

Building Seamless Community Support Systems for Children with Developmental Disorders and Their Families

TANAKA Naoki
Coordinator of Measures for Developmental Disorders

Office of Support for Children with Disabilities and
Persons with Developmental Disorders
Welfare Division for Persons with Disabilities
Department of Health and Welfare for Persons with Disabilities
Social Welfare and War Victims' Relief Bureau
Ministry of Health, Labour and Welfare

Act on Support for Persons with
Developmental Disorders &
Definitions of Developmental Disorders

Broad Image of the Act on Support for Persons with Developmental Disorders

I. Key Dates

- 1980 Medical and welfare facilities for children with autism newly positioned as a category of facilities for children with intellectual disabilities
- 1993 Creation of special treatment programs for persons with severe behavioral disorders (implementing entities: prefectures, etc.)
- 2002 Start of project for the operation of Support Center for Autism and Developmental Disorders (promotion of the development of regional support bases for persons with pervasive developmental disorders)
- Dec 2004 **Enactment of the Act on Support for Persons with Developmental Disorders through a bipartisan bill → Enforced on April 2005**
- Dec 2010 Clarification that developmental disorders are included under the definition of persons with disabilities in the Services and Supports for Persons with Disabilities Act and Child Welfare Act
- May 2016 **Enactment of the Act on Partial Revision of the Act on Support for Persons with Developmental Disorders through a bipartisan bill**

II. Main Purpose

- Define disorders for persons with developmental disorders and promote understanding of developmental disorders
- Promote support for all developmental stages
- Ensure close cooperation between departments responsible for providing support to persons with developmental disorders, develop cooperative systems with relevant organizations, etc.

III. Summary

Definition: Developmental disorders = Brain function disorders that usually manifest at a young age, such as autism, Asperger syndrome and other pervasive developmental disorders, learning disabilities, attention-deficit/hyperactivity disorder, etc.

Pre-school age (infancy)

- Early detection through infant health checks
- Early development support

School age (childhood, etc.)

- Detection through school health checks for newly-enrolling students
- Development of appropriate educational support and assistance systems
- Use of project of after-school measures for healthy growth of children
- Specialized developmental support

Post-graduation (young adults)

- Ensure suitable work opportunities in line with attributes of persons with developmental disorders
- Support for daily life in communities
- Advocacy for persons with developmental disorders

[Prefectures] Support Centers for Persons with Developmental Disorders (consultation support, provision of information, training, etc.), securing specialized medical care facilities, etc.

[National government] Development of human resources with specialized knowledge (trainings, etc.), studies and research, etc.

[Definition of Developmental Disorders]

Brain function disorders that usually manifest at a young age, such as pervasive developmental disorders (autism, Asperger syndrome, etc.), learning disabilities, attention-deficit/hyperactivity disorders, etc.

(Article 2, Act on Support for Persons with Developmental Disorders)

* Disorders included in F80-98 in the ICD-10 (Tenth Revision of the International Statistical Classification of Diseases and Related Health Problems)

(Joint notice by the Vice Minister of Education, Culture, Sports, Science and Technology and the Vice Minister of Health, Labour and Welfare dated April 1, 2005)

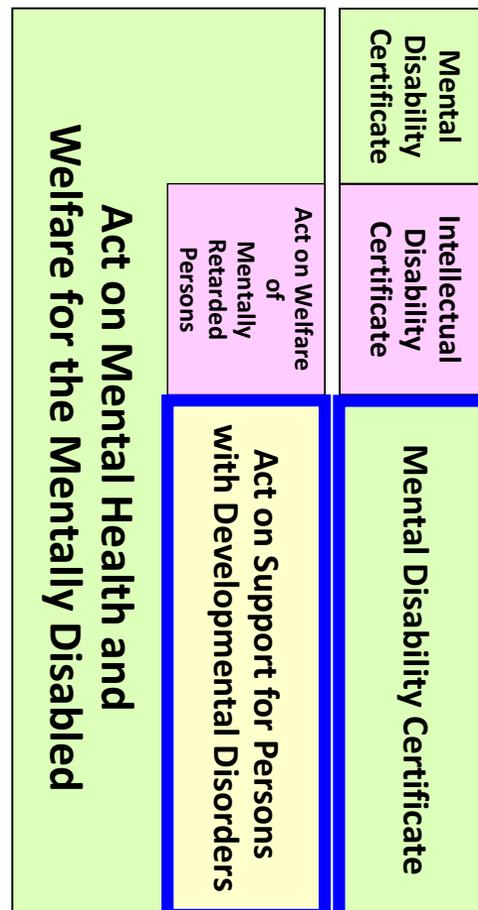
ICD-10 (WHO)

* Approved at the WHO Assembly in 1990. Current version was partially amended in 2003. Draft version of ICD-11 was approved by the WHO Assembly in May 2019.

F00-F69	Schizophrenia and mood (affective) disorders, etc.
F70-F79	Intellectual disabilities <Mental retardation (MR)>
F80-F89	Disorders of psychological development <ul style="list-style-type: none"> Pervasive developmental disorders (autism, Asperger syndrome) Specific developmental disorders of scholastic skills (LD), etc.
F90-F98	Behavioral and emotional disorders with onset usually occurring in childhood and adolescence <ul style="list-style-type: none"> Hyperactivity disorder (attention-deficit/hyperactivity disorder) Other: Tourette's syndrome, stuttering, etc.

<Laws>

<Certificates>



(Reference) DSM-5 (American Psychiatric Association)

* Revised in U.S. in 2013

Schizophrenia Spectrum and Other Psychotic Disorders, Depressive Disorders, etc.

Neurodevelopmental Disorders

- Intellectual Disabilities
- Communication Disorders
- Autism Spectrum Disorder
- Attention-Deficit/Hyperactivity Disorder
- Specific Learning Disorder
- Motor Disorders
- Tic Disorders
- Other Neurodevelopmental Disorders

Oppositional defiant disorder, pica and other disorders that were included in the F9 category in the ICD-10 have been listed in a separate diagnostic category

Typical Developmental Disorders

- Delays in language development
- Communication disorders
- Interaction and social disorders
- Patterned and obsessive behaviours

May be accompanied by intellectual delays

Autism

Pervasive developmental disorders (PDD)

Asperger syndrome

(Autism Spectrum Disorder: ASD*)

- No basic delays in language development
- Communication disorders
- Interaction and social disorders
- Patterned behaviors, strong interests for specific fields
- Uncoordinated (compared to language development)

Attention-deficit hyperactivity disorder **ADHD**

- Inattention (inability to concentrate)
- Hyperactivity, logorrhea (inability to sit still)
- Impulsivity (move before think)

(Attention-Deficit/Hyperactivity Disorder: ADHD*)

Learning Disabilities/Disorders **LD**

- Significantly weak at reading, writing, calculating and other skills compared with overall intellectual development

(Specific Learning Disorders: SLD*)

* Includes other developmental disorders, such as Tourette's syndrome, stuttering (disorder), and developmental coordination disorders (lack of coordination), etc.

* Persons with developmental disorders may be over-responsive or under-responsive to sensory input

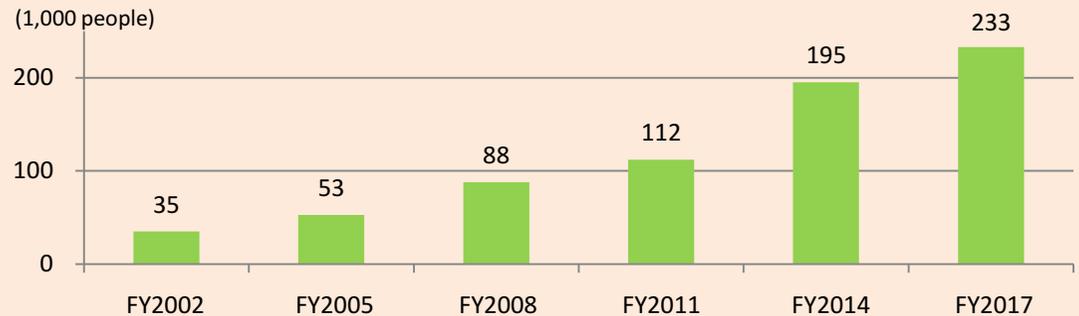
* = Diagnoses in DSM-5

Number of Persons with Developmental Disorders

I. Patient Surveys

Number of persons with developmental disorders who visited medical institutions for diagnoses, counseling, etc.

