

for Professionals Enhance Inclusion and A World of Possibilities

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Empowerment Sciences for Professionals Enhance Inclusion and A World of Possibilities



Preface

Empowerment is one method to realize a society in which "A World of Possibilities", all can be the heroes of their lives, where people can enjoy the differences between themselves and others, and everyone is able to embrace the joys of living alongside others in an environment of Inclusion.

Empowerment gives people hopes and dreams, brings them courage, and encourages them to develop the strength to live. It is a wonderful quality that should be internalized by everyone.

People are born with splendid abilities, and throughout their lives, they can continue to demonstrate magnificent strengths. It is empowerment that draws out that magnificence—as spring water flows steadily out of a natural fountation; it is empowerment that allows the vital force and potential that lie hidden deep within us to flow.

In the practice of health social services, the spectacular potential of each individual is awakened, prompted to manifest, and is leveraged through activities that improve people's lives and the development of society. In groups of people, such as in the context of a business enterprise, the potential vigor and capabilities of each employee can be drawn out skillfully and leveraged as energy to be linked to staff development and corporate growth. These are the things that empowerment—needed by organizations, groups, and people—is all about.

The **Lifespan Development** and **Health Social System** is about to change significantly. Therefore, enhancing the skills of professionals based on **Empowerment Sciences** is required more than ever before. This is because, no matter how much a system changes, the starting point for supporting people is the caring and helping hands of people, and the space they are able to provide, in which people continue to develop through the lifespan.

Insights from practice have consistently revealed the mechanisms needed to enable professionals to elicit their professional mindsets and skills. This is an initiative based on the spirit of professionalism in which the maximum amount of effort is exercised to protect the best interest of the people at any time. Based on follow-up studies that spanned thirty years, we have identified evidence-based professional skills that are necessary to develop the capabilities of individuals, peers, and communities.

The aim of this book is to propose the "empowerment skills with guaranteed quality outcomes" necessary for professionals, with empirical and scientific bases serving as the two essential pillars. In other words, this book aims to further "power up" or bolster the quality improvements already made to health social services.

The Empowerment Sciences for Professionals has been developing systems for improving the quality of the Lifespan Development and Health Social System using tools such as the following:

- Child development scales
- Social skill scale
- Checklist for Children with Difficulties
- Index of Childcare Environment
- Index of Center-Based Childcare Environment

These tools are systems of scientific evidence, based on practical knowledge accumulated from empirical evidence. This evidence was collected over many hours of research work, and was validated based on the outcomes of this research.

Following the understanding detailed in the **Theory** section and support design application in the **Implementation** section, this book focuses on the new forms of information usage that are demanded in the information age, support that includes the wishes of the person and improving the partnership between relevant parties. This book is created so that the readers can acquire the practical skills in two steps.

This book comprises two main pillars:

- 1. As the first pillar, advanced empowerment theories on engaging in evidence-based practice are explained.
- 2. As the second pillar, the fundamental practical approach and methods based on evidence are outlined. Evidence-based practice for empowerment, design for supporting empowerment, and practical tools are provided.

We hope that this book will foster the empowerment of lifespan development and professionals who wish to reach greater heights.

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Part Theoretical Framework

This chapter covers latest theories and practices of empowerment. It constructs 1) the principles of empowerment, 2) the essence of empowerment: resonance between individuals, friends and colleagues, and organizations, 3) creating an environment for empowerment, and 4) design techniques to enable empowerment for its application.

The work is filled with tips that come from an array of scenes at the front lines where people stand by the brilliance of life.



Definition of Empowerment

The word *empowerment* consists of the word *power* with the prefix *em,* which together means drawing out and demonstrating the potential power within us.

Put simply, it means giving people hopes and dreams, offering them encouragement, and prompting them to generate within themselves the wonderful potential strength to live that everyone essentially has. It is the act of enlivening people, drawing out their power, forming bonds, and developing networks of empathy. By becoming aware of the magnificent power that lies within individuals, organizations, or communities, developing such strengths, communicating and sharing these sentiments, and having them resonate among us, it becomes possible to nurture new ways to work together. In a sense, it is an extremely creative type of power. It is a type of power that triggers the imagination, spreads, and strikes the true essence of colleagues and organizations like a pulse.

