Brief Note

Supports for Adjustment Problems of School-Age Youth With Developmental Disabilities: A Survey of People With Developmental Disabilities

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In the present study, people with developmental disabilities (LD, ADHD, Asperger syndrome, high functional autism, intellectual disabilities, and so on; \(N = 79\)) completed a questionnaire. The aim was to clarify the response and support for problems that they had had in adjusting to school life, human relations, and daily life while they were in school. This had been specifically requested by the respondents. On the basis of an analysis of notes written by people with developmental disabilities and parties in charge, as well as published research, a checklist was developed to measure understanding and support for difficulties and problems in adjustment to school life, human relations, and daily life in the school. Many of the free comments indicated that the support required by the respondents was diverse, and that careful consideration was necessary in relation to individuals' difficulties and needs. To support people who are in charge of those with developmental disabilities, many of the respondents requested a way to relate to them. Heeding comments of the respondents provides clues to the support that they need.

Key Words: problems in adjustment to school life, supports, questionnaire survey, school age youth with developmental disabilities

Introduction

Results of recent studies of people with developmental disabilities have indicated that inadequate supports, stemming from people’s lack of recognition and understanding of developmental disabilities, engenders various secondary difficulties. For instance, a survey on bullying and suicide conducted by the NPO Society of Adult ADD & ADHD (2006), revealed that more than 80% of respondents who were adults with ADHD had had some experience being bullied during their school years. Furthermore, Sugiyama (2005) demonstrated that among those who visited centers for school non-attendance in 2002, the percentage of children who could be

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diagnosed as having some developmental disability as their chief difficulty was nearly 50%. Of those, 80% had high-functioning pervasive developmental disorders, including high functional autism, Asperger syndrome, and other pervasive developmental disorders without intellectual disabilities.

According to Koeda (2002), of schoolchildren who refused to go to school, went to the school nurse's room, or went to an adjustment guidance class, 26.7% had ADHD, and 57.9% had learning disabilities (LD). In addition, Aizawa (2004) suggested that schoolchildren might become withdrawn if appropriate action is not taken at an early stage.

A link to child abuse also cannot be ignored. An investigation conducted by Uchida and Sugiyama (2005) revealed that 26% of abused schoolchildren who visited children's centers had pervasive developmental disorders; more than 90% of them were in the high-functioning group. If both the mother and child have high-functioning pervasive developmental disorders, neglect tends to occur. Also, children who have considerable difficulty in cooperating with their peers are at high risk for cruelty.

During puberty and adolescence, secondary disabilities may worsen. A majority of youths and adults who were first diagnosed as having high-functioning pervasive developmental disorders may, at this time, be misdiagnosed as having some other psychiatric illness. In many cases, secondary psychiatric disorders co-occur with developmental disorders. Such youths' social adjustment is often not good.

Comorbidity of depression in youth with high-functioning pervasive developmental disorders accounts for over 10% of cases; it can be as high as 50% among those aged 20 or older (Uchida & Sugiyama, 2005). Similarly, Denda (2007) pointed out the high rate of co-existence of ADHD and depression.

In recent years, many publications have been written by people who had been diagnosed as having developmental disabilities. Great attention is being devoted to such authors' works, such as their descriptions of their unique inner world, difficulties and needs in their lives, and so on. In their writings, these authors complain of having diverse secondary disabilities or maladjustment.

Ishikawa (2005), who has ADHD, wrote that she had suffered from the unknown nature of anxiety, which affected her constantly, and from sleep disorders. At the age of seven, she had already had suicidal thoughts. Similarly, Abeel (2006), who has learning disabilities, wrote that she had constantly confronted not only learning difficulties from having had dyscalculia, but also anxieties about disappointing people around her and about her own identity. She came to develop panic disorders.

Fujii (2004), who has Asperger syndrome, wrote that she chose to adopt different personalities, because she had a sense of discomfort with her otherness from a young age, and had hardships that originated in her disabilities. Later, it caused a dissociative personality disorder, which forced her to struggle severely with her problems.

In the survey mentioned above that was conducted by the NPO Society of Adult ADD & ADHD (2006), approximately 40% of respondents answered "yes" to the
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question "Have you ever had an experience of being bullied that made you feel that you would rather die?", and approximately 20% answered "yes" to "Have you ever actually tried to commit suicide?"

