

Booklet for children and young adults with foreign
roots and their families

When you don't know what to do

~For children at elementary school to
high school age and their families~



National Rehabilitation Center for Persons with Disabilities
Information and Support Center for Persons
with Developmental Disorders

Introduction

Japan has been seeing an increasing number of children and young adults with foreign roots who are born and raised in Japan.

Such individuals and their families may struggle with living or parenting in a country with different language and lifestyle. They may also struggle to find the information they need because of language barriers.

Some families may want to learn about developmental disorders, while others may be concerned that they or their child may have one.

This booklet aims to provide a better understanding of types and characteristics of development disorders, and various support resources available in Japan, including those in education, medicine, social welfare, and employment.

Japan has many organizations dedicated to supporting individuals with developmental disorders and their families. Please do not hesitate to seek help if you have any concerns.

We hope this booklet will be a helpful resource to you and your family.

Information and Support Center for Persons with Developmental Disorders
National Rehabilitation Center for Persons with Disabilities

Note: This booklet is designed mainly for children at elementary school to high school age and their families.
For families with children younger than school age, we have a different booklet.

Do you have concerns about your child's development?
~For parents raising children in Japan~



Booklet for foreign parents with children before school age

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1. Characteristic behaviors of developmental disorders

Developmental disorders often manifest as characteristic behaviors.

Examples of behaviors characteristic to developmental disorders are listed below. If an individual consistently exhibits them in various situations over a long period, they may have a developmental disorder.

Elementary school age

- ✓ Rocks the chair, talks excessively, or has difficulty focusing during class
- ✓ Walks around or leaves the classroom during class
- ✓ Cannot take turns and interrupts others, suddenly grabs items another child is using
- ✓ Has difficulty controlling emotions and sometimes panics
- ✓ Often forgets homework and necessary belongings
- ✓ Takes a very long time to prepare or clean up

- ✓ Very sensitive to specific sounds, which interferes with studying or daily life
- ✓ Sensitive to tastes or smells, or very selective about food
- ✓ Has strong preferences for specific activities, rules, clothing, or routines, and may struggle with changes
- ✓ Engaging in one-sided conversations that may abruptly stop
- ✓ Does not care about rules or promises
- ✓ Not good at group activities with friends and often spends time alone

- ✓ Struggles to listen to the teacher and follow instructions
- ✓ Has difficulty recognizing or understanding written words or sentences in both Japanese and their native language
- ✓ Has difficulty writing letters or sentences
- ✓ Cannot do simple addition or subtraction
- ✓ Has difficulty copying notes from the blackboard
- ✓ Clumsy with hands and not good at crafts
- ✓ Repeats, elongates, or gets stuck at the first sound of a word
- ✓ Talks freely with family, but is silent outside the home

Junior high and high school age

- ✓ Loses notebooks, textbooks, or stationery frequently
 - ✓ Spends their monthly allowance immediately
 - ✓ Not good at organizing, and often forgets necessary belongings
 - ✓ Has drastic emotional mood swings, uses harsh language or become violent when angry
 - ✓ Easily distracted and struggles to stay focused on studying
 - ✓ Makes careless mistakes even when paying attention
-
- ✓ Talks continuously without taking turns
 - ✓ Struggles with group activities and often spends time alone
 - ✓ Has difficulty understanding social cues or implicit rules
 - ✓ Becomes fixated on certain tasks and has difficulty switching
 - ✓ Has preferences about colors and fabric of clothing
 - ✓ Very sensitive to specific sounds, which interferes with studying or daily life
 - ✓ Cannot accept a sudden change of plans
-
- ✓ Has difficulty understanding instructions or what the teacher is conveying
 - ✓ Very behind only in mathematics
 - ✓ Very behind only in reading and writing (in Japanese and the native language)
 - ✓ Has difficulty copying notes from the blackboard
 - ✓ Repeats, elongates, or gets stuck at the first sound of a word
 - ✓ Talks freely to family, but is silent outside the home



Your child may show different behaviors at home and at school.
Please ask the teacher about their behaviors at school.

2. Learning about developmental disorders

What are developmental disorders?

Developmental disorders usually refer to slight innate differences in brain function that set them apart from typically developing children. As shown in the figure below, the same disorder can manifest differently in each individual. Some have two or more types of developmental disorders.

In addition to characteristic behaviors such as those in pages 3 to 4, they may also show various strengths (e.g., has good visual perception, has a good memory or mechanical memory, likes to learn new things, energetic, or has sharp senses).

Definition of Developmental Disorders under the Act on Support for Persons with Developmental Disorders (Article 2):

Developmental disorders include deficits in brain function, such as autism, Asperger's syndrome and other pervasive developmental disorders, learning disorders, and attention deficit hyperactivity disorder, which typically appear in early childhood. People with developmental disorders are those who experience limitations in their daily or social lives due to their disorders and social barriers. (In other words, developmental disorders are those numbered F80 to 98 in the International Classification of Diseases and Related Health Problems, 10th Revision, or ICD-10.)

Main types of developmental disorders

Intellectual development delays may comorbid

Asterisks (*) indicate the names of developmental disorders in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR).

