

## **Learning Consideration through Education for Understanding Disorders in Schools**

### 1. Motivation behind Research Paper

In schools, both teachers and students have a responsibility to be more considerate of others despite their differences. The main reason why I decided to do research on bullying was because of my handicapped friend in elementary school. I remember feeling uncomfortable whenever he would get bullied or when other students looked at him with a strange gaze. Through having learned about human rights in high school, I realized that this was a serious problem. I felt an obligation to help solve and learn more about incidents that violated a person's human rights, especially concerning those with people who have physical and mental disabilities. I believe that these types of problems were related to poor communication. If people can change how they communicate with others, perhaps problems such as bullying would decrease. Therefore, I researched the relationship between students and bullying.

### 2. Introduction

The aim of this paper is to find solutions to decrease the number of bullying in elementary schools by researching the relationship between students and bullying through a survey analysis. The Ministry of Education, Culture, Sports, Science and Technology states that in Japan, the number of bullying in elementary school, junior

high school, high school, and special needs schools has been increasing. Since 2015 and in 2020 the number increased three times to about 150,000 in 2015. Moreover, 80% of the number is constituted by bullying in elementary school. The height of it is when students are in second grade, and the number tends to decrease from that time. The biggest factor of bullying is that students live in conditions that are more stressful and they cannot release their frustrations the right way.

### 3. Results and Analysis

The study of Saori Tanabe and Kazuhiro Hosoya shows that classes of visual disorders are 35%, which is the biggest proportion of all classes to prompt understanding disorders. Classes of hearing disorders and intellectual disorders are 20% and developmental disorders are 15% and physical disorders are 10%. Before I researched the study I had thought classes of developmental disorders and intellectual disorders which are kind of invisible disorders are not usually conducted. This was because I had not studied such disorders in my elementary school. However, the study shows they are not a small number. However, the sum of proportion of such disorders is less than the sum of physical disorders such as hearing disorders and visual impairment. I think that there are two main reasons. First, it is difficult for students to understand invisible disorders and classes of them are not conducted stimulated experiences like the wheel experience and eye mask experience, which are thought of as easy learning to understand. Second, it is difficult not to use offensive expressions in order to consider students with disabilities. These are difficult problems, but there is a good tendency that invisible disorders have been increasing recently. The study of Saori Tanabe and Kazuhiro Hosoya revealed that intellectual disorders and developmental disorders have

increased by 5% since 2011. This figure refers to a changing study of education for understanding disorders in elementary schools. If people start to make the effort to study hard about how to help students with such disorders. I think that this tendency will improve.

#### 4. Conclusion and Future Problems

As a result, the number of classes conducted for understanding invisible disorders in elementary schools has been increasing. It seems to be a good tendency but the number of bullying in elementary schools has still increased . I think this bad tendency is a problem. These results show me that my idea, which is the relationship between bullying and the education for understanding disorders, is not right. However, I think there is a common purpose between them , which is to make every person's life more comfortable by respecting each other's personalities and individualities and understanding characteristics of each disorder. Mutual understanding and consideration among them are more essential things.

I think if we learn not only knowledge but also consciousness and we act not to cause bullying, the bad tendency of bullying in elementary schools will improve.

#### 5. Reflection

My way of thinking quietly changed through learning various kinds of problems of human rights in the class. I understood that there are many problems of racism and gender which I had not known and my existing knowledge could not understand these problems. Therefore, I always investigate the background information before thinking about a problem, so I do not judge any problems without researching them. This attitude made my idea so tolerant with different opinions of

other people that I can accept and understand anyone and anything which is different from me. Finally I noticed the importance of learning. From now on I want to keep learning so that I become tolerant with anyone and I can understand everyone in the world with consideration I learned through investigating education for understanding disorders.

## 6. Work Cited

The data collected for this study will include

- ※ online sources of The Ministry of Education, Culture, Sports, Science and Technology.
- ※ survey by Saori Tanabe and Kazuhiro Hosoya in Hokkaido University of Education.