The word empowerment is used in various fields, and in fact has different definitions depending on the area in which it is used. To introduce some of them, in education it is defined as intrinsic motivation, experiences of success, a sense of competency, the development of strengths, and self-respect. In the field of social development, it is defined as respect for mankind, belief in the potential capacity of all people, and activities aimed at creating a fair and equal world where those potential abilities can be demonstrated. As to the area of business, it is creative decision-making from the delegation of authority and expanded responsibility. In social welfare, empowerment is defined as the process that a person undergoes to gain greater control over the decision-making and activities that influence a person's well-being.



Principles of Empowerment

There are eight principles for empowerment:

- (1) A person chooses his or her own objectives.
- (2) The person takes initiative and the authority to make decisions
- (3) The person considers his or her issues and the ways through which to resolve them.
- (4) Successes and failures are analyzed as opportunities to learn and build capacities.
- (5) Inner elements within the person and their supporters are discovered and fortified to change behaviors.

- (6) The person is prompted to participate in the process of resolving issues to boost their sense of responsibility.
- (7) Improvements are made to networks for supporting the process of resolving issues and their resources.
- (8) Motivation is boosted toward improving conditions for the person (such as the achievement of his or her objectives or their well-being).

In other words, the principles for empowerment are **based on the individual**. It is therefore the role of supporters—experts, superiors at work, or colleagues—to prompt an individual to generate power that oozes from within them and to improve their surroundings to enable that to happen. The individuals that we refer to here include people who are centrally involved, both people and organizations. Supporters mean people or organizations that offer them support.

These principles for empowerment apply not only to individuals but also to all people and organizations (Anme, 2007). It is also essential to improve conditions when promoting empowerment in groups of people and organizations such as companies to have their individuals select their objectives and actively participate in taking initiative, the authority to make decisions, and lead the process of considering steps to resolve issues.

3 Types of Empowerment

There are three types of empowerment: self-empowerment, peer empowerment, and community empowerment.

Self-empowerment means bringing out one's own capacities. Examples of this might include the use of a certain method for building motivation or to absorb oneself in a favorite pastime to relieve stress. Peer empowerment is to draw out individual capacities through peers, such as by dining together or talking with one another. Community empowerment is the leveraging of communities, organizations, the workplace, or their systems to invigorate such groups. Examples of community empowerment include activities undertaken by the entire community to organize something together such as an event or a local festival.

The combined use and leveraging of these different types of empowerment are essential in order to realize something that is both sustainable and effective, and are called Synergy Model for Empowerment (Fig.1).



Figure 1 Synergy Model for Empowerment (Anme, 2008)

Dynamic Synergy Model (DSM) complementary actually, interconnected, and interdependent in the world. Adding that, they give rise to each other as they interrelate to one another. DSM offers a framework for practice and research, using perspectives by dual focus on lifespan development (**Fig.2**). It views all personal traits are seen as valuable, indispensable, and changeable, thus moving beyond the dualistic model of typical-atypical development.

The DSM implements an ellipse as a **developmental trait** of each individual, with **dual focus** named "**typical**" and "**unique**". A developmental trait is not static but **fluctuate** both direction to typical and unique with **dynamic equilibrium**, reflecting personal and environmental factors.

In other words, the model presents for every individual each developmental trait along a continuum, suggesting that it can synergically mixed from the "typical" to the "unique" and can reflect the interplay between individual and environmental factors. Depending on circumstances, during the course of an individual's life, a specific trait (or characteristic) may vary in its place on that continuum, moving toward the "typical" side from the "unique" and back again.

A point on the ellipse has equal sum from dual focus. It can be a metaphor each individual has an **equal dignity** wherever one is. The background shows environmental factor, means Yang (White) as "Supportive Environment (promotes ordering)" and Yin (Gray) as "Challenging Environment (promotes changing)".

In practice, it is important to make a mechanism that will shine the person with the dignity by dual focus, such as typical/unique, utilizing supporting/challenging environment. Family members, neighbors, and society do not be fixed developmental trait, but be viewed as a circulation of multiple characteristics, thereby reducing prejudice and laying the foundation for a symbiotic society. Practitioners also can utilize the supporting/challenging environment in a manner adapted to the true needs of the parties for the well-being, and make a basis to empower fluctuating flexible developmental trait.

We will explore examples DSM based practice and research to empower people in communities with inclusive settings.