Autism spectrum disorder; ASD*

- May struggle with conversations or expressing their feelings
- May have challenges in understanding others' emotions or adjusting their behavior to the situation
- May repeat the same actions or focus only on their interests
- May have hyper- or hypo-sensitivity to light, colors, sounds and/or smells
- May have delay in language development

Depending on the timing of their diagnosis, some people may be diagnosed with Asperger's syndrome, autism, or pervasive developmental disorders (PDDs).

Attention deficit hyperactivity disorder; ADHD*

- Have difficulty doing the same thing for a long time
- Moves around a lot or talks excessively
- Often acts impulsively before thinking

Specific learning disorder; SLD*

- Have particular difficulties with reading, writing, and/or math
- SLD is sometimes referred to as a learning disability (LD)

■ Other developmental disorders include Tourette syndrome*, childhood-onset fluency disorder* (stuttering), and developmental coordination disorder*.

Language development in children with foreign roots and developmental disorders

Children with one foreign parent (mother or father) or foreign parents are called **children with foreign roots** (or **children with foreign background**) in Japan.

These children with foreign roots and their families often use two languages in their daily lives, and are thus called bilinguals. (Some people use more than two languages.)

Families or supporters of children with foreign roots often face challenges in determining whether a child's language delay is due to developmental disorders or a result of living in a Japanese-spoken environment that is unfamiliar to the child and their family.

Let's explore how a bilingual child develops language skills and what signs may indicate developmental impairments.

● Language development in children

The early developmental path is common for all languages.

- Starts using gestures (e.g., bye-bye, pointing) before the age of 1 year
- Then starts using words (e.g., dada, mama)
- Learns 50 to 100 words between the age of 18 months and 2 years

Then starts using two-word sentences (e.g., Mommy go).

For a bilingual child, a delay in one language is not necessarily a cause for concern. A delay in both languages may be a sign of language development delay.

● Four characteristics of language development in bilingual children

- Children aged 2 to 3 years cannot use two languages separately and mix the two. This is normal for bilingual children.

- Since they use two languages in different environments, their vocabulary size may differ between the two. Their Japanese vocabulary may be smaller.

Vocabulary size is measured by combining the words they know in both languages. A sum total greater than or equal to that of a Japanese child indicates no delay.

- By the age of 4 years, children can distinguish the two languages and use them separately based on what to talk about to whom and where. For example, they respond in their first (native) language to a child with the same foreign root who recently came to Japan, and respond in Japanese to their Japanese friends. This shows their high linguistic ability of using two languages separately based on the situation.
- Some children (especially aged 4 to 8 years) who have recently arrived in Japan may not speak for a while (a silent period). This typically lasts about six months. They then gradually start using gestures, simple greetings (e.g., *ohayo*), and expressions for requests (e.g., *kudasai*).

● Learning a new language takes time

Some children come to Japan before reaching school age. Learning a new language takes longer when the language is more challenging for the child.

- An elementary school student needs to learn about 2,000 Japanese words essential for daily life and basic conversation, which usually takes about 2 years.
- A child usually learns how to read and write *hiragana* and short, single sentences (basic academic language skills) after 2 years of learning.
- Even a quick learner usually takes 5 to 7 years to master speaking, reading, and writing more difficult words and sentences required for studying (academic skills for learning subjects).

Learning a new language takes more time than expected.

Assess your child's linguistic skills using the information above.

Tips: Developing the first (native) language helps develop Japanese.

It was once believed that learning two languages was difficult for a child and might delay their language and intellectual development. However, this is now considered incorrect.

A child who is a good speaker of the first (native) language is typically a good learner of the second language (Japanese). If the child does not learn their native language well, they may only speak Japanese and have difficulty communicating and interacting with their parents.

Please communicate with your child using the language you are comfortable with. For example, parents should talk to the child in their native language, while Japanese teachers and friends should talk in Japanese (the one person-one language principle).

The same applies to children with disorders.

Extensive research on bilingual children with disorders (e.g., autism spectrum disorder or Down syndrome) has found that their language developmental path is similar to children without developmental concerns (typically developing children). Please be assured and follow the one person-one language principle to raise your child as a bilingual.

3. Consulting specialists

You will find various support organizations in your area that help people with developmental disorders and their families. If you have any concerns, please consult them soon.

- Some organizations offer interpretation services while others do not. Please contact the organization in advance. You can have a translation app ready when they have no interpretation service.

Finding consultation organizations

Local governments provide relevant information upon request from people with developmental disorders and their families living in their area. Suitable organizations differ by age and nature of concerns.

Please contact your local government office first.



Consultation about developmental disorders

● Support Center for Persons with Developmental Disorders

Support Centers for Persons with Developmental Disorders provide resources for children and adults with developmental disorders, as well as their families. Every prefecture and ordinance-designated city has a Center for Persons with Developmental Disorders.

In addition to people with a diagnosis, those concerned with developmental disorders without a diagnosis and their families can consult at the centers.

A consultee may be referred to another, more appropriate support organization depending on the nature of concern and the condition of the person. Please refer to the following website for information on the centers across the country.

<List of Support Centers for Persons with Developmental Disorders>

<https://www.rehab.go.jp/ddis/action/center/> (in Japanese)



Consultation about school life

Schools have staff members who support students in maintaining a comfortable school life. The education system includes various classes and schools for children and young adults with disabilities.

- **Homeroom teacher**

Please consult the homeroom teacher first when you have any concerns about school life.

- **School nurse's office and school nurse**

Each school has a nurse's office to care for students who get injured or who become physically or emotionally unwell. School nurses are specialized in mental and physical health and can offer consultation for these concerns.