FY2002: 35,000
FY2005: 53,000
FY2008: 88,000
FY2011: 112,000
FY2014: 195,000
FY2017: 233,000



II. Survey on Revision of Remuneration for Disability Welfare Services, etc. (FY2019)

Percentage of children with developmental disorders receiving child development support and attending after-school day care services

Child developmental support: 36.3%
After-school day care services: 38.6%

(Reference) Survey of children and students with special educational needs who may have developmental disorders and are matriculated in regular classes (FY2012 survey by the Ministry of Education, Culture, Sports, Science and Technology)

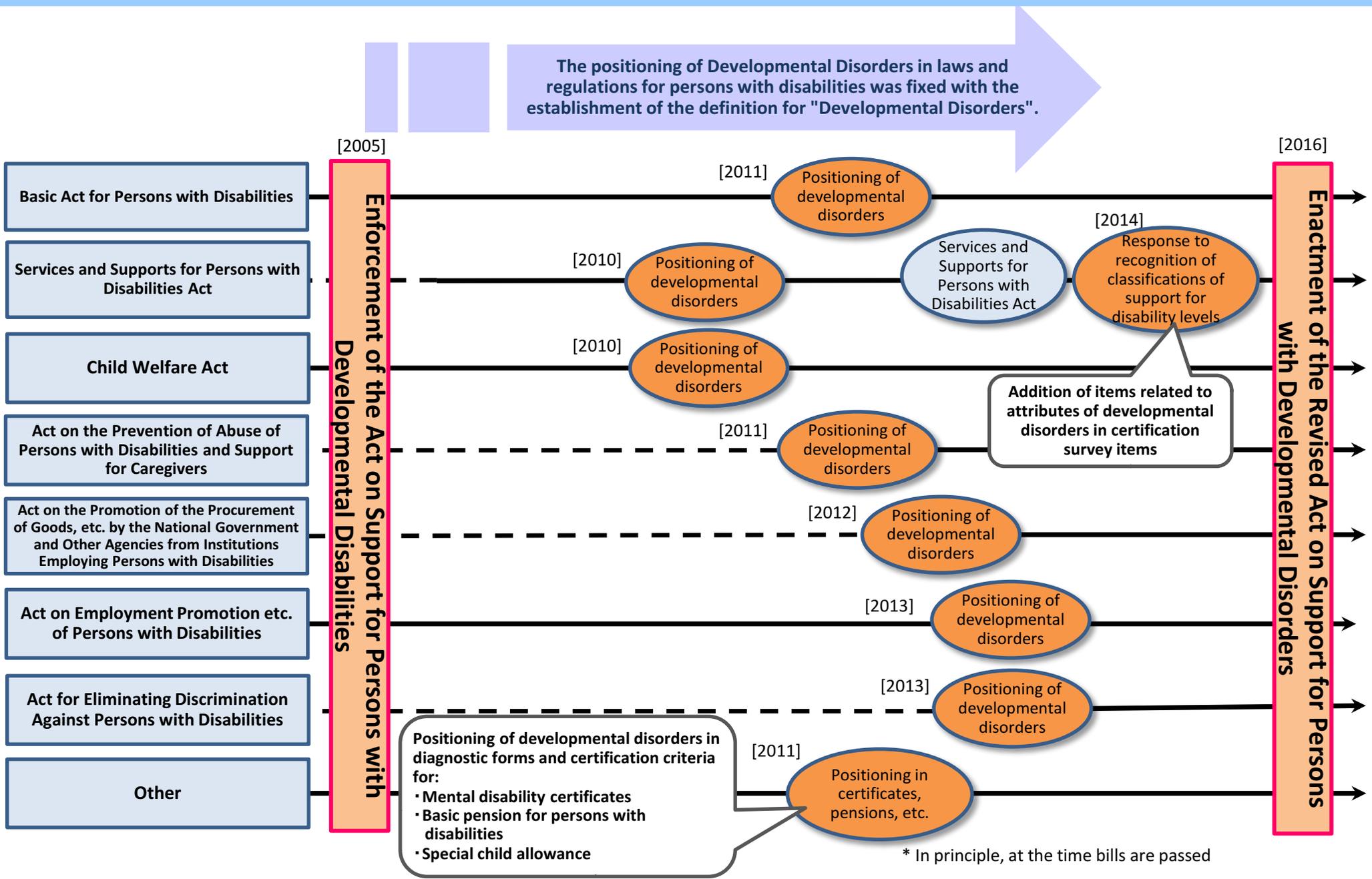
Percentage of students with significant academic or behavioral difficulties in regular elementary and junior high school classes

FY2012: 6.5% (estimate)

* Based on responses completed by homeroom teachers and submitted after checks by special education coordinators or vice principals and is not based on a diagnosis by a team of developmental disorder specialists or a physician. Therefore, note that the results of this study do not represent the percentage of children and students with developmental disorders, but rather the percentage of students who require special educational support who may have developmental disorders.

Revisions to the
Act on Support for Persons with
Developmental Disorders

Position of Developmental Disorders in the Legal System



Overview of the Act on Partial Revision of the Act on Support for Persons with Developmental Disorders

(Enacted on May 25, 2016; promulgated on June 3, 2016; enforced on August 1, 2016)

- Trends in Japan and abroad concerning persons with disabilities... Signing (2007) and ratification (2014) of the Convention on the Rights of Persons with Disabilities
Revision to Basic Act for Persons with Disabilities (2011), other
- Status of enforcement of the Act on Support for Persons with Developmental Disorders... About 10 years after it was first enforced in 2005



General revision to law to further improve support to persons with developmental disorders

Section 1 General provisions

(1) Purpose (Article 1)

This Act stipulates the purpose of contributing to the realization of a symbiotic society in light of the importance of providing seamless support and in keeping with the philosophy of the Basic Act for Persons with Disabilities.

(2) Definition of persons with developmental disorders (Article 2)

Persons with developmental disorders are those who are limited in their daily and social lives due to developmental disorders and "social barriers".

*Social barriers: Things, systems, practices, concepts or anything in society that pose a barrier to daily and social life for persons with developmental disorders

(3) Basic principles ((Article 2 (2))

Support for persons with developmental disorders include:

- (1) Ensuring social participation opportunities and unimpeded ability to live together with others in communities
- (2) Contributing to the removal of social barriers
- (3) Providing seamless support according to sex, age, disability status and actual living conditions of each individual with a developmental disability in close cooperation with relevant organizations, with consideration given to providing support in decision making

(4) Responsibilities of national and local governments (Article 3)

National and local governments establish required consultation systems in organic collaboration with relevant organizations in order to provide comprehensive consultation services.

(5) Responsibilities of general public (Article 4)

General public strive to enhance understanding of attributes of individual developmental disorders and cooperate in ensuring the independence and social participation of persons with developmental disorders.

Section 2 Support measures for persons with developmental disorders

(1) Support in suspected cases of developmental disorders (Article 5)

Ongoing consultation services, provision of information and advice to parents and guardians of children suspected to have developmental disorders

(2) Education (Article 8)

Considerations to allow children with developmental disorders to be educated with their peers who do not have developmental disorders

Promoting the development of individual educational support and guidance plans and measures to prevent bullying

(3) Promote information sharing (Article 9 (2))

Taking the necessary measures to promote information sharing that will contribute to the provision of support, while continuing to give due consideration to the protection of personal information

(4) Employment support (Article 10)

With the stipulation of national government as the primary proponent of support and the stipulation of support for continued employment, employers shall strive to ensure employment opportunities and stability.

(5) Support for living in communities (Article 11)

Support for living in communities in accordance with sex, age, disability status and actual living conditions

(6) Advocacy of rights and interests (Article 12)

Promoting measures to eliminate discrimination, prevent bullying and abuse, and to ensure the proper implementation or broad application of adult guardianship systems

(7) Considerations in the judicial process (Article 12 (2))

Application of proper considerations in the judicial process to ensure means of communication according to the attributes of individuals with developmental disorders

(8) Support for families of persons with developmental disorders (Article 13)

Providing information to families and other related persons and supporting activities that allow family members to support each other, etc.

Section 3 Support centers for persons with developmental disorders, other

(1) Considerations related to support from centers, etc. (Article 14)

Consideration should be given so that persons with developmental disorders can receive the necessary support in an environment that is as familiar to them as possible when center programs are implemented.

(2) Regional support councils for persons with developmental disorders (Article 19 (2))

Established in prefectures and designated cities to share issues on support systems, set up close collaborative systems and consult on the development of systems

Section 4 Supplementary provisions

(1) Dissemination and awareness raising for the general public (Article 21)

Awareness-raising activities through schools, communities, households, and workplaces, etc.

(2) Securing human resources with specialized knowledge, etc. (Article 23)

Conducting training courses, etc. to enhance understanding of the attributes and characteristics of individual developmental disorders in order to secure, train and improve the quality of human resources with specialized knowledge

(3) Studies and research (Article 24)

Strive to understand the actual conditions of persons with developmental disorders with consideration given to their sex and age, etc., and carry out studies and research to determine the causes of individual developmental disorders

Section 5 Other

(1) Effective date (Article 1, Supplementary provisions)

Date specified by Cabinet Order within the month of March from the date of promulgation

(2) Review (Article 2, Supplementary provisions)

Conduct fact-finding survey of persons suspected of having intellectual development disabilities and examine methods of support in light of international trends, etc.

Overview of the Act on the Partial Revision of the Act on Support for Persons with Developmental Disorders

(Enacted on May 25, 2016; promulgated on June 3, 2016; enforced on August 1, 2016)

1. Seamless support throughout all stages of life

Provision of “seamless” support to each person with a developmental disorder in mutual cooperation with relevant organizations in the fields of medical care, healthcare, welfare, education, and labor, etc.