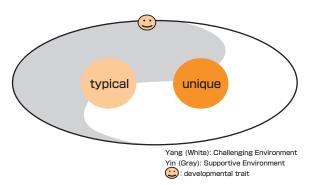


Figure 2 Dynamic Synergy Model

5 Prerequisites for Empowerment

There are three prerequisite conditions for all three types of empowerment: self, peer, and community. They are:

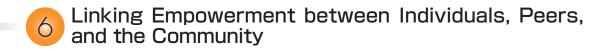
- (1) **Hope**: The presence of a visible goal that leads to hope.
- (2) **Faith**: An individual's ability to believe that they have the capacity to head toward their goal. Self-efficacy and group efficacy (a sense that it is possible for an individual or a group to take approaches toward external matters).
- (3) **Meaning**: The ability to find meaning in aiming for and working toward a goal.

What is necessary is that all three of these prerequisites are in place (Anme, 2008).

For example, let's say that a cancer has been detected in your body. You might get upset and ask, "Why me?" or deny that such a thing could happen to you. Or perhaps you would be overwhelmed with shock and fall into a state of depression or start praying to the gods to save you. However, once you have settled down from the initial impact, you will probably face reality and take some sort of action to try to resolve the issue. What is necessary in order to do that? First, you need to have hope that you will recover. Next, you need to have faith that you have the strength and ability to endure treatment and recover. In addition, by believing that such efforts have meaning, you will be able to inspire yourself.

The same applies to peer or community empowerment. How do you cope when faced with a major crisis? You will probably establish a goal for opening up the future, have faith in your own capacities, give meaning to the efforts for moving forward a step at a time, and attempt to overcome the situation.

It is not limited to crises situations. Whether it is daily life or work routines, people fall into a powerless state if they lose these three elements. A powerless state is a condition in which you entertain negative thoughts such as the belief that you are unable to do anything or conviction that there is no meaning to your existence. Social ignorance can be a knife that significantly cuts into the meaning of hope, a sense of efficacy, or the act of making an effort. A state of social ignorance where a person is ignored despite the presence of people around them is strongly associated with a worsening in the person's physical condition. There has also been a report that a powerless situation due to abuse or domestic violence can damage the nervous system.



Three criteria to link self, peer, and community empowerment are necessary for its promotion:

- (1) A sense of pride in oneself
- (2) The ability to enjoy differences
- (3) Believing in the capacities of groups

First, it is necessary to believe in and have pride in yourself, as it is not possible to have pride if you do not believe in yourself. Only by having a sense of self-pride does it become possible to recognize others.

The next requirement is to have the ability to enjoy differences with other people. Diversity

is the basis for community development. In the theory of evolution, evolution is reported not as being rational but rather as the building of rationality over the irrational. It is from diversity and ambiguity that may be unclear that new values and things with meaning are given birth. Therefore, it is necessary to cherish an unorganized and ambiguous world and objects that may appear at a glance to be meaningless. It is also interrelated to a sense of playfulness and room for growth.

The next prerequisite is to believe in the capacities of peers and groups. A sense of trust, which is necessary among peers and communities, does not stop at trust between individuals. It is the ability to recognize various characteristics and to believe in the capacities of a group or community, which includes such diversity.

One example is inclusive education where children with special needs spend time together with others who do not have disabilities. Each child is able to gain confidence in themselves and accept their differences as things that are simply natural while they enjoy growing together. As to adults, recognition from peers will lead to reciprocal recognition for others, which will then tie in to teamwork.



Three Perspectives Required of Supporters

What supporters of empowerment need to do is to clarify the needs and values of the relevant persons, assess what it is that they are able to do, and facilitate their environment.

Values of the relevant persons mean the history, culture, and sentiments that individuals and communities hold dear. Needs are the things that individuals and communities seek. It is not uncommon that such needs and values are different from what supporters expect, and communication is the first step for empowerment, which is possible by gaining an understanding of the things that people desire or consider important through language, expressions, or mannerisms. The words that are spoken by someone are not necessarily a reflection of their true needs. We hope that we can be supporters who are able to understand the deeper sentiments that lie behind speech.

As mentioned in Session 2, the principle of empowerment is that it is the people who are the main focus. They should prepare environments in which they can continuously perform within their own power. In the case of businesses, the extents that consumers want to use a company product or feel that a product is usable are indicators for company-led measurements of the levels for realizing its commercialization. Thus, there are three perspectives that are required among supporters:

- (1) The values or sense of worthiness among the subjects of empowerment
- (2) Their needs
- (3) What they are able to do (or sense or mutual sense of feasibility)

In business, the establishment of systems where companies and consumers support one another—or empower one another—is what brings on development. A company will grasp the needs and values of consumers and their sense of what products are usable and offer high quality products and services to offer them empowerment. Likewise, consumers will empathize in their own way with the values, needs, and wonders of such products and services, offer high ratings for the value of the brand, and communicate information to society to empower the company. In these ways, the promotion of such interactive empowerment is essential for the development of

the community.