- **Special needs education coordinator**

Special needs education coordinators are responsible for arranging and organizing educational support for children with disabilities to ensure that appropriate accommodations are provided at school. They can also provide consultations for parents.

- **School counselor and school social worker**

Schools have psychologists (school counselors) who provide mental health consultation and social workers (school social workers) who can help with social welfare matters. They will listen to your concerns and provide guidance. Consultation may require an appointment, so ask the homeroom teacher or the special needs education coordinator for more information.



— Career counseling —

Many children continue to high school after graduating from junior high school. Japanese high schools typically offer full-time general courses, vocational courses (e.g., commerce, engineering, or agriculture courses), and/or part-time general courses (daytime or night-time courses). Other high schools include comprehensive high schools with various courses, and credit-based high schools with selective curriculums.

Other schooling options include distance learning high schools, where education is centered around schooling from home, and high school courses at special needs education schools. The decision about schooling option should reflect the child's desire and characteristics.

It is important to gather information about different schools before making a decision. Visit potential schools or join school information seminars. Please consult the homeroom teacher and the special needs education coordinator while the child is still at junior high school.

— Preparation for high school —

For students with developmental disorders who have received accommodations for regular examinations at junior high school, reasonable accommodations (refer to page 17) can be provided for high school entrance examinations if they apply in advance. Please contact the district Board of Education for public school examinations, and directly contact the school for private school examinations.

High school education plays a key role in creating social independence for the future. **Public school entrance examinations (student selections) offer various considerations including special enrollment quotas for foreign students and reasonable accommodations (e.g., less examination subjects, or reading aids such as huri-gana for kanji in the tests)*.** For more information, please contact your child's school teacher.

*Koto-gakko nyugakusha-senbatsuto ni okeru hairyoto ni tsuite (Accommodations and other considerations at high school student selections)
June 25th, 2024 (Notification No. 779, 2024, Elementary and Secondary Education Bureau, MEXT).

— After graduating from high school —

After graduating from high school, students may continue to university or vocational school, or enter the workforce. The decision should reflect the child's desire and characteristics. If pursuing higher education is the goal, it is also important to think ahead about further studies or employment after graduation.

Tips: Special needs education (see below)

As shown in the figure below, various classes and schools offer education designed for different disabilities. Please discuss carefully with your child and teacher to choose the class or school that best fits your child's needs.

Tips: Special needs education guide map

Elementary and junior high schools

Regular classes

Children with special needs receive accommodations and support in a group, mainstream setting.

Pull-out instruction (Resource room program)

Students mostly take regular classes and receive individualized support in a separate room a few times per week or month to address learning and daily life challenges.

Special classes with children with special needs

Special classes with children with special needs are smaller in class size, and are categorized into seven types based on the type of disability: intellectual disabilities, physical disability, health impairment, low vision, hearing impairments, speech and language disorders, autism and emotional disorders/difficulties. The types and number of classes differ among schools.

Note: Not every school has resource room programs or special classes with children with special needs.

Special needs education schools

These are schools for children with visual impairments, hearing impairments, physical disabilities, health impairments, or intellectual disabilities. Schools for intellectual disabilities also accommodate children with autism spectrum disorder who have comorbid intellectual disabilities. These schools are smaller in class size, and provide curriculum designed to meet the needs of each disability. Their high school courses provide activities that prepare students for social and vocational life after graduation.

After junior high school (high schools and other paths)

High schools provide accommodations and support for classes and regular examinations through discussion with you and your child. Some schools offer resource rooms for special instruction.

Universities, vocational schools, and other paths

These schools provide services* to support students with disabilities and offer consultation regarding their school life. Students can consult about accommodations for classes and examinations, as well as any concerns about their school life.

*Examples include on-campus health service centers, student counseling rooms, and support centers for students with disabilities.

Other consultation organizations

● Organizations for educational consultation

These organizations provide consultation about educational concerns. Examples include prefectural special needs education centers and education centers, and local governments' educational consultation rooms. Consultation is free of charge.

● Child and Family Support Centers

Each local government office has a division (a child and family support center) where families and residents can consult about a wide range of issues related to children. Consultation is free of charge.

● Child Guidance Centers

Child Guidance Centers support children under 18 and their caretakers in cooperation and roll-sharing with local governments. They provide consultation about disabilities (e.g., physical disabilities, language delay and stuttering, intellectual disabilities, autism spectrum disorder, and specific learning disorders), and child-rearing concerns (e.g., child's lifestyle habits and behaviors, such as restlessness, timidity, violent behaviors at home, school refusal, irregular sleep patterns, and running away from home). Consultation is free of charge.

● Juvenile Support Centers

Juvenile Support Centers provide consultation to children (of any age), families, school teachers and people supporting children. Topics include delinquency, parent-child relationship, workplace or school issues, and friendship concerns. You can consult about adults in addition to children. Consultation are confidential and free of charge. There are 52 Juvenile Support Centers across Japan, including in prefecture capitals. Call the nationwide consultation number (0570-085-085) to find the Juvenile Support Center closest to you.

● Consultation service information (Children and Families Agency)

This webpage provides information about consultation services for children with various challenges and problems and for people raising children. Some services can respond to children's SOS (a request for help). Consultation is free of charge.