[Related articles]

Article 1 (addition of seamless support, addition of contributions to the realization of a symbiotic society), Article 2 (2) (new section on basic principles), Article 3 (addition of development of consultation systems, addition of police to examples of cooperating departments), Article 9 (2) (new section on promoting information sharing) , Article 19 (2) (new section on regional support councils for persons with developmental disorders)

2. Detailed support, including for families, etc.

Support for education and employment, considerations in judicial processes, and support for families, etc., of persons with developmental disorders in order to provide detailed support, including for families, etc.

[Related articles]

Article 5 (addition of information provision and advice to guardians), Article 8 (addition of the preparation of individual educational support plans), Article 10 (addition of support for continued employment), Article 11 (addition of sex and other aspects to the perspective of lifestyle support), Article 12 (addition of the prevention of bullying, etc. to advocacy of rights and interests), Article 12 (2) (new section on considerations in judicial processes), Article 13 (addition of support, etc. for activities to help families support each other to content on family support)

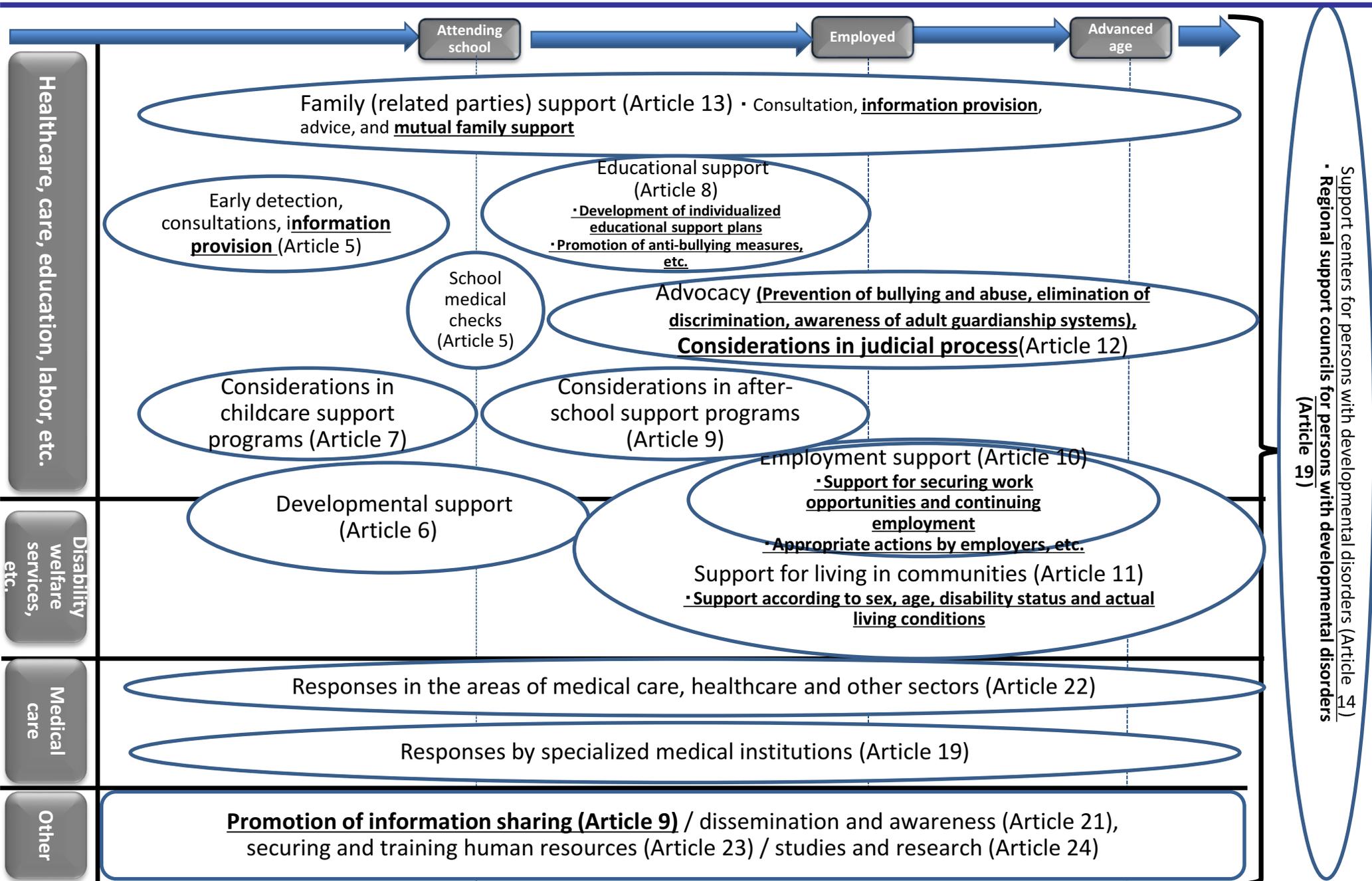
3. Support available in familiar environments in communities

Consideration of support for developmental disorders so that the necessary support can be received in an environment that is as familiar as possible

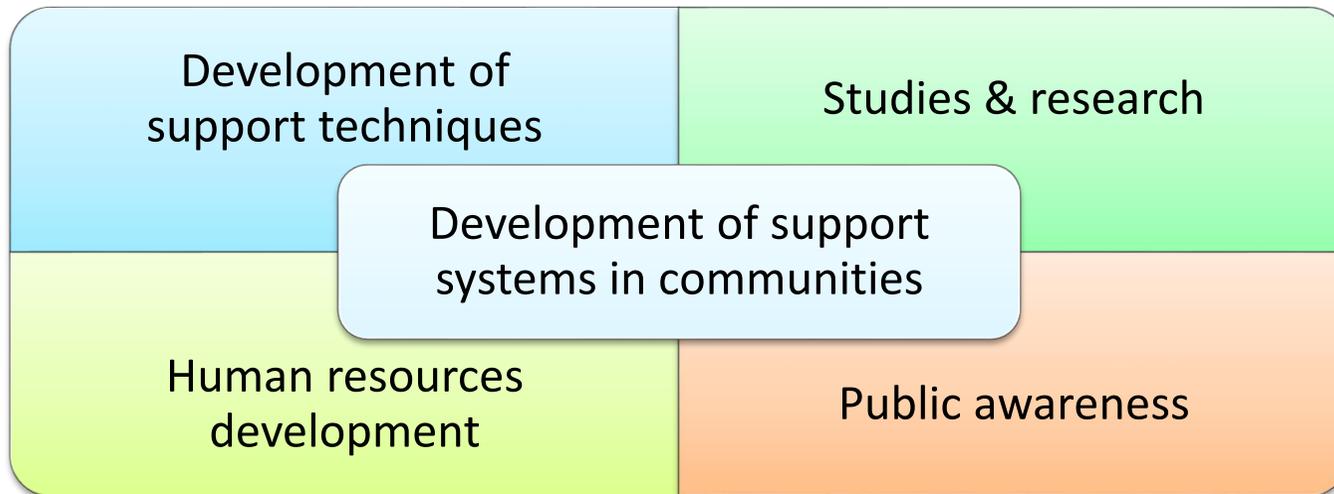
[Related articles]

Article 4 (addition of cooperation for independence and social participation of persons with disorders to responsibilities of the general public), Article 14 (addition of proper considerations to allow persons with disorders and their families to receive support in familiar environments), Article 21 (addition of attributes of individual developmental disorders to content on dissemination and awareness raising, addition of the provision of this support through various places, such as schools, etc.), Article 23 (addition of persons engaged in work related to the areas of labor, investigations and trials to the list of targets for securing human resources with specialized knowledge, etc.)

Overall Image of Support Based on the Revised Act on Support for Persons with Developmental Disorders



Support for persons with developmental disorders



Budgets to Support Persons with Developmental Disorders in Projects Supporting Community Living

2020 budget

Subsidies for projects supporting community living

Included in JPY 50,542,124,000
(included in JPY 49,486,221,000)

- Training of support specialists providing routine visiting services (voluntary project by municipalities) [Expanded]
- Operation of support centers for persons with developmental disorders (required projects by prefectures)
- Regional support councils for persons with developmental disorders (required projects by prefectures)
- Projects to promote linkages between families and the areas of education and welfare (voluntary project by municipalities)

Up to 50/100 of the budget can be subsidized by the national government

50% of budget can be subsidized by the national government

Projects promoting support for community living

Included in JPY 5,451,219,000
(included in 5,395,757,000)

- Projects to develop systems to support persons with developmental disorders (voluntary project by prefectures)
JPY 218,454,000 (JPY 218,420,000)
- Model projects to support the community living of children and adults with developmental disorders (voluntary project by prefectures and municipalities) JPY 28,586,000 (JPY 37,936,000)
- Training projects to improve the capacity of primary physicians to respond to developmental disorders (voluntary program by prefectures) JPY 21,564,000 (JPY 21,495,000)
- Projects to support children and adults with developmental disorders and their families (voluntary project by prefectures and municipalities) [Expanded] JPY 163,281,000 (JPY 127,199,000)
- Projects to eliminate wait lists for diagnosing developmental disorders (voluntary project by prefectures)
JPY 82,187,000 (JPY 80,779,000)
 - Projects to eliminate wait lists for initial examinations at specialized medical institutions for developmental disorders
 - Projects to create networks of specialized medical institutions for developmental disorders