As another example, we will consider a case where a new employee is unable to adapt to his workplace. In such a situation, the people around him need to understand his situation and accept him. They need to get involved with the employee to draw out his potential by giving thought to what types of dreams he had embraced when he joined the company, what he believes to be his strengths, and what activities bring him joy.

Let us now consider a case from the health and welfare scene. We have an elderly person who would like to continue to live at home but has a problem with walking. We can respect their wish to live at home and remove the different levels of the floor to make it flat. A durable walker that is strong enough to support the person's weight can be used for their shopping needs or when they want to take a stroll. A meal delivery service can be used for dinner, and a professional caregiver can come to check on them once a day. The ability to manage independent daily living in these ways will lead to pride and dignity.

8 Three Elements for Developing Empowerment

Three elements for developing empowerment are plasticity, diversity, and integrality (see Fig.3, Anme, 2015).

Plasticity: Plasticity of and adaptability to objectives, procedures, and methods.

Diversity: Inclusion of various possibilities

Integrality: Holistic coherence from a long-term perspective

Plasticity refers to the act of making improvements in a person's **plasticity of and adaptability to** objectives, procedures, and methods. It is a strength that enables them to cope with change. With plasticity, they are able to endure difficulties and always face tasks with a positive attitude. It is a crucial element for empowerment.

The original meaning of plasticity is to deal with things in a smooth manner and the nature of changing while adapting to conditions. It is a term that is used at various levels, from molecules to internal organs, solid matter, the environment, to the universe.

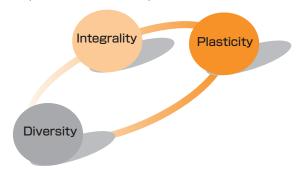


Figure 3 The three elements of empowerment

Diversity is the breadth of our capacity to contain various possibilities. It is a treasure for the next step in development, a principle that exists in a large number of fields such as evolution, genetics, and neuroscience.

Integrality is a state in which overall holistic coherence is exercised over a long-term period. While people and communities may appear to be moving about separately from one another, there

is a need for a framework to integrate them as a whole. There may be ups and downs at times, but growth continues as balance is maintained from a long-term perspective.

Plasticity, diversity, and integrality may be described as the pillars for empowerment.



Dynamic Model for Empowerment

Section 3 mentioned that there are three types of empowerment: self-empowerment, peer empowerment, and community empowerment, and also touched on combinations between them for synergistic models of empowerment (see Fig. 1)

Of the three, community empowerment can further be broken down into three levels. They are community empowerment in a strict sense of the term, social empowerment within markets or communities, and system empowerment for systems and frameworks. There are five elements when self- and peer empowerment are included, and the dynamic association of these types of empowerment is called Dynamic Model for Empowerment (Fig. 4).

Such a dynamic model is a model that demonstrates complicated associations between the five levels of empowerment, with strengthening or weakening between them. They are similar to the five practices written in the Book of Changes, which indicate characteristics such as *sosho*, or relationships, or *sokoku*, or conflict. *Sosho* refers to relationships in which elements positioned next to each other help and strengthen each other while *sokoku* stands for relationships of conflict and rivalry between elements that are positioned two items apart.

The different levels of empowerment—self, peer, community, society, and system—affect each other and are linked in a circle. Thus, they fall under a sosho relationship, while a sokoku association is also in presence.

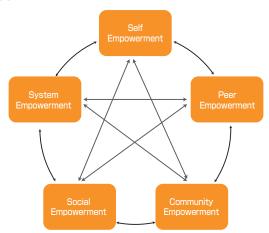


Figure 4 Dynamic Model for Empowerment

Here are some examples of these types of relationships:

- (1) An individual who is too strong may weaken an organization.

 In an organization where individual independence is given weight, it may be difficult at times to make decisions as a group.
- (2) The presence of some groups, which are too strong, may weaken systems as standards. Strong groups or divisions that assert their claims may sometimes distort the logic of the system as a whole.
- (3) A system that is too strong can bind and weaken the strengths of peers with regulations. Totalitarian control can sometimes eliminate outside groups.
- (4) Peers who are too strong may create factions and weaken their society.
 Groups of peers who pursue their self-interests may at times pretend to be ignorant toward

the well-being of society as a whole.

(5) A society that is too strong may weaken individuals.

It may enforce social norms and restrict individual freedom. The application of these models will allow the true essence of something to be seen in an overall manner and enable the observer to understand changing conditions in a flexible way.