<https://www.cfa.go.jp/children-inquiries> (in Japanese)



Consultation about work

● Hello Work (public employment security offices)

Hello Work provides free employment consultation and support services tailored to individual job seeking challenges. These services include:

- Advice about application documents, and interview training sessions
- Vocational training courses to improve skills
- Career guidance and development of vocational skills
- Seminars helpful for job searching

Hello Work has a vocational consulting division for job seekers and a specialized support division for those who need special assistance.

For more information, please visit the website of the Ministry of Health, Labour and Welfare from the link below.

<Hello Work offices with interpretation services>

<https://www.mhlw.go.jp/content/000673003.pdf>

<https://www.mhlw.go.jp/content/000592865.pdf>

https://www.mhlw.go.jp/stf/newpage_27019.html



● Local Vocational Centers for Persons with Disabilities

The centers offer employment consultation (vocational consultation) to people with disabilities. In cooperation with Hello Work offices, their services include employment consultation, vocational skill assessments, and pre- and post-employment support for job retention. They provide continuous support designed for each individual. To access these services, contact them by phone or fax. Consultation is free of charge.

<List of Local Vocational Centers for Persons with Disabilities>

<https://www.jeed.go.jp/english/locations/index.html>

<https://www.jeed.go.jp/location/chiiki/index.html> (in Japanese)



● Work-Life Support Centers for Persons with Disabilities

These centers offer consultation for people with disabilities, covering a wide range of matters including life (e.g., health management and financial management), job searching, and employment. Consultation is free of charge.

<List of Work-Life Support Centers for Persons with Disabilities (in Japanese)>

http://www.mhlw.go.jp/stf/newpage_18012.html



Community resources

Take notes of consultation organizations in your area here.

Organization	Intended consultee	Opening hours	Phone	Interpreter
	Areas of consultation			
[Example] ABC City XYZ center	Children under 18 and parents	Mon–Fri, 9am-5pm. Closed on public holidays.	(04) ○○○-○○○	△ Partially available (English, French)
	E.g., Child development, developmental assessments, pregnancy, childbirth, parenting			

4. Seeing a doctor

When concerns about developmental disorders arise, you may wonder whether you should wait and see how things progress or visit a specialized medical institution. If the individual already regularly sees a doctor who is familiar with their medical and developmental histories, consult the doctor first about whether to visit a specialized medical institution.

Hospitals

Developmental disorders are diagnosed by specialized doctors. Children up to junior high school age usually see a pediatrician, a pediatric neurologist, or a child psychiatrist. Children above junior high school age usually see a psychiatrist.

If you wish to see a doctor, it is a good idea to:

- ✓ Search for a hospital with doctors specialized in developmental disorders. You can ask your local public health nurses or the Support Center for Persons with Developmental Disorders. (Please note that many hospitals require an appointment.)
- ✓ Bring your child's health insurance card and, if available, the maternal and child health handbook to the first doctor's visit.
- ✓ Review and write down concerns topics to discuss, observations about how your child is at home, school, or workplace to share with the doctor.

<Things to write down in advance>

- How the child was when they were younger
- What first made you concerned
- Current concerns and problems
- Also bring anything that may be informative (e.g., academic achievement records, essays your child wrote at school, videos of early childhood) and any results of psychological assessments including intelligence tests.



Assessments and individual therapies

Your child may undergo assessments and/or individual therapies conducted by specialized staff at the hospital as needed. Assessments include intelligence tests, developmental tests, auditory tests, and electroencephalography. Intelligence tests help understand intelligence levels and characteristics, which can be useful in determining support methods; however, they do not identify developmental disorders.

Individual therapies include physical therapy, occupational therapy, speech-language-hearing therapy, and psychotherapy. The details of these therapies depend on the child's condition.

If your child is diagnosed with a developmental disorder...

It can be very concerning to find out that your child has a developmental disorder. However, their developmental progress can be positively influenced by adjusting the environment and interactions with them. It is also important to recognize their strengths and positive qualities, in addition to their challenges and difficulties.

Benefits of medication

The doctor may recommend medication if needed. Please discuss the benefits and side effects of any prescribed medication in detail.

Medication can help alleviate some of the common symptoms of developmental disorders (e.g., insomnia, short temper, and hyperactivity).

[Frequently used medications]

- | | |
|--|---|
| ● Central nervous system stimulants | Help reduce hyperactivity, inattentiveness, and impulsiveness of ADHD |
| ● Antianxiety medications | Ease anxiety and other distressing feelings |
| ● Antipsychotic medications | Ease severe agitations and delusions |
| ● Antiepileptic medications | Help control epileptic seizures |
| ● Sleeping pills | Establish healthy sleep habits |

Medication can improve your child's quality of life by alleviating symptoms. Please be sure to follow the prescribed frequency and dosage.

- ✓ Ask the doctor or pharmacist any questions or concerns about the medication.
- ✓ Do not hesitate to ask the doctor or specialized staff if you are unclear or need more explanation.



5. Learning about support and systems

Act on Support for Persons with Developmental Disorders

The Japanese Act on Support for Persons with Developmental Disorders aims to provide support to people with developmental disorders (of any age) and their families. Established in 2004, the Act has promoted support activities. After modification in 2016, the Act strengthened support measures.

This law is applicable to foreign nationals with a Japanese certificate of residence as well.

