

# How should staff provide support for children with developmental disabilities in regular elementary classes?

FUKUDACHikako

Graduate School of Science for Human Services, Ritsumeikan University

**Key words:** mutual understanding, individual support, respect for the group

Examining a case in which the author was involved as support staff for a boy with developmental disability in a regular class, the purpose of this study is to clarify how staffs should provide support for children with developmental disabilities in regular elementary classes.

This study first assesses how children without developmental disabilities and the subject with developmental disability interacted and understood each other through in-class observations and an interview with the child's mother. Then, based on the assessment, this study focuses on episodes during which the children without developmental disabilities and the subject experienced trouble while engaging in mutual interaction in class to clarify how staff might support children with developmental disabilities.

This study suggests that support staff should consider not only disorder-specific individual support for children with developmental disabilities and respect for the group but also promote mutual understanding. This includes providing support for the other children, offering more alternatives for cooperation to homeroom teachers, etc.