

The Possibility of the Use of Health Related QOL in the Development of Evaluation Scale for the Outcome of Special Needs Education

- Based on the Consideration of the Current Conditions of the Education for Students with Health Impairment-

Aiko Kohara*, Chang-wan Han**, Masahiro Kohzuki*
 *Tohoku University, Japan, **University of the Ryukyus, Japan
 E-mail : colora420@gmail.com, hancw917@gmail.com, makohzuki@gmail.com

1. Introduction

Even though the evaluation of academic ability has been considered as the major way to evaluate the educational outcome, the difficulty lies to apply it in the setting of special support schools; thus, whether the goals of the class of independent activities have been achieved or not has been used as an indicator to evaluate the educational outcomes in the setting of special support schools. The most of the outcome evaluation have been carried out based on the subjective judgments of teachers and therein lies no standardized scale whose reliability and validity have been tested. In particular, in the field of the education for the children with health impairments, their problems related to social adjustment after having been discharged from the hospital have drawn the attention, in spite of the lessened period of treatment due to the advancement of medical technology.

In this context, the perspective of HRQOL has been emphasized that enables to comprehensively improve both vital prognosis and the ability of living of children with health impairment. The health-related QOL(HRQOL)has been used extensively clinical and epidemiological research and health service studies(Fukuhara et al, 1998). Considering that HRQOL include the similar several scopes of the class on independent activities, the educational outcome needs to be analyzed from the perspective of HRQOL.

Therefore, this study aimed to explore the possibility of the development of evaluation scale that evaluates the outcome of education for the students with health impairments from the perspective of HRQOL by arranging and analyzing the contents of class on independent activities based on the Report on the Education for the Children with health impairments in the Special Support Education in Okinawa Prefecture in Japan.

2. Methods

2.1. Data Collection

After preparing the criteria of collecting data, the validity of the criteria has been tested by three teachers of special support schools and two professionals on QOL(Table 1).

[Table 1] The Methods of Data Collection

Subject	<ul style="list-style-type: none"> • Report on the Education for the Children with health impairments in the Special Support Education in Okinawa Prefecture
Data Extraction Method	<ul style="list-style-type: none"> • Period: 2007 to 2012(the title has changed to special support education) • Database used to extract references: Practical Cases Study Report from Okinawa Prefectural Educational Center, Case Study Report on the Education for the Children with health impairments in the Special Support Schools
Criteria to Select Data	<ul style="list-style-type: none"> • Children of school age(elementary to high school) • Contents that are related to the guidance for children with health impairment(those that are determined to be unrelated with the guidance for children with health impairment were excluded) • Cases to instruct children in special support schools, special support classes and hospital schools for children with health impairment • The cases that are related to the class on independent activities(among classes, only the class whose educational goals are related to independent activities were included in this study)

2.2. Analysis

To utilize the components of HRQOL for the development of evaluation scale for educational outcome, the educational goals and contents that are included in Case Study Report were analyzed with six scopes of class on independent activities and eight scopes of HRQOL(SF-36).

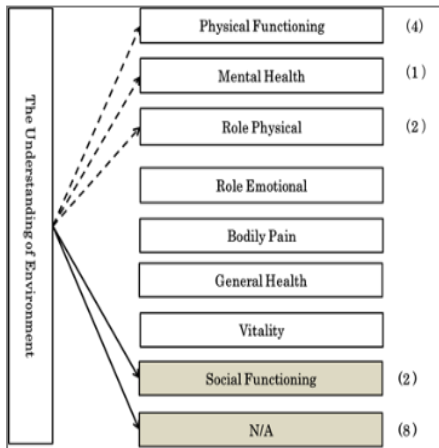


Figure 1. The Correlation between the Understanding of Environment and the Scopes of HRQOL

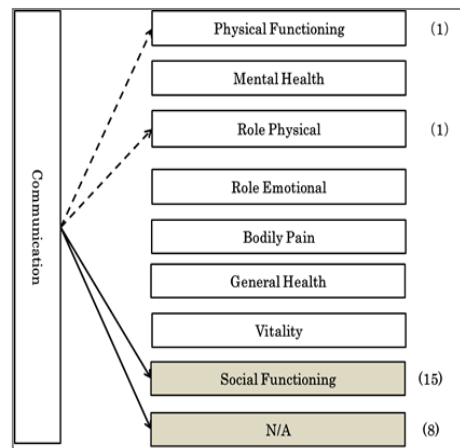


Figure 2. The Correlation between the Communication and the Scopes of HRQOL

3. Results

In results of analyzing the correlations between six scopes among those of the class on independent activities and eight scopes of HRQOL(SF-36), it was found that the seven scopes of HRQOL except the scope of bodily pain among the eight scopes were correlated with the scopes of the class on independent activities.

The scopes of “The understanding of environment” and “Communication” among the scopes of class on independent activities can be suggested as the tasks to be analyzed. In the results of analyzing the correlations between the practical cases of education that are related to “The understanding of environment” and eight scopes of HRQOL(SF-36), there were eight cases that didn’t belong to any scopes of HRQOL(SF-36).

Even though it has known that the scope of “The understanding of environment” contains the contents of sensory or cognitive functions, it was found that its concept is not clearly defined yet in results of analysis; the unclearness of its concept may cause the difficulty to correspond with the scopes of HRQOL(SF-36).

In results of analyzing the correlations between the practical cases of education that are related to “Communication” and eight scopes of HRQOL(SF-36), there were eight cases that didn’t belong to any scopes of HRQOL(SF-36)(Figure 2); those cases that didn’t belong to any scopes of HRQOL(SF-36) were mainly about the education and guidance that are related to the acceptance and expression of language.

4. Discussion

In results of analyzing the correlation between six scopes of the class on independent activities and eight scopes of HRQOL(SF-36), it was found that the seven scopes of HRQOL except the scope of bodily pain among the eight scopes were correlated with the scopes of the class on independent activities. The results of this study implies that the concept and contents of HRQOL can be utilized for the development of the scale. It was difficult to evaluate the scope of “The understanding of environment”, because it is about the guidance of sensory and cognitive functions. It will be the task to be explored how the sensory and cognitive functions can be evaluated in the development process of the scale to evaluate the educational outcome.

There were the contents of education and guidance of the acceptance and expression of language that plays an important role in the education; in the government guidelines for teaching by the Ministry of Education, Culture, Sports, Science and Technology, the significance of language activity has been emphasized. In the development of the scale to evaluate the educational outcome in the future, the scope that is related to language needs to be added.

5. References

[1] Fukuhara, S.,Bito, S.,Green, J., Hisao, A. and Kurokawa, K.(1998) “Translation, adaptation, and validation of the SF-36 Health Survey for use in Japan”, *Journal of Clinical Epidemiology*, 51, pp. 1037-1044.