Act for Eliminating Discrimination against Persons with Disabilities

The Act for Eliminating Discrimination against Persons with Disabilities stipulates elimination of unjustifiable discriminatory treatment against people with disabilities, and provision of reasonable accommodations and environmental adjustments. The Act aims to realize an inclusive society in which all individuals with or without a disability can live together with a sense of security.

If you or your child feel discriminated due to a developmental disorder, consult the relevant division at your local government office (e.g., the welfare division for persons with disabilities). It is open to foreign nationals with a Japanese certificate of residence.

Note: Provision of reasonable accommodations

While people without a disability may not feel discomfort in using equipment, services, or environments in their social life, people with disabilities may face difficulties that restrict their activities. When they request adjustments to equipment or environments causing difficulties, these adjustments (reasonable accommodations) must be provided unless they require excess resources.

For example, a child with autism spectrum disorder who is sensitive to sounds may struggle to have lunch in a loud classroom. In this case, the child can have lunch in a quieter room.

Certificates for persons with disabilities

The disability certificate is a booklet (card) that officially recognizes the person's disability, and provide access to various welfare services and allowances based on the type and severity of the disability. Local government offices issue the certificates to the applicants, including foreign nationals with a Japanese certificate of residence.

Examples of benefits

- ✓ Simplified procedures for accessing welfare services
- ✓ Allowances (amount depends on disability type and severity)
- ✓ Partial reimbursement of medical expenses
- ✓ Tax reductions
- ✓ Discounts on train, bus, and domestic airplane fares
- ✓ Discounts on toll roads
- ✓ And more

Available services and eligibility differ depending on the type and severity of disability. For more information, contact the welfare division at your local government office.

There are three types of disability certificates: the intellectual disability certificate, the mental disability certificate, and the physical disability certificate.

● Intellectual disability certificate

Who is eligible

- Individuals with intellectual disabilities
- Individuals with both developmental disorders and intellectual disabilities

How to apply

- Take assessments to determine the severity of the disability at a Child Guidance Center. (For those aged 18 years or older, assessments are conducted at a Recovery Consultation Office for Persons with Intellectual Disabilities.)

Note: The severity of one's intellectual disability may change over time, so reassessment is required at intervals specified by each prefecture.

● Mental disability certificate

Who is eligible

- Individuals in need of livelihood support due to a mental disability such as
 - ✧ Developmental disorders
 - ✧ Mood disorders (e.g., depression or bipolar disorder)
 - ✧ Schizophrenia
 - ✧ Epilepsy
 - ✧ Drug addiction
 - ✧ Higher brain dysfunction
 - ✧ Other psychiatric disorders (e.g., stress related disorders)

How to apply

- Apply at the local government welfare office.
- Prepare the following documents:
 - 1) Application document (available at the local government office)
 - 2) Medical certificate (or a copy of the recipient certificate of disability pension if applicable)
 - 3) Applicant's photograph

Note: The certificate must be renewed every two years. Please submit an updated medical certificate for each renewal.

6. What can we do for the child?

People with developmental disorders have different conditions depending on the type and severity of the disability, age, and personality.

This section explains some key points to remember when interacting with individuals with a developmental disorder, including their family members and others around them. These suggestions also apply to individuals with foreign roots who have developmental disorders.

✓ **Praise the person for what they can do, and do not blame them for what they cannot do.**

People with developmental disorders may struggle with tasks that are easy for other people. Avoid blaming them for what they cannot do. When offering guidance, praise their positive qualities first. Then provide specific explanations on how they can improve, using language they understand.

✓ **Use visual information to explain**

Some people with developmental disorders process visual information better than verbal explanations. Use simple language as well as pictures and drawings to explain instructions. This approach can also benefit children who need help with learning Japanese.



✓ **Make explanations and instructions specific, short, and sequential**

Many individuals with developmental disorders are not good at understanding abstract language. When you explain something verbally, break it down into short, concrete steps and present them sequentially.

✓ **Create a safe environment**

Many people with developmental disorders have sensitivities to sounds, textures, tastes and smells, and lighting. Adjustments to alleviate discomfort create a safe environment.

✓ **Clearly explain rules in a simple way**

People with developmental disorders may be unaware of social rules. When they don't know a rule, explain it using easy-to-understand language and a positive approach. Give specific instructions of what to do. For example, instead of saying "Don't run!" say, "We should walk in the corridor."

✓ **Create an environment that helps maintain focus**

Some people with developmental disorders have difficulty focusing on one thing for a long time. Keep tasks brief and manageable. They may also have difficulty working on two things at the same time. Provide one task at a time, and then continue on to the next.

7. Gathering information

Information about developmental disorders

- **Information and Support Center for Persons with Developmental Disorders**

The center provides a wide range of up-to-date, reliable information about developmental disorders, including basic facts, characteristics and how to support, social support systems, Japan's initiatives, and global trends.

<https://www.rehab.go.jp/ddis/> (in Japanese)



- **Developmental Disability Navi Portal**

A national portal that provides reliable information for individuals with developmental disorders, their families and supporters, and those working for various support organizations across the country.

This website is collaboratively operated by National Rehabilitation Center for People with Disabilities (Information and Support Center for Persons with Developmental Disorders) and the National Institute of Special Needs Education (Information Center of Education for the Persons with Developmental Disabilities) in cooperation with the Ministry of Health, Labour and Welfare and the Ministry of Education, Culture, Sports, Science and Technology.