As described above, for children or adults with developmental disabilities, prevention of and improvement in severe secondary disabilities and adjustment problems is important, as is therapy and education, in relation to the following problems: school non-attendance, withdrawal, psychoneurotic symptoms, bullying and being abused, violent outbursts, delinquency, conduct disorders, and criminal acts. However, most published research does not sufficiently clarify the response and support required by the individuals in question and parties in charge from their own viewpoints.

Therefore, the present study was designed to elucidate responses and needs for support in coping with maladjustment to school life, human relations, and daily life during school age, through a questionnaire survey of people with developmental disabilities including LD, ADHD, Asperger syndrome, high functional autism, and intellectual disabilities.

\textbf{Method}

The respondents to the survey were met all the following criteria: (a) people who had obtained from a medical or specialized institution a diagnosis or assessment of intellectual disabilities or a related diagnosis in association with LD, ADHD, Asperger syndrome, high functional autism, or developmental disabilities; (b) youth in upper secondary schools and older, and adults who are recognized as having such disabilities; and (c) people who are able to look back objectively and describe difficulties and problems with adjustment to school life, human relations, and daily life that they encountered when they were school age.

Examining publications by people with developmental disabilities and parties in charge, as well as published research in this area, the present authors understood the difficulties and needs related to adjustment during school age. In the process of developing the questionnaire, we asked people concerned with developmental disabilities to examine the proposed survey items. The final questionnaire was completed with consideration of their comments It was a 157-item checklist for understanding and support for difficulties and adjustment problems in school life, human relations, and daily life at school age. The respondents were intended to be people with developmental disabilities.

After obtaining cooperation from organizations in charge of people with developmental disabilities, we administered the questionnaire and a brief structured interview to people who were diagnosed or assessed as having intellectual disabilities in association with LD, ADHD, Asperger syndrome, high functional autism, or developmental disabilities.

The content to the survey was explained to the respondents, in the hope that the unpleasantness and flashbacks might not be caused by the items. Individuals under
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20 years old (minors in Japanese law) were accepted as respondents with the permission of their parent or guardian. Even adults with disabilities were not included if agreement of their parent or guardian could not be obtained.

The checklist consisted of the following sections: (a) understanding and support for problems in adjusting to school life (e.g., school attendance and class participation); (b) understanding and support for adjustment problems in human relations (e.g., difficulties experienced in relations with teachers, friends, classmates, and family members); and (c) understanding and support for adjustment to daily life (e.g., daily activities and behavior, and behavior of surrounding people that the respondents felt was based on a misunderstanding or was unreasonable).

When the respondents with developmental disabilities were able to complete the checklist on their own, the questionnaire was sent and returned by postal mail, e-mail, or fax. When it was difficult for respondents to answer because of their intellectual disabilities and or the intensity of their feelings, the authors or other involved obtained the responses in person, through a structured interview.

The survey period was November 2007 through January 2008. We received responses from 79 people who had intellectual disabilities in association with LD, ADHD, Asperger syndrome, high functional autism, or developmental disabilities.

Results

Characteristics of Respondents

Of the respondents 34 (43.0%) were in their teens, 25 (31.6%), in their twenties, 15 (19.0%), in their thirties, four (5.1%), in their forties, and one (1.3%) in the fifties. By gender, fifty were men (63.3%); 29 were women (36.7%). Of all the respondents, 34 (43.0%) were school, 26 people (31.6%), employed independently (including part-timers and free-lancers), and 18 people (19.0%) were employed as welfare workers or were unemployed. The employment status of one respondent (1.3%) was unknown.

The most common diagnoses among the respondents were Asperger syndrome, high functional autism, and pervasive developmental disorders (PDD) not otherwise specified: 33 people (41.8%). Other diagnoses included attention-deficit hyperactivity disorder (ADHD), 8 respondents (10.1%); learning difficulties (LD), 7 respondents (8.9%); and intellectual disabilities, 14 respondents (17.7%). Fourteen of the respondents (17.7%) had two or more overlapping diagnoses. The diagnosis of three of the respondents (3.8%) was unknown.

Understanding and Support for Class Participation

Responses to the queries about understanding and support required for participation in classes in school are presented in Fig. 1. Of 38 checklist items related to class participation, the item “Because I cannot do two things at once, I sometimes cannot follow the teacher’s instructions or do the assigned tasks. I want people to understand that and devise a way of giving tasks and instructions” (48.1%) was the item checked by the largest percentage of respondents. Other items checked by a large percentage
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of respondents included: "Because I am very poor at setting priorities, I cannot do assignments or tasks smoothly. I want people to understand that and inform me of priorities or devise a way of giving tasks" (41.8%); "I sometimes forget or lose assignments, textbooks, tools, etc., even when I try to be conscious of them to the utmost of my ability. I want people to understand that and devise a way of helping

**FIG. 1** Understanding and Support for Class Participation (n = 79)

Item 197: Because I cannot move to my satisfaction, I sometimes can actively participate in exercises or sports only to a slight degree. I want people to understand that and allow me to do them within my capacity or not to participate.

