

Research **2**

Sports for Students in Special Schools

I. Overview

1. Purpose

The purpose of this study is to investigate the current situations of sports and recreation opportunities for students with disabilities in 1,211 special schools in Japan, and to provide an evidence-based data to the government and relevant sectors for future policy development.

2. Data collection method

(1) Method

Written Questionnaire - Responded via mail, FAX, or E-mail

(2) Questions

- Attributes of targeted and responding schools (number of students etc)
- Opportunities for sports outside of physical education
- School sports clubs (implemented activities)
- Facilities for exercise/sports activities

(3) Sample

A written questionnaire was sent to 1,211 schools (including branch schools and branch classrooms) listed on “A list of Special Schools (2012)” (as of May 2012). A total of 909 schools responded (the response rate was 75.1%).

(4) Timeframe

September 12, 2013 – November 20, 2013

II. Survey Results

1. Special schools

(1) Attributes of targeted schools

As for the breakdown of targeted schools, schools which handle a single disability (single-disability schools) made up 81.9%, while schools which handle multiple disabilities (multiple-disability schools) comprised 18.1% (Figure 2-1). Regarding disability type, “Intellectual disability (single)” was the most common at 47.7%. The next most common types were “Physical disability (single)” at 12.4% and “Intellectual disability + physical disability (multiple)” at 11.5% (Figure 2-2). As for school configuration, “Main campus” accounted for about 80%, with “Branch school” and “Branch classroom” making up roughly one-tenth each (9.2% and 11.5% respectively) (Figure 2-3).

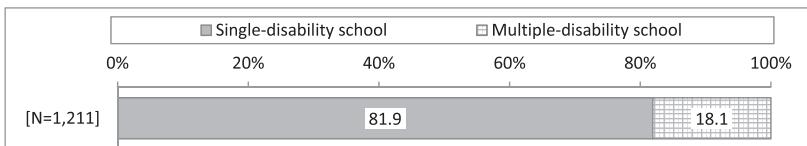


Figure 2-1 Targeted schools (by single/multiple disabilities)

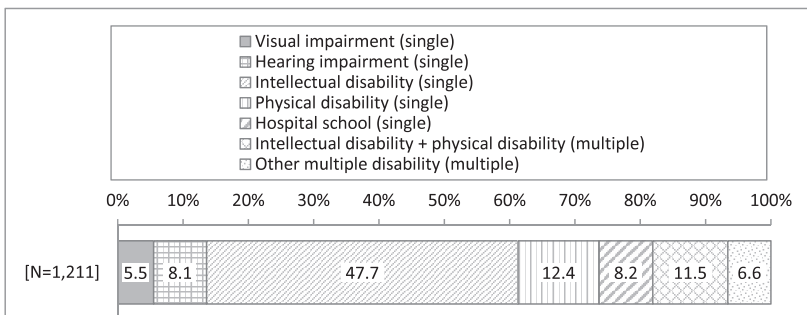


Figure 2-2 Targeted schools (by disability types)

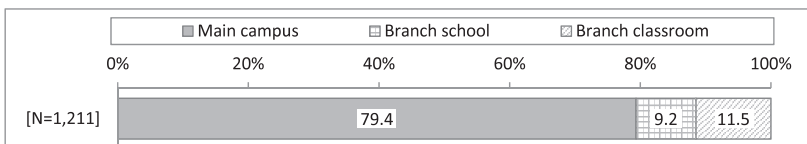


Figure 2-3 Targeted schools (by school types)

(2) Attributes of responding schools

Regarding the responding schools, “Intellectual disability (single)” was the most common at 48.5% followed by “Physical disability (single)” at 11.3%. For multiple-disability schools, “Intellectual disability + physical disability (multiple)” totaled 10.9%, indicating a similar composition as that of the targeted schools (Figure 2-4).