<https://hattatsu.go.jp/> (select English in the language tab)



- **Information Center of Education for the Persons with Developmental Disabilities**

Their website provides resources for supporting and teaching children with developmental disorders, research, teaching materials, and assistive devices. It also features training and lecture videos by school teachers, and information about national policies and regulations.

http://icedd_new.nise.go.jp/ (in Japanese)



Information about school education

(Ministry of Education, Culture, Sports, Science and Technology; MEXT)

● Education information for returnees and foreign children

A website providing information for Japanese students who have returned from overseas as well as students with foreign roots.

http://www.mext.go.jp/a_menu/shotou/clarinet/003.htm (in Japanese)



● CASTA-NET

An information portal for study support for students with foreign roots.

<https://casta-net.mext.go.jp/> (in Japanese)



● Project Multilingual Support for Education (MUSE)

A multilingual document writing support website for connecting school and homes of children with foreign roots.

<https://data.casta-net.mext.go.jp/tagengo-gakko.jp/index.html> (in Japanese)



Information for daily life

● Daily Life Support Portal for Foreign Nationals

A website providing information helpful for life in Japan, including information about local consulting organizations.

<http://www.moj.go.jp/isa/support/portal/index.html> (select English in the language tab)



● Multiculture coexistence tool library (Council of Local Authorities for International Relations; CLAIR)

A website for searching and downloading resources for supporting foreign people and multicultural coexistence.

https://www.clair.or.jp/j/multiculture/tool_library/index.html (in Japanese)



Consultation in foreign languages

Various telephone consultation services are available to foreign residents. While not specialized in consultation about developmental disorders, they can provide advice on interpretation services and medical institutions where you or your child can see a doctor in your first (native) language.

● AMDA International Medical Information Center

This telephone information and consultation service provides information about medical and welfare systems, as well as organizations where you can see a doctor in your native language.

The operator speaks simple, easy to understand Japanese.

Tokyo Office (Mon Fri, 10:00 15:00)

Phone: 03 6233 9266

<https://www.amdamedicalcenter.com/activities>



● Medical institutions for developmental disorders (with interpretation services)

Some hospitals and consultation organizations have staff members who speak foreign languages, or use a translation app. Some local governments offer interpreter dispatch services.

<https://hattatsu.go.jp/special/pamphlet-for-foreign-parents/>

(select English in the language tab)



Medical institutions not listed above may offer consultation or examinations, so please ask them individually.

● Hōterasu (Japan Legal Support Center)

Hōterasu offers a multilingual information service in which you can obtain information about the Japanese legal system, bar associations, and other relevant organizations in foreign languages.

<https://www.houterasu.or.jp/site/foreign-nationals/>



Translation app

● VoiceTra (Multilingual voice translation app)

This is a Japanese speech translation app for 31 languages [developed by National Institute of Information and Communications Technology (NICT)]. Available for free of charge.

<https://voicetra.nict.go.jp/en/index.html>

Note: Some translation apps are available free of charge.

Please search for and use one that best suits your needs.

