White Paper on Special Education" pp342.
12) Ministry of Education, Science and Technology (2011) "2011 Annual Report Regarding Special Education" pp92-95.
13) Ministry of Education, Science and Technology (2011) "2012 Annual Report Regarding Special Education" pp33-34.
14) Special Education Supporting Center (2009) "Diagnosis and Evaluation for the Selection of the Persons Subject to Therapeutic Support"
15) Special Education Supporting Center (2009) "List of Tools for Diagnosis and Evaluation"
16) Young-Joon SONG, Young-Tae, Ju-Hye YOOK, Byoung-In LEE (2007) "Survey on and Support Strategies for the Needs for Special Education Related Services". Korea

National Institute for Special Education (2007). pp 3-22, 87-270.

17) Yun-Hee PYO, Eun-Hye PARK (2008) "A Qualitative Inquiry on Support system of Special Education Related Services for Students with Physical disabilities" pp117-119.