Budgets related to building awareness and disseminating information on World Autism Awareness Day

Operation of Support Centers for Persons with Developmental Disorders

(Related to § 14 in Act)

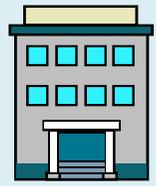
Ministry of Health, Labour and Welfare

Subsidies

Prefectures & designated cities
 Implemented as projects to support community living based on the Services and Supports for Persons with Disabilities Act (Required)

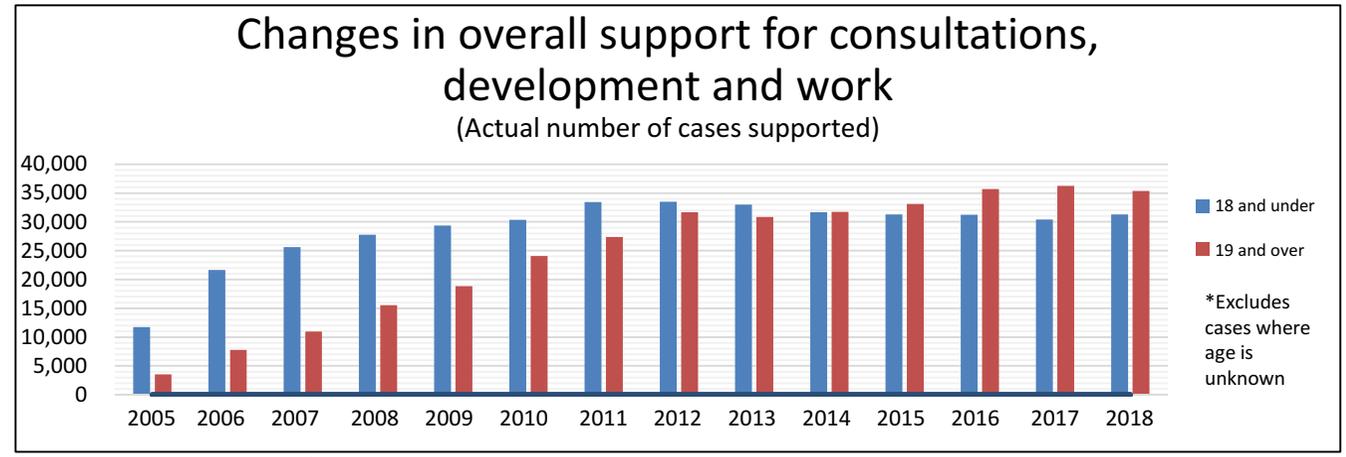
(Established as centers as of July 2019)
 Direct operation: 29 locations
 Commissioned (to social welfare corporations, etc.): 70 locations
 *Can also be operated by medical corporations and local incorporated administrative agencies

Support centers for persons with developmental disorders
 (established in 67 prefectures and designated cities)



(System) Staffing
 • Managers
 • Staff in charge of consultation support
 • Staff in charge of development support
 • Staff in charge of work support

Close collaboration with regional support managers for persons with developmental disorders assigned separately by the prefecture



1. Consultation support (In-office, visiting, telephone consultations, etc.)
2. Developmental support (Development and implementation of individual support plans, etc.)
3. Work support (Employment consultations, etc.)

Children and adults with developmental disorders and their families

- Collaboration
4. Coordination meetings and consultations
 5. Participation in councils under Article 89 of the Services and Supports for Persons with Disabilities Act

Support

6. Trainings (for related institutions, private groups, etc.)

Related institutions
 Children's counseling centers, rehabilitation counseling centers for persons with intellectual disabilities, welfare offices, health centers, mental health and welfare centers, medical facilities, institutions providing medical treatment and educational support services for children with disabilities, child development support centers, residential facilities for children with disabilities, nursery schools, kindergartens, schools, boards of education, Hello Work, Local Vocational Centers for Persons with Disabilities, Employment and Life Support Centers for Persons with Disabilities, other

7. Awareness-raising programs and training

Community residents and businesses

Development of Support Systems for Persons with Developmental Disorders

A network of related institutions and other organizations will be formed to provide consistent support for each stage of life from infancy to adulthood. In addition, family support systems with the introduction of parent mentor, parent training, and social skills training programs will be developed and training sessions for the introduction of assessment tools specific to developmental disorders will be conducted.

The community support functions of support centers for persons with developmental disorders, which are at the heart of communities, will also be strengthened with the assignment of "regional support managers for persons with developmental disorders" in order to support municipalities and businesses, promote linkages with medical institutions, and respond to difficult cases.

Prefectures & Designated Cities

Counseling and consultations

- Support centers for persons with developmental disorders
 - Provide appropriate guidance or advice in response to consultations from persons with developmental disorders and their families (direct support)
 - Promote the development of comprehensive support systems in communities for persons with developmental disorders by strengthening linkages with relevant organizations and conducting a variety of trainings (indirect support)
- Regional support managers for persons with developmental disorders
 - Promotes the improvement of community support functions with the provision of support to municipalities and businesses, collaboration with medical institutions, and responses to difficult cases

*Assigned to a support center for persons with developmental disorders as a general rule

Regional support councils for persons with developmental disorders

- 1) Identify support needs and current status of support systems within local governments. Verify the status of the development of support systems in each municipality or disability welfare area, as well as the status of activities in support centers for persons with developmental disorders
 - 2) Consider expanding centers, assigning managers and reviewing roles
 - 3) Plan to expand family support and assessment tools
- *Held two to three times a year

Collaboration



Training sessions, other

- Develop human resources to support families (Improve capacity to respond to families)
 - Parent training programs
 - Parenting programs (Advice from concerned persons)
 - Parent mentor programs, etc.
- Develop human resources to improve the ability of persons concerned to adapt
 - Social skills training programs, etc.
- Promote the introduction of assessment tools
 - M-CHAT, PARS-TR, etc.



Dispatch/
Support

Collaboration

Expansion/
Dissemination

Municipalities

- 1) Set up easy-to-understand contact points for residents and provide contact information
- 2) Develop coordination systems with relevant departments and divisions (Ex.: Widespread use of individual support files)



- 3) Promote early detection and early support, etc. (parent training, parenting, parent mentor, and social skills training programs)
 - Secure and train human resources
 - Collaborate with specialized organizations
 - Use assessment tools at health centers and other facilities

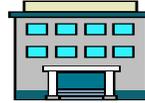


Strengthening Regional Support Functions of Support Centers for Persons with Developmental Disorders (FY2014 to present)

The establishment of support systems in each community is an urgent issue because the know-how needed to provide an adequate level of support for developmental disorders does not become common knowledge. For this reason, the community support functions of support centers for persons with developmental disorders, which are at the heart of local communities, are being strengthened and support systems are being developed to aid municipalities and businesses, coordinate with medical institutions, and provide assistance in handling difficult cases.

Support centers for persons with developmental disorders

- Consultation support (in-office, visiting, telephone consultations, etc.)
- Developmental support (development and implementation of individual support plans, etc.)
- Work support (work consultations with persons with developmental disorders)
- Other trainings, awareness raising programs, institutional support



[Issue]

As core institutions, centers are not able to provide sufficient backup to municipalities and businesses and to handle difficult cases because of an increase in the number of direct consultations at centers.

Prefectures, etc.

Development of support system for persons with developmental disorders (Community living support projects)

- Regional support councils for persons with developmental disorders
- Trainings for municipalities, relevant institutions and related facilities
- Introduction of assessment tools
- Parent mentor programs (coordinators)

To strengthen community support functions



Management team providing support to community

Regional support managers for persons with developmental disorders play a major role

- Implemented as center project as a general rule
- Projects can be outsourced to other organizations depending on local conditions

Municipalities

Support development of systems

Development of support systems for all generations
(Required action by municipalities)



- ① Introduction of assessment tools
- ② Widespread use of individual support files

Businesses, etc.

Support for difficult cases

Improve capacity to respond to difficult cases
(Required action by businesses, etc.)

Proper implementation of support, including cases that are difficult to handle



Medical institutions

Collaboration with medical institutions

Provision of appropriate levels of medical care related to developmental disorders in familiar environments
(Required action by medical institutions)

- ① Specialized diagnostic evaluations
- ② In-patient treatment for behavioral disorders, etc.



Development of Municipal and Prefectural Systems for Early Detection of Developmental Disorders

(Related to § 5 (1) in Act)

■ Act on Support for Persons with Developmental Disorders, Article 5

(1) Municipalities should pay adequate attention to the early detection of developmental disorders when conducting health examinations as stipulated in Articles 12 and 13 of the Maternal and Child Health Act (Act No.141 of 1965).

(5) In line with requests from municipalities, prefectures shall provide guidance and advice on technical matters concerning the early detection of developmental disorders in children and other required technical assistance to municipalities.



■ Community living support projects based on the Services and Supports for Persons with Disabilities Act

• **Municipal projects (voluntary): Training of support specialists providing routine visiting services**

Developing a system in which specialists with knowledge and skills in assessment methods to support persons with developmental disorders will conduct routine visiting services at facilities and locations where children and their parents gather, such as nursery schools, to provide support from stages where a disability may be of concern.