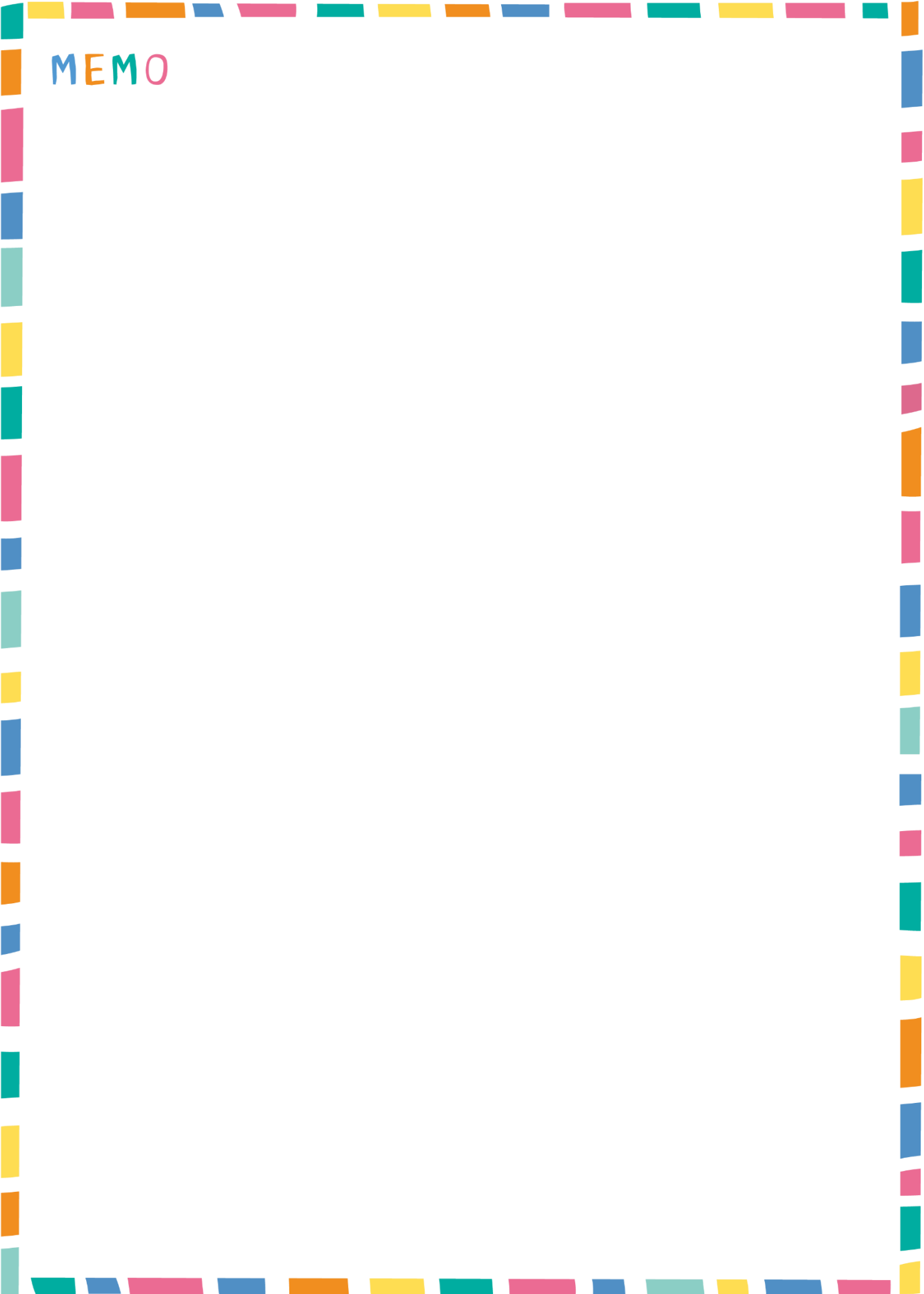


Glossary

	English	Japanese in alphabet	Japanese with furigana
A	Act for Eliminating Discrimination against Persons with Disabilities	Shōgai sha sabetsu kaishō hō	障害者差別解消法
	Act on Support for Persons with Developmental Disorders	Hattatsu shōgai sha shien hō	発達障害者支援法
	Allowance	Teate	手当
	Antianxiety medication	Kō fuan yaku	抗不安薬
	Antiepileptic medication	Kō tenkan yaku	抗てんかん薬
	Antipsychotic medication	Kō seishinbyō yaku	抗精神病薬
	Appointment	Yoyaku	予約
	Asperger's syndrome	Asuperugā shōkōgun	アスペルガー症候群
	Assessment	Kensa	検査
	Attention deficit hyperactivity disorder (ADHD)	Chūi ketsujo tadō shō / ADHD	注意欠如多動症 / ADHD
	Auditory test	Chōkaku kensa	聴覚検査
	Autism	Jiheishō	自閉症
	Autism spectrum disorder (ASD)	Jihei supekutoramu shō / ASD	自閉スペクトラム症 / ASD
B	Board of education	Kyōiku iinkai	教育委員会
	Bipolar disorder	Sō tsu byō / Sōkyokusei shōgai	そううつ病 / 双極性障害
C	Central nervous system stimulant	Chūsū shinkei shigeki yaku	中枢神経刺激薬
	Certificate for persons with disabilities	Shōgaisha techō	障害者手帳
	Child and Family Support Center	Jidō katei shien sentā	児童家庭支援センター
	Childhood-onset fluency disorder (stuttering)	Jidō-ki hasshō ryūchō shō/kitsuon	児童期発症流暢症 / 吃音
	Child Guidance Center	Jidō sōdanjo	児童相談所
	Child psychiatrist	Jidō seishinkai	児童精神科医
	Consultation	Sōdan	相談
	Credit-based high school	Tanni sē kōtō gakkō	単位制高等学校
D	Depression	Utsu byō	うつ病
	Development	Hattatsu	発達
	Developmental coordination disorder	Hattatsu sē kyōchō undō shōgai	発達性協調運動障害
	Developmental disorder	Hattatsu shōgai	発達障害
	Developmental test	Hattatsu kensa	発達検査
	Diagnosis	Shindan	診断
	Disability	Shōgai	障害
	Disability pension	Shōgai nenkin	障害年金
	Distance learning high school	Tsūshinsē kōtō gakkō	通信制高等学校
	Doctor	Ishi/isha	医師 / 医者
	Drug addiction	Yakubutsu izon shō	薬物依存症
E	Education center	Kyōiku sentā	教育センター