Item 193: Because I have clumsy hands, I sometimes cannot do tasks requiring detailed work. I want people to understand that and devise teaching materials or let me do them with no hurry.

Item 192: Because I have clumsy hands and trouble listening, I sometimes cannot make notes well. I want people to understand that and allow me to copy materials slowly or devise teaching materials.

Item 207: Because I am poor at thinking systematically and remembering things, I sometimes get new things mixed up with things learned or remembered before. I want people to understand that and devise a way of learning.

Item 204: I sometimes forget or lose assignments, textbooks, tools, etc., even when I try to be conscious of them to the utmost of my ability. I want people to understand that and devise a way of helping me remember or allow me to leave them at school.

Item 208: Because I am very poor at setting priorities, I cannot do assignments or tasks smoothly. I want people to understand that and inform me of priorities or devise a way of giving tasks.

Item 206: Because I cannot do two things at once, I sometimes cannot follow the teacher's instructions or do the assigned tasks. I want people to understand that and devise a way of giving tasks and instructions.
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me remember or allow me to leave them at school” (36.7%); and “Because I am poor at thinking systematically and remembering things, I sometimes get new things mixed up with things learned or remembered before. I want people to understand that and devise a way of learning” (36.7%).

Understanding and Support for School Life

Responses to the queries about understanding and support required for school life are presented in Fig. 2. The two items checked most among the 15 items in this category were: “Because I cannot understand the procedures and my part in cleaning the classroom, I sometimes do not do my part of the cleaning well or actively. I want people to understand that and explain my job to me simply or help me,” and: “Because I have difficulty walking in line with other people, I sometimes get out of the line or group and bump into other people. I want people to understand and respond to that.” Both these items were checked by 30.4% of respondents. Other 

![Graph showing percentages for Understanding and Support for School Life](image)

**FIG. 2** Understanding and Support for School Life (n=79)

Item 211: Because there are some kinds of food that I cannot eat because of the taste, texture, appearance, or smell, eating school lunches sometimes makes me feel sick. I want people to understand that and allow me to eat something different or not to force me to eat.

Item 224: I sometimes become anxious and get panicky when a program or schedule is suddenly changed. I want people to understand that and explain such changes to me in advance. If I get panicky, I want them to calm me down.

Item 221: Because some places remind me of bad things that have happened to me, I sometimes do not want to go there. I want people to understand and respond to that.

Item 218: Because I have difficulty walking in line with other people, I sometimes get out of the line or group and bump into other people. I want people to understand and respond to that.

Item 214: Because I cannot understand the procedures and my part in cleaning the classroom, I sometimes do not do my part of the cleaning well or actively. I want people to understand that and explain my job to me simply or help me.
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frequently checked items in this category included: “Because some places remind me of bad things that have happened to me, I sometimes do not want to go there. I want people to understand and respond to that” (27.8%), and “I sometimes become anxious and get panicky when a program or schedule is suddenly changed. I want people to understand that and explain such changes to me in advance. If I get panicky, I want them to calm me down” (27.8%).

Understanding and Support for Attending School

Responses to the queries about understanding and support for attending school are presented in Fig. 3. Of the 7 items in the checklist that were about attending school, the item most often checked was: “Because it is painful for me to be ridiculed, harassed, and bullied by my classmates or my friends, I get depressed about going to school, and I am sometimes late. I want people to understand and respond to that” (34.2%), followed by “Because it is painful for me not to get along well with classmates and friends, I get depressed about going to school, and I am sometimes late. I want people to understand and respond to that,” (26.6%); and “Because it is

FIG. 3 Understanding and Support for Attending School (n = 79)
Item 229: Because it is painful for me that teachers do not understand me, I get depressed about going to school, and I am sometimes late. I want people to understand and respond to that.
Item 228: Because it is painful for me not to understand my classes or be able to study well, I get depressed about going to school, and I am sometimes late. I want people to understand and respond to that.
Item 231: Because it is painful for me not to get along well with classmates and friends, I get depressed about going to school, and I am sometimes late. I want people to understand and respond to that.
Item 232: Because it is painful for me to be ridiculed, harassed, and bullied by my classmates or my friends, I get depressed about going to school, and I am sometimes late. I want people to understand and respond to that.
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painful for me not to understand my classes or be able to study well, I get depressed about going to school, and I am sometimes late. I want people to understand and respond to that” (22.8%).