• **Prefectural projects (voluntary): Development of support systems for persons with developmental disorders**

(1) Regional support managers for persons with developmental disorders offer consultations and advice on the development of municipal support systems, such as the introduction of assessment tools.

(2) Provision of training programs to promote the introduction of assessment tools that will serve as a measure of support for developmental disorders.

Examples of assessment tools

M-CHAT (Can be used at 18-month health check)

Modified - Checklist for Autism in Toddlers

Age: Children between 16 and 30 months

Method: Questionnaire filled out by caregivers

Purpose: Check status of social development and gain an understanding of the possibility of an autism spectrum disorder

PARS-TR

(Can be used at 3-year-old health check and after)

Parent-interview ASD Rating Scales – Text Revision

Age: Children ages 3 and older

Method: Interview by expert with caregivers

Purpose: Continuously identify the presence or absence of behavioral attributes of autism spectrum disorders from early childhood to adulthood

CLASP

Check List of obscure disabilities in Preschoolers

Age: 5-6 years old (older children)

Method: Questionnaire filled out by kindergarten/daycare teachers

Purpose: Gain an understanding of the possibility of the presence of a developmental disorder that may not manifest before enrolling in school (stuttering, tics, LD, developmental coordination disorders)

Training Support Specialists Providing Routine Visiting Services [Expanded]

Specialists with knowledge of developmental disorders (*1) routinely visit facilities and places where children and their parents gather, such as nursery schools and after-school children's clubs, to provide advice and other types of support (*2) to facility staff and parents for early detection and responses to disabilities.

*1 Specialists with knowledge of developmental disorders, etc.

- Doctors, child guidance counselors, nursery teachers, certified psychologists, occupational therapists, speech pathologists, etc. with knowledge of developmental disorders
- Persons who are involved in providing support to children with developmental disorders in facilities for children with disabilities, etc.
- Persons who have graduated from universities under the School Education Act with courses specializing in child welfare, social welfare, pedology, psychology, pedagogy, sociology, or an equivalent course of study, and who have knowledge and experience with developmental disorders

(Securing of expertise)

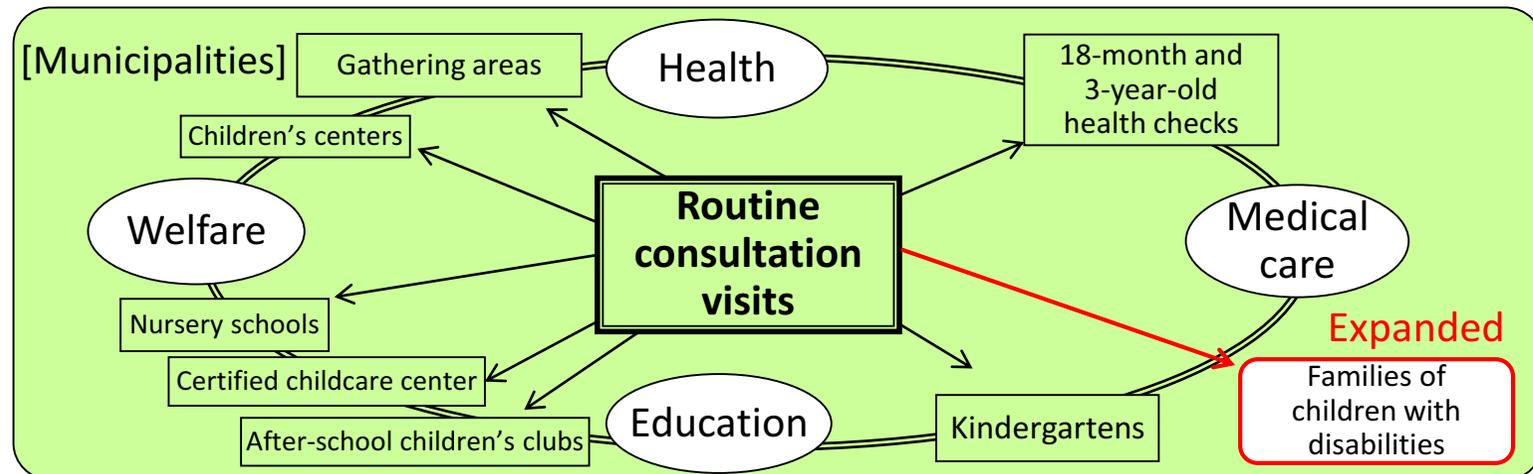
Specialists will attend trainings on developmental disorders conducted by the National Rehabilitation Center for Persons with Disabilities and trainings conducted by regional support centers for persons with developmental disorders and other organizations to secure an appropriate level of expertise.

(On routine visits, etc.)

Specialists are assumed to be child guidance counselors, nursery teachers, physical therapists, occupational therapists, or certified psychologists, who have knowledge and considerable experience in supporting children with disabilities.

*2 Examples of "Advice and other types of support for early detection and responses to disabilities/disorders"

- Advice and consultation support for parents
- Connections with specialized institutions, such as child guidance centers and support centers for persons with developmental disorders
- Advice on conducting assessments, such as M-CHAT and PARS-TR
- Implementation of parent trainings (parenting programs)
- Provision of information on parent mentors



Support Programs for Children and Adults with Developmental Disorders and Their Families

The Act on Support for Persons with Developmental Disorders revised in 2016 specified that prefectures and municipalities should work to support activities that would allow families of persons with developmental disorders to support each other. As a result, the establishment of support systems for children and adults with developmental disorders and their families are currently being developed through support for the implementation of parenting programs and training sessions for parent mentors.

In addition, there is a high possibility that persons with developmental disorders who have difficulty living as members of society will become isolated because of the lack of support measures for community living after turning 18 and graduating from school or leaving after-school day services. For this reason, **places for persons with developmental disorders to live are being created while they are young adults and systems are being developed to prevent people from becoming isolated from society by positioning the "Youth Support Program for Persons with Developmental Disorders" as part of this project.**

Parent mentor training program



- Implementation of required trainings for parent mentors
- Support for activity costs of parent mentors
- Assignment of parent mentor coordinators, etc.

Support program to improve family skills

- Implementation of parenting programs and parent training programs for parents and guardians, etc.



Peer support promotion program



- Provision of places for persons with developmental disorders facing similar concerns and parents/guardians of children with developmental disorders and siblings to gather
- Drop-in childcare when providing places for parents/guardians to gather, etc.

Other support programs for the persons and their families

- Social skills trainings (SST) to improve the ability of children and adults with developmental disorders, etc. to adapt



Youth Support Program for Persons with Developmental Disorders [Expanded]

Creation of places, etc. for young people with developmental disorders to stay



Family Support

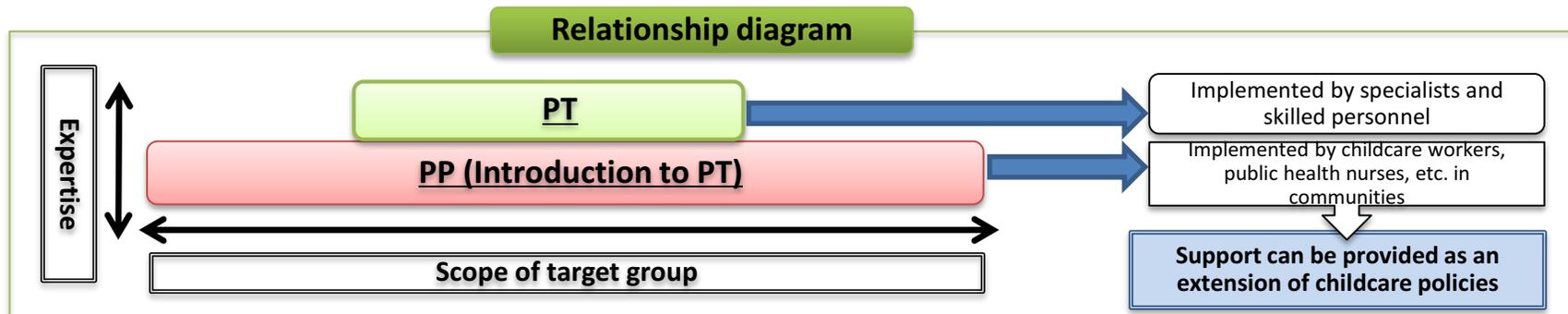
◎ Parent training and parenting programs

• Parent training (PT) programs

This program aims to teach parents and guardians about environmental accommodations and positive ways to work with children based on behavioral theory, increase the level of involvement of parents, guardians and caregivers and relieve psychological stress, promote appropriate behavior and improve inappropriate behavior in children.

• Parenting programs (PP)

This simple program has been developed to spread into communities. The program does not aim to modify a child's behavior, but instead focuses on "positive modifications of parental perceptions". This has been shown to be an effective approach, irrespective of the presence or absence of developmental disorders or tendencies.