For example, in the practice of healthcare and welfare it can go beyond simply paying attention to the well-being of individuals and enable systematic understanding of the changes in integral relationships while paying attention to the families, peers, organizations, communities, systems and frameworks, culture, or history behind individuals or other relevant factors which correspond to individual growth or aging.

As to corporate environments, in addition to market development, interest has recently been focusing on how to link new technology to empowerment that involves individual consumers, their peers and communities, as, for example, how to make consumers fans of a brand as its partners. Particularly through the development of social networking services using the Internet, attention has been focusing on methods to reach out to individuals through peers and social communities. The use of a dynamic model for empowerment offers possibilities to create more effective.



Design Techniques to Enable Empowerment

(1) Reading Empowerment Trends

For empowerment, there is a need to reveal current positions while moving forward, during which time a **CASE** model (Creation, Adaptation, Sustenance, and Expansion), used in empowerment program designs throughout the world (Anme & McCall, 2008), can be used as a yardstick (Fig. 5). It is effective for the subjects involved in the empowerment to leverage various techniques as they proceed while grasping the current level of development.

The creation stage is where new activities and associations are generated where nothing exists. Techniques aimed at starting new activities and relationships are needed, such as techniques for creation, emergence, and innovation.

The adaptation stage is for activities and relationships that have been generated to become steady through adjustments with their surroundings. There are needs for techniques for adjusting conditions and coordinating teams, such as techniques for adaptation, coordination, cooperation, and communication.

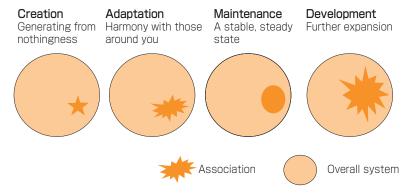


Figure 5 Steps for the development of empowerment (Anme & McCall, 2008)

The sustenance level is a stage for making activities and associations steady. What becomes important here are techniques for maintaining activities and relationships, such as those for implementation, pursuit, and for achieving control.

The expansion stage is a stage for expanding activities and associations for further progress. The important techniques are those for the integrated growth of complicated, chaotic subjects, such as techniques for deployment, influence, and integrated techniques.

In order to promote empowerment, it is important to have an understanding of current positions that are always growing and changing and to design strategies that match conditions.

(2) Designing a Vision for Resonance

In actual practice or at organizations such as business entities, it is necessary to repeat the process of creating paths that lead to the future while involving subjects. Walt Disney said that if you can dream it, you can do it. Dreams and personal resolve are significant resources for achievement.

The three steps for building a framework for spreading innovation, 1) **creating a vision**, 2) **responding to need**, and 3) **gaining wide recognition** apply in the same way for both actual practice and business. For example, implementation as a small group activity will enable a vision to be created with which everyone can empathize and lead to motivation for full-fledged deployment.

An effective first step for building a framework for empathy is envisioning a desirable venue that is used by the group, where time is spent together with peers. We recommend doing this with the involvement of the relevant persons, such as consumers, residents, patients, and people who use the facility. One method is to replace the word "vision" with something that is easier to imagine, such as "flower of dreams". "Flower of Dreams" generates signs of brightness and hope. It can help people look straight ahead and draw out their desire to try things. They will realize that they are a part of society and feel joy in being together with their peers. They will be able to achieve the strength to move forward with clear prospects.

The key words are **inclusion**, or everyone being together; **empowerment** for optimal performance leveraging potential strengths; and **innovation**, for moving forward toward dreams. By using these three key words, any group, organization, or community can create a foundation that subjects can share. The steps to take are as follows:

- 1) Sharing the basic way of thinking among members. For example, this might be about inclusion, empowerment, or innovation. Verify that all members and all teams envision the future based on these key words [the sharing of principles].
- 2) Generate ideas for "Flower of Dreams" through a brain storming session. Clearly indicate the period for achieving objectives. The period for achieving a big dream may be set in the distant future while something that is close to reality can be planned for a period that is closer to the present [establishing objectives: creating a vision].
- 3) Envisioning the "root" and the "leaves" that will nourish your "flower of dreams". The root represents your current resources, absorbing nutrients from the soil, and the leaves, in which nourishment is produced through photosynthesis, are resources that need to be developed [sorting through existing resources and resources that need to be procured].