**Understanding and Support for Relationships With Teachers**

Responses to the queries about understanding and support for relationships with teacher are presented in Fig. 4. Of the eight items in the checklist relating to relationships with teachers, one item was checked by more respondents than the others: “Because a huge gap exists between my likes and dislikes, I am poor at certain subjects and sometimes get a poor grade even when I make an effort. I want people to understand that and devise a way of teaching me, or else to realize what my favorite subjects are”, which was checked by 41.8% of respondents. Other items commonly checked in this category were: “If there is something that I am not convinced of, I feel that I must persist in asking the teacher until I am convinced. I want people to understand and respond to that” (20.3%), and “When the teacher’s explanations differ from my own thoughts, I cannot help saying something out loud. I want people to understand and respond to that” (15.2%).

**FIG. 4** Understanding and Support for Relationships With Teachers (n=79)

Item 237: Because it is very painful for me to be blamed by teachers when there are things I cannot do, I lose my temper or verbally abuse others despite myself. I want people to understand and respond to that.

Item 235: When the teacher’s explanations differ from my own thoughts, I cannot help saying something out loud. I want people to understand and respond to that.

Item 234: If there is something that I am not convinced of, I feel that I must persist in asking the teacher until I am convinced. I want people to understand and respond to that.

Item 236: Because a huge gap exists between my likes and dislikes, I am poor at certain subjects and sometimes get a poor grade even when I make an effort. I want people to understand that and devise a way of teaching me, or else to realize what my favorite subjects are.
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Understanding and Support for Relationships With Friends and Classmates

Responses to the queries about understanding and support for relationships with friends and classmates are presented in Fig. 5. Among 13 items in this category in the checklist, the most commonly checked one was: “I tend to be by myself, because talking or playing with my classmates is not pleasant for me. I want people to understand that and leave me alone” (48.1%), followed by: “I am poor at certain subjects and sometimes get a poor grade even when I make an effort. I want people to understand that” (41.8%).

Understanding and Support for Relationships With Family Members

Responses to the queries about understanding and support for relationships with family members are presented in Fig. 6. Among the 5 items on the checklist that dealt with this category, the item most commonly checked was: “I become unstable

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FIG. 5 Understanding and Support for Relationships With Friends and Classmates (n=79)

Item 245: Because I am very poor at organizing, I sometimes lose what I have borrowed. I want people to understand that and realize that I did not do that intentionally.
Item 251: I sometimes try hard to make jokes in order to make conversation with friends or classmates. I want people to understand the effort.
Item 249: Because I often cause trouble when working in a group or pair, I sometimes cannot work actively. I want people to understand that and devise a way to let me be comfortable in a group or pair, or assign a role that I am sure that I can do.
Item 248: When I am asked a question by classmates, I freeze or leave the area because I am very poor at making rapid judgments. I want people to understand that and let me respond slowly or some time later.
Item 252: I am poor at certain subjects and sometimes get a poor grade even when I make an effort. I want people to understand that.
Item 250: I tend to be by myself, because talking or playing with my classmates is not pleasant for me. I want people to understand that and leave me alone.
when I have a bad day at school. I lose my temper or verbally abuse my family members despite myself. I want people to understand that and respond to me at some time later” (39.2%), followed by “Because it is painful for me to have my family blame me with words or attitudes about things I cannot control, I lose my temper or verbally abuse my family members despite myself. I want people to understand that and respond to me at some time later” (38.0%); and “By the time I come home from school or after-school lessons, I am sometimes exhausted and can’t do anything. I want people to understand that and not insist that I do something, but instead let me rest” (34.2%).