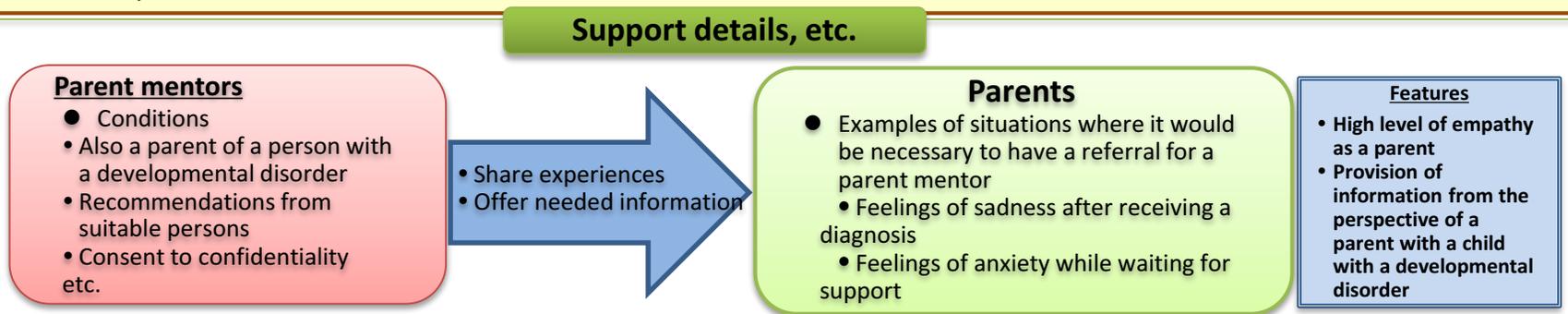
Project implementation

Training of support specialists providing routine visiting services (Support project for community living by municipalities)

Project to support children and adults with developmental disorders and their families (Support projects for community living by prefectures and municipalities)

◎ Parent mentoring programs

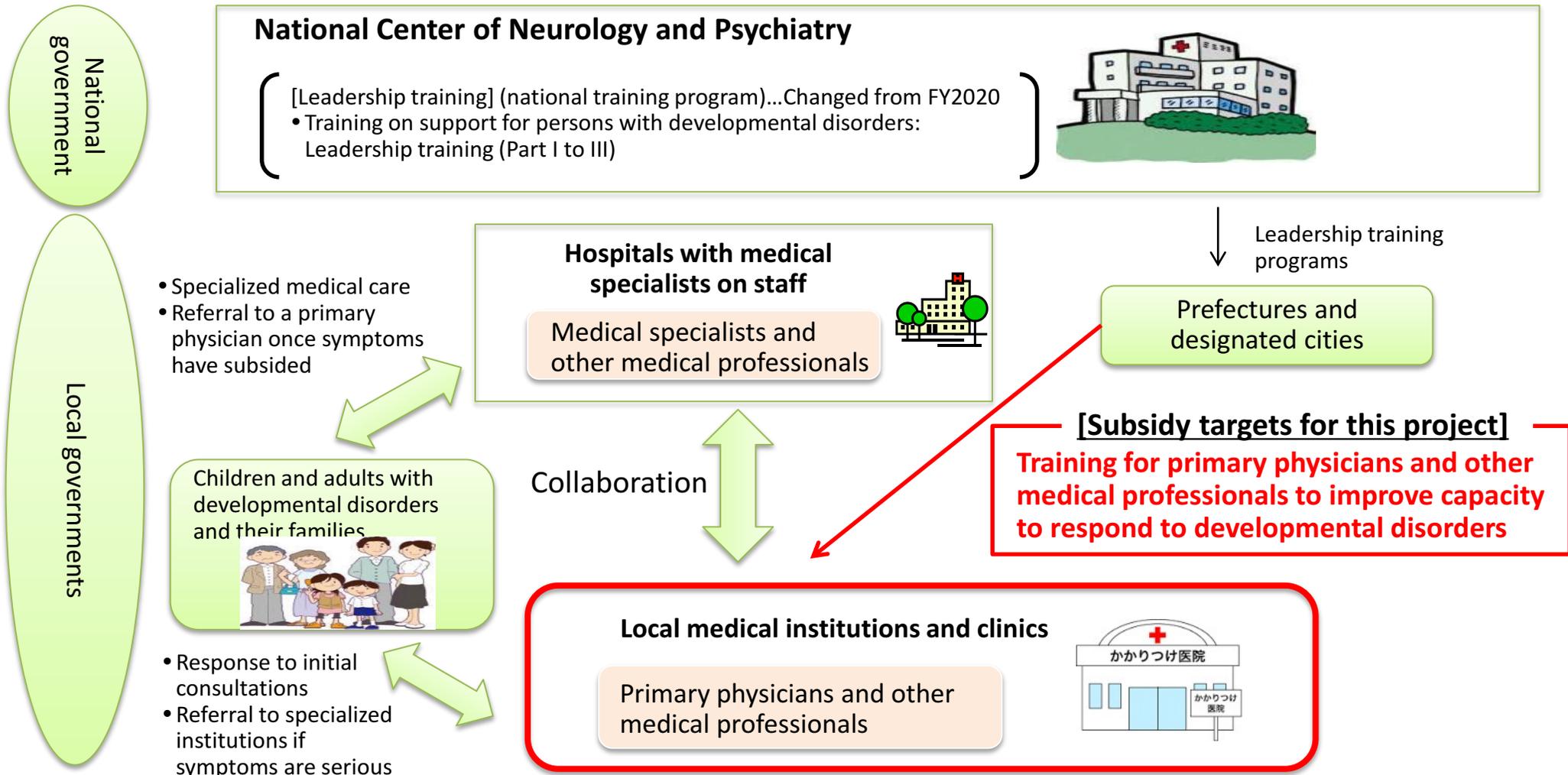
Parents with experience in raising a child with a developmental disorder use that childcare experience to counsel and provide advice to parents and guardians with a child who has recently been diagnosed with a developmental disorder.



Project to support children and adults with developmental disorders and their families (Support projects for community living by prefectures and municipalities)

Training Project to Improve the Capacity of Primary Physicians to Respond to Developmental Disorders

In light of the importance of early detection and support for developmental disorders, training programs for primary physicians, such as pediatricians, and other medical professionals who are often the first to be consulted or provide treatment are implemented with the aim of improvement of the capacity of primary physicians to respond to developmental disorders. This program will enable medical professionals to provide a certain level of treatment, respond to developmental disorders in all communities and promote early detection and support.



Project to Eliminate Wait Times for Diagnosing Developmental Disorders

(Project to promote support for community living)

[Purpose]

In order to eliminate the wait for diagnosing developmental disorders in communities, a project to eliminate wait lists for initial examinations at specialized medical institutions for developmental disorders and a project to create networks of specialized medical institutions for developmental disorders will be implemented to ensure that a system is in place for the early diagnosis of developmental disorders.

[Implementing body] Prefectures, designated cities (Part of the project can be outsourced)

[Budget for FY2020 (FY2019)] JPY 82,187,000 (JPY 80,779,000) from project to promote support for community living

Project to eliminate wait lists for initial examinations at specialized medical institutions for developmental disorders

The following topics will be addressed in assessments, etc. conducted by medical institutions that diagnose developmental disorders.

○ Strengthened assessments (implementing all or part of the following)

- Placement of assessment staff for developmental disorders in medical institutions
- Conduct of assessments at local support centers for child development and children with developmental disorders, etc. (Details to be passed on to medical institutions providing diagnoses)
- Assignment of caseworkers and other staff to medical institutions and requests to provide information and observe behavior at facilities where the child attends (e.g., municipal health centers, nursery schools, etc.)

○ Measurement of effectiveness

Inclusion of experts to review and prepare reports on methods to strengthen assessments, the status of improvement in wait times for diagnoses based on implementation of strengthened assessments, as well as issues found.

Project to create networks of specialized medical institutions for developmental disorders

The following topics will be addressed with the selection of central medical institutions in communities that have a high level of expertise in developmental disorders.

- Development of human resources and practical training
Provision of training for local healthcare professionals on specialized skills and attending medical examinations, etc.
- Collection and provision of information
Provision of information on available medical facilities providing medical care to patients and their families who seek diagnoses, etc.
- Development and management of networks
Creation of a body of local medical institutions to exchange ideas and opinions, etc.
- Assignment of medical coordinators for developmental disorders
Liaising and coordinating with medical institutions and other relevant agencies, patients and their families



Efficient execution of both projects by implementing them together

Project to Eliminate Wait Lists for Initial Examinations at Specialized Medical Institutions for Developmental Disorders

According to "Recommendations Based on the Results of Public Administrative Evaluations and Monitoring of Support for Persons with Developmental Disorders" by the Ministry of Internal Affairs and Communications in January 2017, wait lists for initial diagnoses of developmental disorders are long. In response to these findings, the ministry established a new "Project to create networks of specialized medical institutions for developmental disorders" under the FY2018 budget in order to facilitate the provision of medical treatment and support for developmental disorders by local physicians. A project to review the process up to diagnosis and measure effectiveness will be implemented under the FY2019 budget to further accelerate the elimination of wait lists for initial medical examinations.