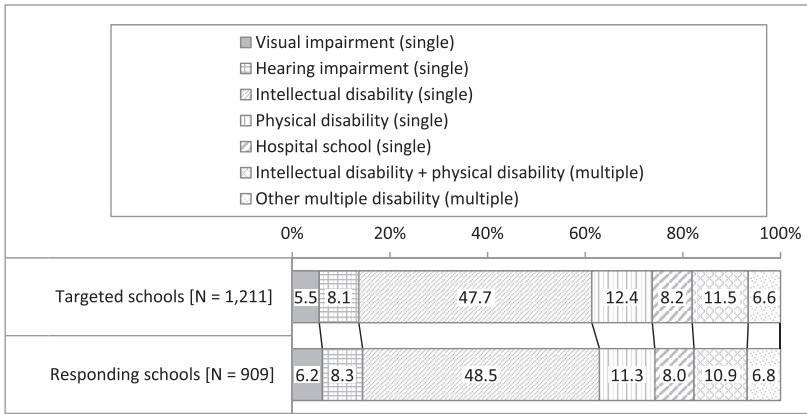


Figure 2-4 Responding schools (by disability types)

(3) Number of children/students

As of May 1, 2013, the most common total number of children/students was “100–199” at 27.6% of schools, followed by “50–99” (25.9%) and “11–49” (25.5%); schools with less than 100 students thus made up the majority (Figure 2-5).

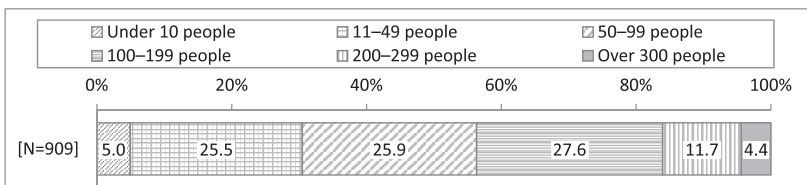


Figure 2-5 Number of children/students

2. Opportunities for sports outside of physical education

As for activities (including extracurricular activities) outside of normal physical education, the most common response was “School sports carnivals/festivals, marathon races, etc.” (90.2%) followed by “School sports club and other club activities (year-round activities)” (60.8%) and “Participation in the sports competitions of prefectural disability sports associations or other organizations” (56.4%) (Figure 2-6). Compared to participation in school-based activities, there isn’t much interaction taking place through sports in the community.