**Understanding and Support for Daily Activities and Behaviors**

Responses to the queries about understanding and support for daily activities and behavior are presented in Fig. 7. The most often checked item among the 30

![Graph showing understanding and support for daily activities and behaviors](image)

**Fig. 6** Understanding and Support for Relationships With Family Members (n = 79)

- **Item 258**: Because of sleep deprivation, poor physical condition, or emotional disturbance, I lose my temper or verbally abuse my family members despite myself. I want people to understand and respond to that.
- **Item 259**: When my parents tell me to do an assignment or study something that I am very poor at, I become upset and lose my temper or verbally abuse them despite myself. I want people to understand and allow me to do activities that are within my capacity.
- **Item 257**: By the time I come home from school or after-school lessons, I am sometimes exhausted and can’t do anything. I want people to understand that and not insist that I do something, but instead let me rest.
- **Item 261**: Because it is painful for me to have my family blame me with words or attitudes about things I cannot control, I lose my temper or verbally abuse my family members despite myself. I want people to understand that and respond to me at some time later.
- **Item 260**: I become unstable when I have a bad day at school. I lose my temper or verbally abuse my family members despite myself. I want people to understand that and respond to me at some time later.

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items on this topic was "Because I am interested in and pay attention to various things, I sometimes look around restlessly. I want people to understand that and give responses such as indications and warnings" (36.7%). Other items in this category that were checked by many respondents were: "Because I sometimes say things unconsciously, I talk to myself or sing. I want people to understand that and give responses such as indications and warnings" (32.9%); and "Because I have very clumsy hands, I often drop things or knock things over. I want people to understand that and not to worry" and "Because I have difficulty using distance cues, I often

![Graph](image)

**FIG. 7** Understanding and Support for Daily Activities and Behavior (n=79)

Item 283: Because some things trigger flashbacks or memories of things that happened in the past, I sometimes start crying or become panicky. I want people to understand that and give me a moment to calm myself.

Item 280: When I am impatient and think, "I have to finish this within a time frame", my body freezes and I cannot do anything. I want people to understand that and let me do it without hurrying or to give me specific instructions for orders and tasks.

Item 278: I have to carry things through once I have started them. I want people to understand that and let me finish, or else let me sort out my feelings to convince myself and then interrupt my activity on my own.

Item 264: Because I have problems with certain sounds, I sometimes cover my ears. I want people to understand that and not worry.

Item 274: Because I have difficulty using distance cues, I often bump into other people, or step on their feet. I want people to understand and respond to that.

Item 273: Because I have very clumsy hands, I often drop things or knock things over. I want people to understand that and not to worry.

Item 276: Because I sometimes say things unconsciously, I talk to myself or sing. I want people to understand that and give responses such as indications and warnings.

Item 284: Because I am interested in and pay attention to various things, I sometimes look around restlessly. I want people to understand that and give responses such as indications and warnings.
bump into other people, or step on their feet. I want people to understand and respond to that” (27.8% each).

**Understanding and Support for Daily Human Relations**

Responses to the queries about understanding and support for daily human relations are presented in Fig. 8. Among the 41 items on this topic in the checklist, one item was checked by many more respondents than the others in this category: “I am very poor at interpreting others’ feelings or situations; if I respond inadequately, I want people to understand” (44.3%). Each of the following items was checked by 38.0% of respondents: “Because it is difficult for me to understand something merely by listening to explanations, I sometimes ask about it repeatedly. I want people to understand and respond to that,” and “Because it is very painful for me to interact with other people, I sometimes want to be left alone. I want people to understand that and respond to that, such as by leaving me alone.”

**Discussion**

The present article will now examine the responses made to the survey about to difficulties and adjustment problems in school life, human relations, and the daily life of schoolchildren and older students with developmental disabilities.

**Response and Support for Class Participation**

Regarding class participation, items relating to difficulty in carrying out tasks in class were chosen very a high percentage of respondents. Specifically, the following items were checked frequently: “Because I cannot do two things at once, I sometimes cannot follow the teacher’s instructions or do the assigned tasks. I want people to understand that and devise a way of giving tasks and instructions” (48.1%), and “Because I am very poor at setting priorities, I cannot do assignments or tasks smoothly. I want people to understand that and inform me of priorities or devise a way of giving tasks” (41.8%).

Giving only vague instructions confuses schoolchildren and older students with developmental disabilities. Subsequently, they cannot catch up with the tasks. As a result, accomplishment becomes difficult. In order not to cause confusion, the following should be done: Giving specific instructions related to the order or priorities of the task, and always having the students observe the actions directly. At the same time, it is important to adjust the volume or pace to each student’s abilities, rather than trying to have all the students in the room do the task at the same speed.

Second, as indicated by respondents who checked the following item: “Because I have very clumsy hands, I often drop things or knock things over. I want people to understand that and not to worry” (35.4%), clumsiness with the hands and difficulty in writing greatly influences activities such as writing down what is written on the blackboard. It is necessary to consider actively how the students can do this, not with difficult methods, but, for example, through the use of personal computers.
or recorders. It is also necessary to make a daily effort to spread the awareness that the use of such tools does not constitute special treatment but rather due attention.