	Effect	Kōka/sayō	効果／作用
	Electroencephalography	Nōha kensa	脳波検査
	Elementary school	Shōgakkō	小学校
	Emotional disability/difficulty	Jōcho shōgai	情緒障害
	Entrance examination (student selection)	Nyūgaku shiken (nyūgaku sha senbatsu)	入学試験(入学者選抜)
	Epilepsy	Tenkan	てんかん
F	Full-time general course	Zen nichī sē hutsūka	全日制普通科
H	Health impairment	Byōjaku /shintai kyojaku	病弱／身体虚弱
	Health insurance card	Hoken shō	保険証
	Hearing impairment	Nanchō	難聴
	High school	Kōtō gakkō (kōkō)	高等学校(高校)
	Higher brain dysfunction	Kōjinō kinō shōgai	高次脳機能障害
	Homeroom teacher	Tannin no sensē	担任の先生
	Hospital	Byōin	病院
I	Information and Support Center for Persons with Developmental Disorders	Hattatsu shōgai jōhō shien sentā	発達障害情報・支援センター
	Information Center of Education for the Persons with Developmental Disabilities	Hattatsu shōgai kyōiku suishin sentā	発達障害教育推進センター
	Intellectual disability	Chiteki shōgai	知的障害
	Intellectual disability certificate	Ryōiku techō	療育手帳
	Intelligence test	Chinō kensa	知能検査
	Interpreter	Tsūyaku	通訳
J	Junior high school	Chūgakkō	中学校
	Juvenile Support Center	Hōmu shōnen shien sentā	法務少年支援センター
L	Learning disorder (LD)	Gakushū shōgai/LD	学習障害／LD
	Local Vocational Center for Persons with Disabilities	Chīki shōgai sha syokugyō sentā	地域障害者職業センター
	Low vision	Jakushi	弱視
M	Maternal and child health handbook	Boshi kenkō techō/boshi techō	母子健康手帳／母子手帳
	Medical certificate	Shindansho	診断書
	Medication	Kusuri	薬
	Mental disability certificate	Seishin shōgaisha hoken fukushi techō	精神障害者保健福祉手帳
	Mood disorder	Kibun shōgai	気分障害
O	Occupational therapy	Sagyō ryōhō	作業療法
P	Part-time general course	Teiji sē hutsūka	定時制普通科
	Pediatrician	Shōnikai	小児科医
	Pediatric neurologist	Shōni shinkēkai	小児神経科医
	Pervasive developmental disorder	Kōhansē hattatsu shōgai	広汎性発達障害
	Pharmacist	Yakuzaishi	薬剤師
	Physical disability	Shitai fujiyū/shintai shōgai	肢体不自由／身体障害
	Physical disability certificate	Shintai shōgaisha techō	身体障害者手帳
	Physical therapy	Rigaku ryōhō	理学療法

	Private school	Shiritsu gakkō	私立学校
	Psychiatrist	Seishinkai	精神科医
	Psychologist	Shinrishi	心理士
	Psychotherapy	Shinri ryōhō	心理療法
	Public health nurse	Hokenshi	保健師
	Public school	Kōritsu gakkō	公立学校
R	Reasonable accommodation	Gōri teki hairyo	合理的配慮
	Regular class	Tsūjō gakkū	通常学級
	Regular examination	Teiki shiken	定期試験
	Recovery Consultation Offices for Persons with Intellectual Disabilities	Chiteki shōgaisha kōsei sōdanjo	知的障害者更生相談所
	Resource room	Tsūkyū shidō kyōshitsu	通級指導教室
S	Schizophrenia	Tōgō shicchō shō	統合失調症
	School nurse, school nurse's office	Hoken shitsu no sensē, hoken shitsu	保健室の先生、保健室
	Side effect	Fuku sayō	副作用
	Sleeping pill	Suimin yaku	睡眠薬
	Special class with children with special needs	Tokubetsu shien gakkū	特別支援学級
	Special needs education school	Tokubetsu shien gakkō	特別支援学校
	Specific learning disorder (SLD)	Genkyokusē gakushū shō/SLD	限局性学習症／SLD
	Speech and language disorders	Gengo shōgai	言語障害
	Speech-language-hearing therapy	Gengo chōkaku ryōhō	言語聴覚療法
	Stress-related disorder	Sutoresu kanren shōgai	ストレス関連障害
	Support Center for Persons with Developmental Disorders	Hattatsu shōgai sha shien sentā	発達障害者支援センター
T	Tourette syndrome	Turetto shōkōgun	トゥレット症候群
U	University	Daigaku	大学
V	Vision test	Shikaku kensa	視覚検査
	Vocational course	Shokugyō ka	職業科
	Vocational school	Senmon gakkō	専門学校
W	Welfare service	Fukushi sābisu	福祉サービス
	Work-Life Support Center for Persons with Disabilities	Shōgai sha shūgyō seikatsu shien sentā	障害者就業・生活支援センター



MEMO

Booklet for children and young adults with foreign roots and their families When you don't know what to do

Issue	March, 2025
Editorial supervisor	Osamu Takahashi, Board Chairperson, Toyota Municipal Social Welfare Corporation
Editor and producer	Working Group of Information Analysis Conference of Developmental Disorders (Providing Information About Support for Children with Developmental Disorders with Foreign Roots)
Publisher	Information and Support Center for Persons with Developmental Disorders, Department of Planning and Information, National Rehabilitation Center for Persons with Disabilities 4-1 Namiki, Tokorozawa-shi, Saitama 359-8555, Japan https://www.rehab.go.jp/ddis/

Design and illustration Kuu Kusuvara

Design cooperation Simple Communication Association (General Incorporated Association)

The design and illustration of this booklet were funded by:

Health Labour Science Public Administration Research Project Grant, *Shogaisha sogo hukushiho-no taisho hani-no kento-to shogai hukushi keikaku-no sakusei-ni muketa deta rikatsuyo-no shuho-no kakuritsu-ni kansuru kenkyu* (Research on examining the scope of the Act for the Comprehensive Support of Persons with Disabilities and establishing a method for using data for plans for welfare of persons with disabilities; Primary researcher: Kumiko Imahashi)



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Publisher : Information and Support Center for Persons with Developmental Disorders, Department of Planning and Information,
National Rehabilitation Center for Persons with Disabilities
<https://www.rehab.go.jp/ddis/>