- 4) Forming the "root" that will support your own "flower of dreams". The root is a path that delivers nourishment to the flower. Sort through the process for realizing your "flower of dreams" as a specific annual plan, ensuring that plenty of nourishment is provided so the flower of dreams can develop from a bud to full bloom [process design: responding to needs].
- 5) Compile a rendering of a concept of results that will be clear to everyone. One method is through visualization, such as a specific design to issue an advertisement to the general public when the "flower of dreams" becomes a reality [visualization: gaining wide recognition].
- 6) Include feedback obtained from various people. An effective way to do this is to collect and reflect on "S points" that represent strengths and "C points" for challenges from all participants.
- 7) Compile all of the above together and create a design for the empowerment process, which will be explained in the next section. A design for the empowerment process is based on a logic model and indicates 1) objectives, 2) the current situation, 3) the background, 4) influencing factors, 5) support methods, and 6) the basis in a logical manner.

(3) Designing a Process for Collaboration

The use of a **design for the empowerment process** is effective for designing empowerment measures so it reflects the needs and intentions of the subjects (**Fig. 6**). A characteristic of this model is that it allows the path and basis for determining if objectives and support methods will lead to the success of a particular project to be clearly shown. In addition to whether or not a project will be successful, the method (how) and the basis (why) are also to be clarified in a logical manner (Anme & McCall, 2008).

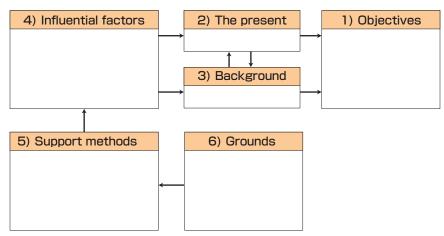


Figure 6 Design for supporting empowerment (Anme, 2005)

These points are sorted in order, in line with the following six steps:

Step 1: What are the intended results?

Step 2: How is the current status?

Step 3: What sort of background is there?

Step 4: What are the primary causes that affect the problems, points of issue, and background factors?

Step 5: What support measures (strategies) ring change to impacting factors?

Step 6: On what grounds?

In Part II: Putting it to Use, we have provided supplementary notes on designs for the empowerment process for all projects. Please refer to each case study for details.

Eight Elements for Creating an Empowering Environment

In order to create an environment that enables empowerment, there is a need to have eight values for empowerment (Anme, 2008). These elements are necessary for exercising empowerment and can also be used as indicators for evaluation for measuring results.

(1) Empathy

Empathy is indispensable for an empowering environment. Empathy means individuals have their own will and recognize that likewise, others also have their own clear will. Individuals can accept the intentions of others, apply these to themselves, and understand them. That is what empathy is about.

Empathy does not stop at associations between people. Empathy with the purposes and details of their business, projects, or programs and their results and contributions can have a significant influence on the realization of empowerment. Programs that have high levels of empathy and ties between its members will have strong momentum for empowerment.

(2) Self-Actualization

Self-actualization is a sense among each and every member that through their individual activities, they are able to realize their values. Regardless of whether they are children or senior citizens, people take action when they feel enjoyment and have a sense of meaning. Activities that offer high rates of self-actualization will arouse people's desires to take part and remain involved in such activities.

(3) Inter-Sectoral Characteristics

Inter-sectoral characteristics are measured to indicate the ways in which each member is involved in the affairs of others, as if they were matters that pertained directly to them. Personal involvement indicates a state in which they are convinced in the presence of their roles for achieving objectives.

When a person is unable to clearly see where they stand, it becomes difficult to grasp the issue at hand as their own affair. Particularly in the case of projects or corporate environments where a large number of people are involved, people are often a part of such groups for vague reasons and unable to gain an inter-sectoral sense that they are directly involved.

To promote empowerment it is necessary to have some sort of role and contribute to the whole, regardless of how small that part may be.

(4) Participation

Participation is an indicator for the extent to which each member actually feels that they are affecting their activities. Not limited to physical participation, this is an indicator for how people feel that they are clearly involved in some way.

The difference between inter-sectoral characteristics and participation is that participation includes specific actions for involvement, which are visible and recognizable by both individuals and by others. People are able to give meaning to themselves when they are recognized by others. It is possible to establish the presence of their participation or involvement, which become opportunities to gain such recognition.

It is important that measures are considered so that by having people work together to

create something, such efforts become positioned as invaluable experiences in their daily lives. Establishing frameworks that will lead to internal motivation—one idea for that is to promote regular participation as events in themselves.

(5) Equality

Equality, or fairness, is essential for promoting solidarity between members. They will not be able to perform unless they feel that a project or program is being conducted fairly, as well as the feedback that is given and the treatment of each member. Without a sense of equality, they will end up losing their motivation.