Third, finding reasons is important when they have difficulty concentrating or when they refuse to participate in class. Reasons vary depending on the individuals in question, ranging from acoustic hyperesthesia such as "Because I have problems with certain sounds, I sometimes cover my ears" (25.7%), difficulty in concentrating,

![Graph](https://via.placeholder.com/150)

**Fig. 8** Understanding and Support for Daily Human Relations \( (n=79) \)

Item 317: Because I am sometimes stumped for words when I don't have time to think things through, I sometimes have difficulty in conversation. I want people to understand that and take responses, such as waiting for my response.

Item 309: I often say directly what I think. I want people to understand that and give responses such as indications and warnings.

Item 307: Because I am very poor at expressing my feelings depending on the circumstances, I want people to understand that and take responses such as indications and warnings.

Item 300: I sometimes associate various things with words and other things that I happen to hear during conversation. I want people to understand that and take responses such as indications and warnings.

Item 312: When I am spoken to suddenly, I sometimes become confused because I do not know what to do. I want people to understand and respond to that.

Item 310: Because I am very poor at verbal exchanges such as polite remarks and words of appreciation, I want people to understand that and make responses such as indications and warnings.

Item 319: Because it is very painful for me to interact with other people, I sometimes want to be left alone. I want people to understand that and respond to that, such as by leaving me alone.

Item 316: Because it is difficult for me to understand something merely by listening to explanations, I sometimes ask about it repeatedly. I want people to understand and respond to that.

Item 308: I am very poor at interpreting others' feelings or situations; if I respond inadequately, I want people to understand.
or difficulty in exercises such as "Because I cannot move to my satisfaction, I sometimes can actively participate in exercises or sports only to a slight degree" (43.0%). It is necessary to learn people's reasons and respond carefully to them. In such cases, setting up an environment with rules that allow them to participate actively is necessary. Easily allowing withdrawal and nonparticipation is a mistake.

Response and Support for School Life
Among items related to responses and support for school life, the item "Because I cannot understand the procedures and my part in cleaning the classroom, I sometimes do not do my part of the cleaning well or actively. I want people to understand that and explain my job to me simply or help me" (30.4%) was checked by the largest number of respondents. Classroom cleaning procedures and tasks are changed weekly or monthly, and many tasks require cooperation. It is easy to imagine that students with developmental disabilities often become confused. If the cleaning methods are explained carefully each time, participation should be possible to a satisfactory extent.

The item, "Because some places remind me of bad things that have happened to me, I sometimes do not want to go there. I want people to understand and respond to that" (27.8%), indicates that there is pain that can only be felt by the individuals in question. It is necessary to approach and acknowledge their feelings of anxiety, and stabilize their feelings. Similarly, surrounding people tend to assign blame, saying, "You can understand it if you think," when students with developmental disabilities, who may be poor at thinking of the consequences such as "what is going to happen if I do this", may damage things or injure others. The accumulation of experiences of failure and rebuke lowers the feelings of self-affirmation and self-esteem of young people with developmental disabilities. The important thing is rather than emphasizing their failures, to convince them to think and understand what was wrong and what they should do next. Furthermore, many respondents reported that they felt that they were poor at doing things in groups. Requests voiced for temporary shelter should be examined.

Response and Support for Attending School
Many students with developmental disabilities are made uncomfortable when they attend school because of difficulties related to human relations such as, "It is painful for me to be ridiculed, harassed, and bullied by my classmates or my friends". Students with developmental disabilities are made uncomfortable when their teachers do not understand them.

The following pertains to respondents' requests for support. Some students with disabilities, when they do go to school, would like to be allowed to go afterwards to the school nurse's room or the library. Other students feel that it makes a difference to them if people just try to understand their nature.

When students with developmental disabilities are late for school or do not attend school, an attempt should be made to try to clarify the background for this.
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Many respondents sent the following comment: “I did not have the idea of taking a day off.” It is beneficial to provide the choice of taking a day off to students with developmental disabilities or to have places that support their being able to be stable at school.

The following items were checked by a few of the respondents: “Because I have difficulty in remembering directions and connections, I am sometimes late for school or am exhausted by the time I reach school, which makes it impossible for me to attend classes. I want people to understand and respond to that” (10.1%); and “Because I have sleep disorders, I have difficulty getting up and I am sometimes late for school. I want people to understand and respond to that” (20.3%).