Now



Children and adults with developmental disorders and their families

Request examination



Medical institution

- Medical institutions
- (1) Assess patients
 - (2) Diagnose patients
 - (3) Provide counseling services for parents/guardians

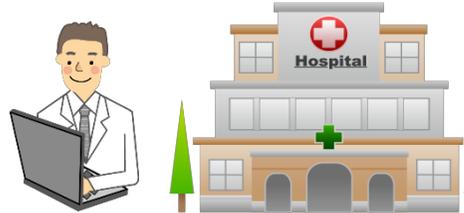
Wait times are drawn out because this takes time!

Project to eliminate wait lists



Children and adults with developmental disorders and their families

Request consultation



Placement of assessment and counseling staff in medical facilities

Eliminate wait lists by increasing the number of staff conducting assessments and providing counseling in medical facilities or caseworkers interviewing with relevant institutions in the community



Assessment and counseling staff and institutions (outsourced to support centers for child development and developmental disorders)

- (1) Assess patients
- (2) Provide counseling services for parents/guardians

Communicate implementation details to medical institutions in advance

Provision of medical care based on information received in advance, etc.



Medical institutions

Eliminate wait lists through quicker response times at medical facilities!

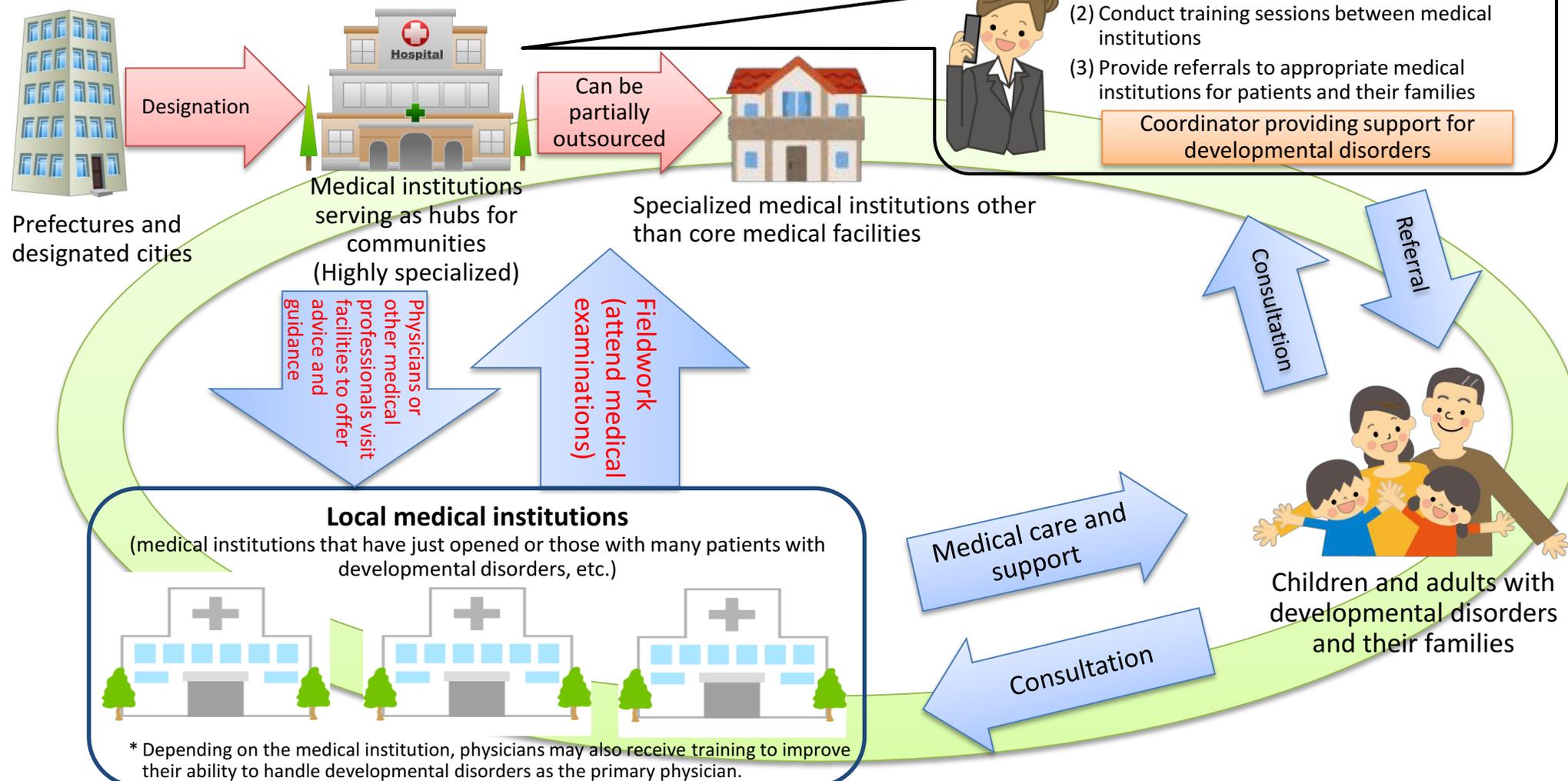
Can be selected depending on local conditions

Project to Create Networks of Specialized Medical Institutions for Developmental Disorders

The Ministry of Internal Affairs and Communications issued "Recommendations Based on the Results of Public Administrative Evaluations and Monitoring of Support for Persons with Developmental Disorders" in January 2017. These recommendations pointed out the lack of specialized medical institutions for developmental disorders, indicating an urgent need to secure such specialized institutions.

Based on these recommendations, fieldwork and other measures will be implemented to train physicians that are capable of treating developmental disorders and providing support, and specialized medical institutions will be secured.

<Project image>



Project to Promote Linkages Between Families and the Areas of Education and Welfare

In response to the need for seamless support in communities with linkages between education and welfare, the Ministry of Health, Labour and Welfare and the Ministry of Education, Culture, Sports, Science and Technology launched and compiled a report on the “Triangle Project to create linkages between families, education and welfare. In this report, each municipality implements measures to promote cooperation between education and welfare, measures to promote support for parents and guardians, and projects that report on the verified outcomes of these measures.

In order to strengthen linkages between education and welfare and to improve the lives of children with disabilities and their families in the community, municipalities assign "community relations managers" to create connections between families, education and welfare and implement the following cooperation policies.



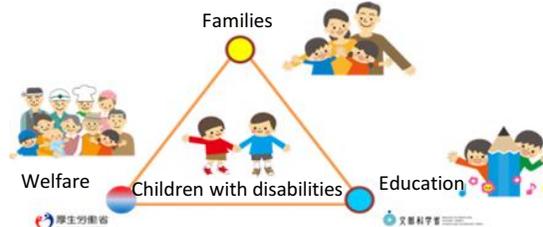
(1) Measures to promote linkages between education and welfare

- Establish spaces to build relationships between the board of education, welfare departments, schools, and daycare support offices for children with disabilities
- Conduct joint training programs with welfare departments and the board of education, etc. to promote awareness of disability welfare systems



(2) Measures to promote support for parents and guardians

- Organize consultation services and prepare handbooks to support parents and guardians



Creates partnerships between families, education and welfare in individual municipalities!

Image of the Role of Community Relations Managers

(1) Set up spaces to build relationships between education and welfare, etc. and organize meetings



Community relations manager

- Select stakeholders to set up spaces to build relationships
- Coordinate schedules of all parties and organize meetings
- Facilitate meetings



Building relationships with stakeholders from multiple disciplines

(2) Implement joint training programs

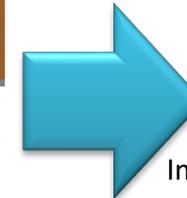


Community relations manager

- Plan trainings
- Select instructors
- Prepare information on training courses



Organize training programs



Improve mutual understanding and skills of education and welfare supporters

(3) Provide consultation services for parents and guardians



Community relations manager

- Provide consultation support services for parents and guardians
- Introduce local resources to parents and guardians
- Communicate needs of parents and guardians to education and welfare stakeholders