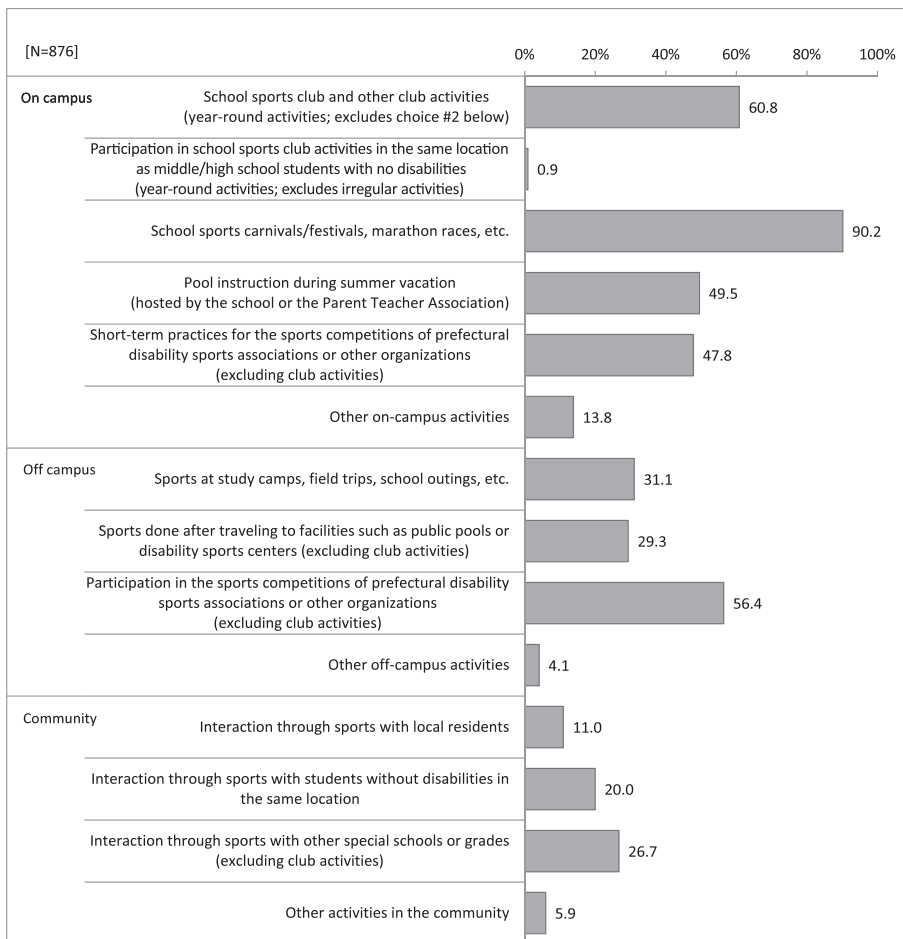


Figure 2-6 Opportunities for sports outside of physical education (multiple responses)

3. School sports clubs

(1) Implemented activities

Regarding the activities implemented within school sports clubs, the most common activities for junior-high schools and high schools were “Track-and-field” and “Soccer (including blind soccer)” (Table 2-2). Over half of the junior-high schools implemented “Track-and-field” (52.4%) followed by “Table tennis” (30.4%) and “Soccer (including blind soccer)” (25.6%). The implementation rate of “Track-and-field” at high schools was over 60%, with “Soccer (including blind soccer)” at 42.9% and “Basketball” at 39.5%.

When viewed according to disability type, activities aimed at children with visual impairment such as “Floor volleyball”, “Grand softball”, and “Sound table tennis” occupied the top spots for the “Visual impairment only” schools (Table 2-3). Similarly, “Boccia” and “Hand soccer” were the highly ranked activities in the “Physical disability only” schools (Table 2-6).

**Table 2-2 Activities implemented within sports clubs
(multiple responses)**

(%)

Rank	Junior-high school [N = 273]		High school [N = 478]	
#1	Track-and-field	52.4	Track-and-field	60.7
#2	Table tennis	30.4	Soccer (including blind soccer)	42.9
#3	Soccer (including blind soccer)	25.6	Basketball	39.5
#4	Basketball	17.6	Table tennis	33.9
#5	Flying disc (frisbee)	16.1	Flying disc (frisbee)	19.9
#6	Baseball (including T-ball)	11.7	Badminton	17.8
#7	Badminton	11.4	Softball	14.4
#8	Floor volleyball *	10.3	Baseball (including T-ball)	11.7
#9	Swimming	8.8	Volleyball (including soft volleyball)	11.1
#10	Volleyball (including soft volleyball)	8.1	Swimming	9.6
#11	Grand softball **	7.7	Kickball	9.2
#12	Sound table tennis ***	7.3	Floor volleyball	6.7
#13	Kickball	6.6	Boccia	6.1
#14	Softball	5.1	Grand softball	5.9
#15	Boccia	5.1	Sound table tennis	5.0

Note: Of schools that have sports clubs, we totaled the numbers for those schools which responded to the questions regarding the implemented activities.

*Floor volleyball:

Volleyball adapted for people with a visual impairment. 3 blind players in front and 3 players without a visual impairment at the back of the court.

**Grand softball:

Baseball adapted for people with a visual impairment. 10 players in a team, 4 players have to be totally blind.

***Sound table tennis:

Table tennis adapted for people with a visual impairment. Players hit the balls with the bells inside.