We also received comments such as, “Being late damages the confidence that society places in you. Making an effort to teach people not to be late is also needed.” It is important to provide support for attending school, including time management, to students with developmental disabilities, after grasping what kind of difficulties they have in going to school.

Response and Support for Relationships With Teachers

Regarding relationships with teachers, the item most often checked by respondents was, “Because a huge gap exists between my likes and dislikes, I am poor at certain subjects and sometimes get a poor grade even when I make an effort. I want people to understand that and devise a way of teaching me, or else to realize what my favorite subjects are” (41.8%). Students with developmental disabilities vary widely in their traits, and it is necessary to understand that variation. Students should attempt to learn subjects that they are poor at, but it is also important that teaching methods are designed in consideration of whether educational methods are adequate for the individuals in question, and what sort of support they need.

The following item was checked by 20.3% of respondents: “If there is something that I am not convinced of, I feel that I must persist in asking the teacher until I am convinced. I want people to understand and respond to that.” This indicates that responses for convincing the students are required, such as listening to their opinions properly and setting up time to answer their questions.

Many respondents offered comments about their teachers in the free description part of the instrument. Appeals common to all parties in charge are: “I want them to accept the idea that every child is a unique and distinct individual”; and “I want them to accept and promote individuality.” Related comments included: “I was continually asked to be the same as those around me and be normal”; and “I was persistently blamed for my areas of poor performance.”

It is necessary for teachers to have the skill and know how to draw out the maximum results from children with appropriate ways for each child, whether or not they have developmental disabilities. Although attention tends to be drawn to poor performers, what will be required is education is not only to try to improve the worst performing students from poor to average, but also to identify the strong points of each student’s performance and develop them.
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As indicated by the comment that "I do not know how to ask when I have a problem," many children with developmental disabilities are not skillful at asking for help from people around them. It is necessary to devote attention consistently to instances of bewilderment or confusion of students with developmental disabilities.

Response and Support for Relationships With Friends and Classmates

In relation to response and support for relationships with friends and classmates, almost half of the respondents (48.1%) checked "I tend to be by myself, because talking or playing with my classmates is not pleasant for me. I want people to understand that and leave me alone." However, many contradictory comments were written in the free descriptions part of the instrument, such as "I don't want to be forsaken, but rather supported as a friend"; and "I want friends who really understand me. I want them to be dependable mates." Although the students had to choose to be alone because they were on bad terms with the surrounding children because of difficulties in communication, everyone wants reliable friends and dependable classmates.

For that purpose, there are areas in which teachers' interventions are essential, such as "Because I often cause trouble when working in a group or pair, I sometimes cannot work actively. I want people to understand that and devise a way to let me be comfortable in a group or pair, or assign a role that I am sure that I can do" (35.4%). Interventions like the following are necessary in order for the surrounding children to think and support children with developmental disabilities spontaneously: What are the children with developmental disabilities poor at, how can the surrounding children support them, and what are the children with developmental disabilities good at.

Response and Support for Relationships With Family Members

In relation to response and support for relationships with family members, requests for tolerance were commonly apparent in the respondents' free comments, such as the following: "Because I get stressed when I am away from home, I want to be myself at home. I want to have my own way to some degree," and "Home should be a place where children can feel firmly secure." Some of the respondents checked items indicating that "I lose my temper or verbally abuse my family members despite myself," perhaps because of their poor physical condition, emotional disturbance, or stress. Some of the respondents also indicated that they have overwhelming anxieties at home such as "I feel completely helpless when thinking that my parents might be disappointed in me."

Particularly those who obtained a diagnosis or assessment as having developmental disabilities after already becoming adults, their families seem to take some time to accept their status as well. To prevent having an unnecessary guilty conscience, or, on the contrary, denying their disabilities outright, it is crucial that experts support the whole family. A few (6.3%) of respondents checked the item indicating that they had had a "bitter experience because my sibling did not want to go to the
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same school that I attended.” For making family life secure, support for the siblings of children with disabilities is also needed.

**Response and Support for Daily Activities and Behaviors**

The following items were checked in relation to difficulties stemming from disability traits and hyperesthesia: “Because I am interested in and pay attention to various things, I sometimes look around restlessly. I want people to understand that and give responses such as indications and warnings” (36.7%); “Because I have problems with certain sounds, I sometimes cover my ears. I want people to understand that and not worry” (24.1%); “Because I sometimes say things unconsciously, I talk to myself or sing. I want people to understand that and give responses such as indications and warnings” (32.9%); and “A part of my body moves spontaneously, or I keep on talking even if I try to stop it. I want people to understand that and not to worry” (20.3%). Surrounding people can support these problems by passing off these behaviors simply as habits. Understanding and tolerance, such as passing things off as unimportant, seems to be required.