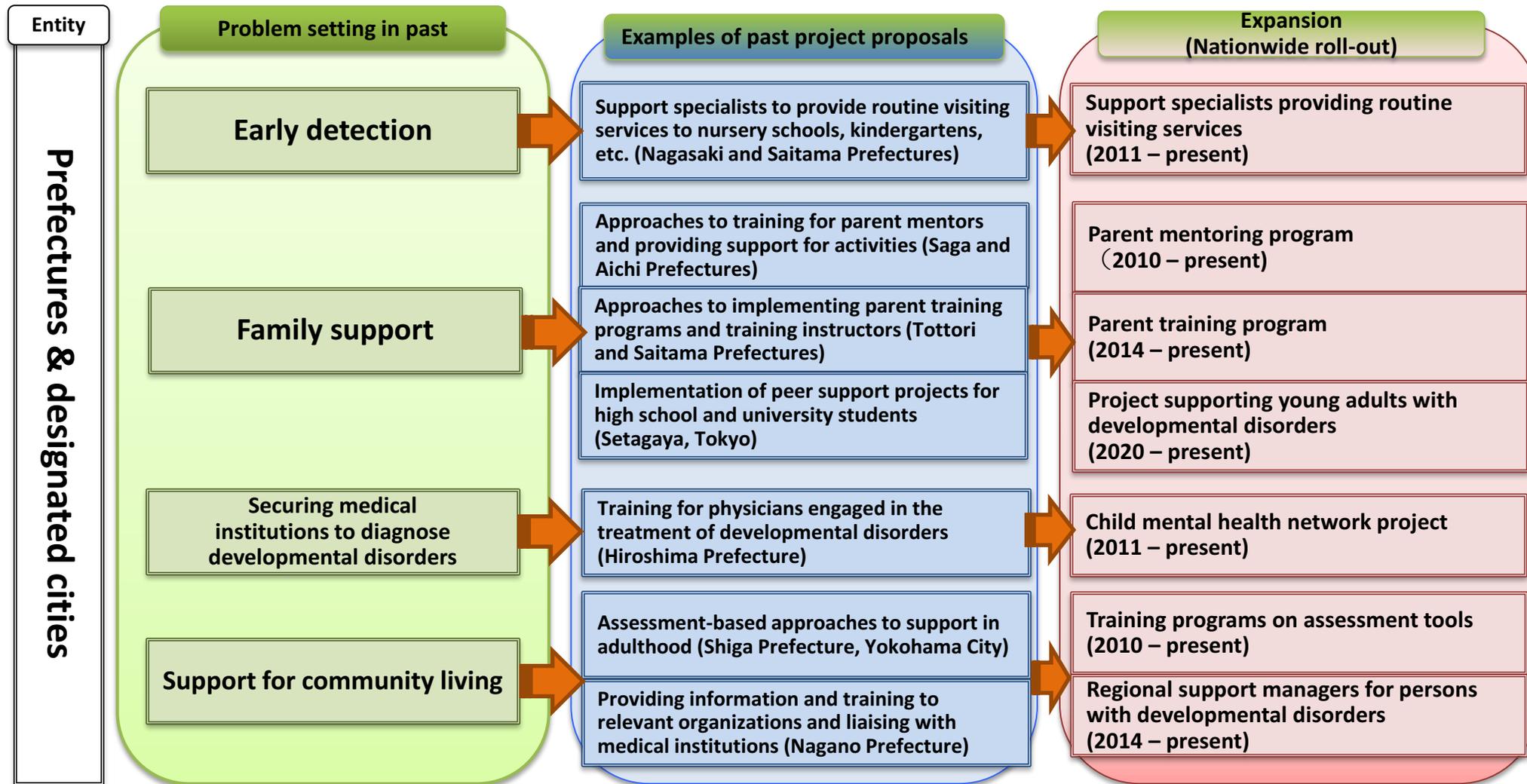
Parents and guardians can find appropriate support

*Community relations managers are expected to be certified psychologists, social workers, etc.

Model Project to Support the Community Living of Children and Adults with Developmental Disorders

(Formerly, the Support and Development Project for Persons with Developmental Disorders: From FY2007)

Model projects will be implemented to develop support methods, provide support in collaboration with related fields, and facilitate seamless support to improve the level of assistance for persons with developmental disorders and their families so they can live in their communities with complete peace of mind.



Current Studies and Research on Support for Persons with Developmental Disorders

● Japan Agency for Medical Research and Development (AMED)

- ❑ Research for the development of a manual on team activities for emergency support for persons with developmental disorders (2018 - 2020)
- ❑ Development of Short Care Programs and Comprehensive Support System for University Students with Developmental Disorders (including Dropouts and Social Withdrawals) (2018 - 2020)

● Health and Labour Sciences Research Grants

- ❑ Research to understand the actual situation of and support children and adults with developmental disorders (stuttering, Tourette's, selective mutism) who have language-based communication difficulties (2019-2020)
- ❑ Effective training to support children and adults with developmental disorders through collaboration with national agencies and experts and field surveys on local training practices (2019-2020)
- ❑ Practical application of the Japanese version of the Child Attachment Interview (CAI), Parent-child Social Support Evaluation Interview, and evaluation of MRI signals to measure the effectiveness of parenting training programs, and the development of training curriculum for practitioners (including provision of information online) (2020-2021)
- ❑ Development and expansion of programs to address social issues in autism spectrum disorders and attention-deficit/hyperactivity disorders for adolescents and adults (2020-2021)

● Comprehensive Welfare Promotion Projects for Persons with Disabilities (FY2020)

- ❑ Evaluation of sensory problems in children and adults with developmental disorders and studies on the usefulness of support
- ❑ Field study on support for the elderly with developmental disorders
- ❑ Creation of textbook on parenting training programs that can be implemented by local organizations supporting persons with developmental disorders

Training Offered by the National Government on Support for Developmental Disorders

Training programs are offered at national institutions for staff at developmental disorder support centers, physicians and other persons engaged in developmental disorder measures to enhance their responses at each support site.

<National Rehabilitation Center for Persons with Disabilities>

1. Training program for staff at developmental disorder support centers

Duration: One 3-day program

Participants: Staff at developmental disorder support centers

Content:

- Themes aiming at uniform accessibility at the national level
- Expertise and roles (consultation support, institutional collaboration)

2. Training programs for support specialists providing routine visiting services

Duration: One 3-day program

Participants: Support specialists providing routine visiting services

Content:

- New techniques to be communicated to field staff (e.g., assessment)
- Content related to activities of persons with developmental disorders and families (e.g., mentors)

3. Training programs for regional support managers for persons with developmental disorders

● Basic training

Duration: One 3-day program

Participants: Regional support managers for persons with developmental disorders

Content:

- Expert knowledge and techniques to support staff in the field (e.g., case studies)

● Practical training

Duration: One 3-day program, 2 courses (Development of municipal systems, responses to difficult cases)

Participants: Regional support managers for persons with developmental disorders

Content:

- Development of concrete action plans on community building

4. Training programs for supporters of persons with developmental disorders in community living and work

Duration: One 3-day program

Participants: Persons engaged in the provision of support for persons with developmental disorders in work and daily life

Content:

- Themes related to job retention and independent living, etc.

<National Center of Neurology and Psychiatry>

5. Training program to support persons with developmental disorders: Leadership Training, Part I

Duration: One 2-day program

Participants: Physicians employed at hospitals, health centers, developmental disorder support centers, etc., and who have an interest in developmental disorders, especially those in positions of responsibility to provide guidance

Content: Actual state of diagnosis, treatment and support for developmental disorders, etc.

6. Training program to support persons with developmental disorders: Leadership Training, Part II

Duration: One 2-day program

Participants: Physicians employed at hospitals, health centers, developmental disorder support centers, etc., and who have an interest in developmental disorders, especially those in positions of responsibility to provide guidance

Content: Comprehensive support by primary physicians for persons with developmental disorders

7. Training program to support persons with developmental disorders: Leadership Training, Part III

Duration: One 2-day program

Participants: Physicians employed at hospitals, health centers, developmental disorder support centers, etc., and who have an interest in developmental disorders, especially those in positions of responsibility to provide guidance

Content: Medical interventions and psychosocial support for children with developmental disorders, etc.

Train instructors for the "Training program to improve the capacity of primary physicians to respond to developmental disorders" by prefectures and designated cities

Provision of professional expertise and information on assistive technology for staff in prefectures, designated cities, municipalities, and businesses, etc.

World Autism Awareness Day (April 2) , Developmental Disorders Awareness Week (April 2 to 8)

[Adopted by the United Nations]

- Resolution by Qatar to designate April 2 as World Autism Awareness Day adopted at the UN General Assembly in December 2007 by consensus Resolutions
 - Designate April 2 as "World Autism Awareness Day" to be celebrated every year from 2008
 - Encourage all Member States, the UN, international organizations, and civic society (including NGOs and the private sector) to celebrate World Autism Awareness Day in appropriate ways
 - Encourage each Member State to put awareness-raising initiatives into action to increase the understanding of families and society about children with autism
 - Request the Secretary-General to bring the resolution to the attention of all Member States and UN agencies
- Since April 2008, the UN Secretary-General has issued messages about World Autism Awareness Day and organizations have held events all around the world.

<Educational poster>

毎年 4/2 は 国連の定めた **世界自閉症啓発デー**

発達障害啓発週間 4月2日～8日

みんなともだち
みんなたいせつ
みんなのこせい

SESAM STREET

日本各地で啓発イベントが行われます。詳しくは公式サイトへ
世界自閉症啓発デー 日本実行委員会公式サイト
http://www.worldautismawarenessday.jp/

お問い合わせ先 一般社団法人日本自閉症協会 Tel.03-3545-3380 Fax.03-3545-3381 E-mail: asj@autism.or.jp

<Official website>

世界自閉症啓発デー
日本実行委員会<公式サイト>

毎年4月2日は、国連の定めた世界自閉症啓発デー

毎年 4/2～4/8は、発達障害啓発週間

世界自閉症啓発デー 2020 シンポジウム 参加申し込み

主催団体

- 厚生労働省
- 社団法人日本自閉症協会

共催団体

- 文部科学省
- 国立特別支援教育総合研究所
- JAAS 日本自閉症協会
- 全日本自閉症支援者協会
- 日本自閉症スペクトラム学会
- 日本発達障害ネットワーク
- 発達障害者支援センター 全国連絡協議会
- 全国特別支援教育研究会
- 一般社団法人 全国発達障害支援協議会

「啓」 この絵は、水村一貴さんの作品です。