**Table 2-3 Activities implemented within sports clubs
(visual impairment only; multiple responses)**

(%)

	Junior-high school [N = 41]	High school [N = 41]
Floor volleyball	63.4	73.2
Grand softball	48.8	68.3
Sound table tennis	48.8	56.1
Track-and-field	39.0	48.8
Judo	7.3	22.0
Swimming	19.5	19.5
Goalball	17.1	17.1
Table tennis	9.8	17.1
Baseball (including T-ball)	0.0	2.4
Soccer (including blind soccer)	4.9	0.0
Flying disc (frisbee)	2.4	0.0

**Table 2-4 Activities implemented within sports clubs
(hearing impairment only; multiple responses)**

(%)

	Junior-high school [N = 63]	High school [N = 49]
Track-and-field	65.1	89.8
Table tennis	71.4	83.7
Volleyball (including soft volleyball)	25.4	34.7
Baseball (including T-ball)	15.9	24.5
Badminton	17.5	20.4
Soccer (including blind soccer)	7.9	8.2
Basketball	3.2	8.2
Tennis	3.2	8.2
Swimming	3.2	4.1
Flying disc (frisbee)	3.2	4.1
Dodgeball	0.0	0.0
Softball	0.0	0.0
Kickball	0.0	0.0

**Table 2-5 Activities implemented within sports clubs
(intellectual disability only; multiple responses)**

(%)

	Junior-high school [N = 106]	High school [N = 294]
Track-and-field	52.8	61.9
Soccer (including blind soccer)	47.2	59.5
Basketball	31.1	56.1
Table tennis	18.9	31.0
Flying disc (frisbee)	25.5	23.5
Badminton	11.3	19.7
Softball	8.5	19.4
Kickball	13.2	12.6
Volleyball (including soft volleyball)	1.9	10.2
Baseball (including T-ball)	9.4	9.5
Swimming	11.3	9.2
Dodgeball	7.5	4.8
Boccia	1.9	4.1
Ground golf *	6.6	3.7
Tennis	0.9	3.7
Kendo	0.9	1.0
Table tennis volleyball **	0.0	1.0
Hand soccer ***	0.9	0.7
Judo	0.0	0.3
Grand softball	0.9	0.0

*Ground golf:

Competed by the total number of strokes used to cover all the holes just like traditional golf. The player with the fewest strokes is a winner. The course can be made on a park or square by setting up the hole posts and start mats at eight holes.

**Table tennis volleyball:

3 players in each team. Players sit in a chair and hit balls to opposite side, maximum of 3 hits per side.

***Hand soccer:

Universal sport originally developed for special school students with severe disabilities. 7 players in a team with a variety of playing style – manual/power wheelchair or standing.

**Table 2-6 Activities implemented within sports clubs
(physical disability only; multiple responses)**

(%)

	Junior-high school [N = 21]	High school [N = 26]
Track-and-field	66.7	65.4
Boccia	52.4	53.8
Hand soccer	52.4	50.0
Flying disc (frisbee)	28.6	30.8
Baseball (including T-ball)	23.8	15.4
Table tennis volleyball	9.5	11.5
Swimming	4.8	11.5
Volleyball (including soft volleyball)	9.5	3.8
Archery	4.8	3.8
Soccer (including blind soccer)	4.8	3.8
Table tennis	4.8	3.8
Basketball	4.8	3.8
Ground golf	4.8	3.8
Wheelchair basketball	4.8	3.8
Kickball	4.8	3.8
Floor volleyball	4.8	3.8
Badminton	0.0	3.8
Dodgeball	0.0	0.0

**Table 2-7 Activities implemented within sports clubs
(hospital school only; multiple responses)**

(%)

	Junior-high school [N = 12]	High school [N = 14]
Badminton	41.7	50.0
Basketball	41.7	42.9
Flying disc (frisbee)	33.3	28.6
Soccer (including blind soccer)	16.7	28.6
Table tennis	33.3	21.4
Baseball (including T-ball)	16.7	21.4
Volleyball (including soft volleyball)	16.7	21.4
Track-and-field	25.0	7.1
Dodgeball	8.3	7.1
Floor volleyball	8.3	7.1
Kickball	0.0	7.1
Boccia	0.0	7.1

(2) Graduates who participate in school sports clubs

Overall, about 30% of graduates participated in the training activities of school sports clubs (Figure 2-7). When viewed according to disability type, “Hearing impairment only” exhibited the percentage of over 40%. The results indicate that the activities of school sports clubs at special schools are also an avenue through which graduates participate in sports or exercise.