Much more seriously, however, the following instance could be an example of breaking the law or even, under certain circumstances, a criminal offense, despite the benign intentions of the individual with a developmental disability: “When I go shopping, I sometimes become obsessed with something and accidentally leave the shop without paying” (11.4%); or “Because I am very fond of things such as knives and model guns, I show them despite myself or sometimes imitate using them” (7.6%). Response and support for these behaviors are particularly important from a preventive perspective.

**Response and Support for Daily Human Relations**

Among the queries about response and support for daily human relations, items checked by many respondents included: “I am very poor at interpreting others’ feelings or situations; if I respond inadequately, I want people to understand” (44.3%), and “I often say directly what I think. I want people to understand that and give responses such as indications and warnings” (35.4%). It can be said that students with developmental disabilities have a high tendency to require response and support for difficulties in understanding the circumstances or feelings of others, especially in complicated human relations.

Response and support here mean to teach specific responses such as where the behavior is inappropriate, and how it should be corrected in each setting.

Respondents offered the following comments as well: “Because I have difficulty interpreting facial expressions, it is helpful for me to be told directly what is wrong with my behavior and what is unsatisfactory for others”, and “Too much protection cannot allow me to develop socially.” It is very important not to leave the problem unsolved, such as by saying, “Nothing can be done, because these are natural traits,” but rather to teach the individuals in question convincingly.

In addition, some people with developmental disabilities require responses and
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support for their interest in or obsession with detail, such as "Because it is difficult for me to distinguish between what belongs to me and what belongs to others, I sometimes use others' things or bring them home by mistake" (11.4%); "Despite myself, I sometimes pick up or use others' belongings that I am interested in or that I do not have" (12.7%); "I sometimes stare at others' belongings despite myself and follow a person unconsciously" (4.3%); "I am interested in a certain part of another person's body, and I stare at it despite myself" (5.1%); and "I am interested in a certain part of another person's body, and, despite myself, I sometimes accidentally stretching out my hand and touch it" (8.9%). These instances might be dealt with as breaking the law or criminal offenses in certain situations, even if the students with developmental disabilities have no such intention. Response and support in this area are particularly important from a preventive perspective.

Conclusions

The present study analyzed data from a questionnaire survey of people with developmental disabilities (e.g., LD, ADHD, Asperger syndrome, high functional autism, intellectual disabilities) to clarify response and support for problems in adjustment to school life, human relations, and daily life during school age. Items were included in the instrument that were requested specifically by respondents with developmental disabilities.

In the checklist used in the present study, the number of respondents who checked items varied greatly across the items. An opinion given by many of the respondents in the free comments was "I want people to have the idea that everyone is different." This indicates that the support required by the respondents is diverse and that careful consideration is necessary according to the difficulties and needs of the individuals in question.

Furthermore, support should not be intrusive. Many of the respondents made comments such as "I want people to know first what kind of person I am and to keep pace with me." Heeding comments of the respondents provides clues to the support that they need.

The following subjects remain for future investigation: First, one comment made about the questionnaire used in the present survey was this: "Too many questions make me feel uncomfortable." Another comment worthy of note is: "Fears exist about flashbacks." The items in the instrument should be examined further, and forms and choices developed that are easy for those taking the survey to answer.

Second, the respondents in the present study had a wide range of developmental disabilities. This was done because this is the first such survey. However, it was difficult for those respondents who have difficulty reading or maintaining concentration to reply to the entire survey, because of the large number of questions. This may have caused some bias that correlated with type of disability. Future studies should make more of an effort to minimize bias among people with various types of disabilities.

Third, all the subjects of this survey were those who were able to look back at
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their past with no fear of uncomfortable flashbacks or other feelings. That indicates that most of them are now in a stable condition. In fact some of the respondents offered comments such as, “This survey provided me an opportunity to reconsider my past.”

In reality, however, there will be respondents who feel uncomfortable looking back at their past, who have adjustment problems even now, or who suffer from secondary disabilities. In the future, the background of the respondents should be examined in greater detail, such as their history of growth and development, family environment, type of school they are enrolled in, and their current status, in order to find out cause-and-effect relationships for their adjustment problems.

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