One way for presenting fairness when dealing with situations where equal treatment to all members may not be possible is to explain rational reasons that will convince them and to facilitate an environment that everyone is willing to accept.

(6) Diversity of Strategies

The presence of diversity in strategies is a significant strength for individuals, groups, and also for the environment, which ties in to the procurement of a multitude of resources that are aimed at the development of a project or program. In addition to the diversity among members, consideration should also be made for the diversity of resources to be used.

(7) Plasticity

Plasticity is an indicator for assessing whether it is possible to deal flexibly with various changes in conditions and presents significant impact on the development of an individual or an organization. Performance assessments are made on the extent to which members, the project or program, or the process for achieving objectives may be carried forward while implementing modifications, regardless of changing conditions or changes among members.

(8) Innovation

Innovation for future development and possibilities for sustainability will bring members a sense of security. This is because by envisioning the future, it becomes possible to establish standards for behavior and determine roles in a strategic manner. Performance assessments are made for projects and programs by examining whether there are prospects for innovation for growth and stable sustainability.



Tips for the effective promotion of empowerment (Table 1) are as explained below.

Table 1 Seven tips for promoting empowerment (Anme, 2008)

- 1. Have clear objectives
- 2. Enjoy relationships
- 3. Create networks of empathy
- 4. Produce a sense of comfort
- 5. Offer flexible forms of participation
- 6. Always aim for development
- 7. Have a perspective of evaluation

(1) Have Clear Objectives

First, it is necessary to involve the relevant subjects. By subjects we do not only mean the people who are directly involved in the matter at hand; they include everyone with whom the subjects come into contact: those who are in need of support, employers, friends and families of consumers, and residents of the community who are associated with the particular project. Clear objectives, which reflect the values of the subjects, are established based on their needs. These values include standards and policies that must be maintained within the process for realizing the targeted conditions. The values of each and every member are brought together and the basic ways of thinking of the group, its principles, guidelines, and guidelines for action shared.

The presentation to subjects of results that match their values will often lead to a sense of unity and a will to participate, while it is difficult to achieve a sense of satisfaction by simply sharing values to suit the occasion for a particular project or exercise. The reason for that is because we are able to affirm the meaning of our existence or our work when we achieve a sense of connection and empathy with our peers or with the people in our society. The effective steps to take are to give importance to individual values while always recognizing the values that the group or organization aims to achieve and affirming such matters verbally.

A need will arise for **values that are based on empathy**, which will enable members to understand and feel that they can make an impact on knowledge that is worth sharing with others, issues, new ideas, and future activities. Such values are determined by participating members.

Another recommendation is to have someone other than the members of the group, such as a person in a supporting role or an external expert, set such values. It is preferable to obtain multifaceted opinions from experts on the social values of a particular initiative or how it might be possible to draw out more capacities.

(2) Enjoy Relationships

This means finding enjoyment in associations between people and communities or the process of working on a theme in itself.

Sharing enjoyment with others is the most important principle of empowerment, as it relies largely on self-actualization based on empathy. The important things that enable people to share enjoyment are an **open atmosphere** that invites voluntary involvement and prompts people to enjoy associating with others; a **sense of reciprocity** that gives them a sense that they are gaining something, although there is no need to be able to clearly identify what that something is; and above all, a **sense of trust**. Confucius said, "One who knows is no match for one who likes. One who likes is no match for one who enjoys." The most effective way to achieve something is to enjoy it.

Empowerment may be described as **empowerment through connections**. There is a need to boost ties between people and communities and to create environments that enable people to enjoy those ties.

(3) Create Networks of Empathy

Networks of empathy are for enabling subjects to have a sense of closeness and stimulation while experiencing a feeling of connection. Closeness means a relaxed sense of security while stimulation refers to a sharp sense of tension. The combination of both aspects is known to invigorate empowerment.

When personal relationships between people are strong and a high level of closeness exists,

activities within the community as a whole will be enriched, as the trust that is nurtured through daily personal exchange will be tied in to new activities. Conversely, close associations can be developed through overall activities as well. On the other hand, a sense of stimulation will increase if there are opportunities to belong to multiple groups depending on the situation. Stimulus is obtained through a new position in a new group outside the constraints of daily associations.

To promote the development of networks of empathy, regular activities and stimulating new activities can be combined intentionally, taking steps to boost personal relationships with new people and expanding the scope of stimulating topics.