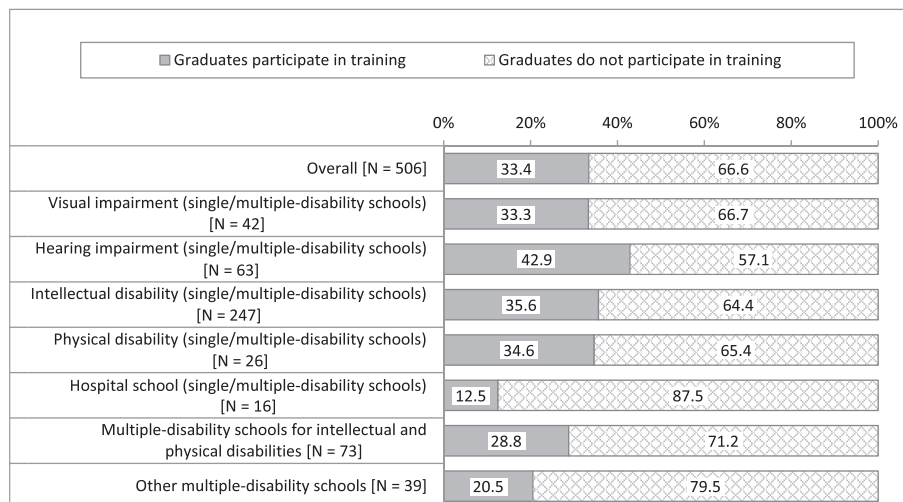


Figure 2-7
Graduates who participate in school sports clubs

Note 1: Of the 876 valid responses, we totaled the numbers for those schools which responded to the questions regarding implemented activities.

Note 2: Visual impairment (single/multiple-disability schools): yes or no for the school sports clubs at both single- and multiple-disability visual impairment schools combined. Same for other disability types.

Note 3: Multiple-disability schools for intellectual and physical disabilities: yes or no for activities which incorporate both physical disabilities and intellectual disabilities, activities which segregate by disability type, and activities which are for only one of the types. Same for “Other multiple-disability schools”.

4. Facilities for exercise/sports activities

The most common facilities for exercise/sports activities were “Gymnasiums” (89.0%) followed by “Sports fields” (83.1%) and “Playrooms (multi-purpose rooms)” (66.7%) (Figure 2-8).

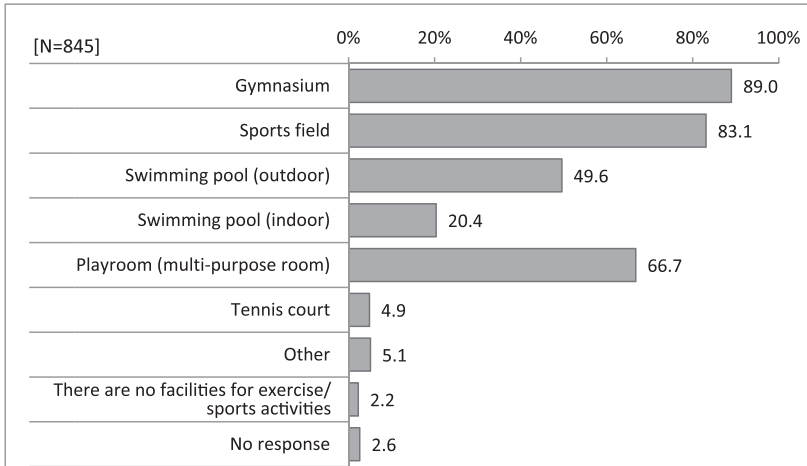


Figure 2-8 School facilities for exercise/sports activities (multiple responses)