(4) Produce a Sense of Comfort

Neuroscience has revealed that the brain is an organ that experiences comfort from rhythms. Everything that exists in the natural world has been demonstrated to have a rhythm. From the rhythm of plants and animals during growth to the rhythm of the expanding universe, periods of growth or suspension, repetition and change, a rhythm is something that is found in all processes of growth and development. The same may be said for the growth of individuals, communities, and society: the growth of relationships between people, people and communities, or people and society.

So to promote growth and development, it is crucial to intentionally create rhythm. Whether the subject is an individual or a community or organization, a rhythm promotes growth. For example, even if a person is facing challenges and is biding his or her time, when viewed from a long-term perspective it is often an opportunity for the person to take the next major step for growth. The science of lifelong development indicates that the presence of vulnerability makes it possible for people to develop the strength to overcome difficulties and the empathy to be considerate of others. The area of aquaculture occasionally introduces large fish to intentionally create a tense environment for the smaller fish, which is said to actually invigorate the smaller specimens and extend their longevity or improve their state of reproduction.

A rhythm is a wave motion. It serves as a wave motion in the human body, such as a heartbeat or a brain wave, to ensure that energy is spread throughout the body. It can also invigorate a particular subject, people, or communities.

The following types of initiatives are effective for generating a sense of comfort:

- 1) Maintaining a balance between stimulation from coming into contact with a large number of people and opportunities to create close relationships.
- 2) Maintaining a balance between debates for coming up with new ideas and training sessions aimed at disseminating existing knowledge.
- 3) Creating a rhythm of the comings and goings of various people and conducting an array of activities.
- 4) Developing an awareness of the pulsation felt toward actions such as personal interaction or development.
- 5) Intentionally generating a rhythm that matches occasions.

In order to promote empowerment, a rhythm should be created for periods for making efforts for dealing with change, as well as for maintaining order. Change stands for a person's acute sensitivity to changes in his or her surroundings, and order is the effort to organize the methods, which have been developed for adapting and expanding them more effectively and efficiently.

Efforts for coping with change should start by reviewing the standards of value that people and communities have, without realizing it, as the basis for decision-making. An assessment

should be made on whether they are desirable or require modification and then flexibly adjusted according to need. What is necessary is the clarification and review of such bases.

In dealing with change, it is necessary to eliminate past concepts and methods. In reality, however, many people and communities are not skilled at discarding such conventional beliefs and tend to adhere to what they are familiar with, particularly if things have been going well in the past. Rather than changing the course of their direction to what is necessary, they try to continue to use the same concepts and methods in a more efficient way.

It is essential to identify the things that should be modified and those for which order should be maintained. Change is the opposite of order, and it means the destruction of preconceptions, or is itself the object of destruction.

Initiatives for coping with change: a review of the preconditions and frameworks behind the concepts, actions, and decision-making of people or communities, an assessment of desirability, and modification if so required. Initiatives for order: the dissemination of shared values. It is an opportunity for individuals and communities to show their skills in just how beautiful a rhythm they can weave these together to give life to empowerment.

(5) Offer Flexible Forms of Participation

A fundamental rule for the roles and state of people's participation is that flexible leeway is given so that periodical changes can be recognized. Examples of the forms of participation include the following (Fig. 7):

- 1) Coordinator: A person who takes on a role for making adjustments to plans as well as for the organization.
- 2) Core member: A person who is proactively involved in planning and operations.
- 3) Active member: A person who is involved in activities on a daily basis.
- 4) Cooperating member: A person who takes part when they are interested.
- 5) Consulting member: A person who offers expert information and technical skills according to need.

Consideration should be made for planning activities so that members at each level will feel that they can fulfill their roles at any time.

Rather than enforcing participation, an effective way to exercise successful empowerment is to create a mood that attracts people like a magnet and enables people to take part in a casual and natural way. It is also important that the forms of participation are made flexible and interchangeable so that any member can be active as a core or active member based on need.

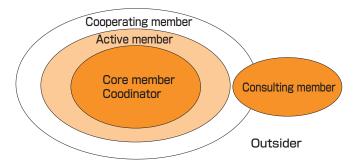


Figure 7 Types of participation

(6) Always Aim for Development

People and communities are both entities that cannot remain unchanged in a single state.

They are invigorated by moving toward the future, always aiming for growth. Instead of becoming fixed, various members are accepted in a flexible manner. Dynamic activities get underway while they adapt to their environment.

What empowerment aims to achieve are people and communities that are invigorated. By prompting them to generate their potential power, it becomes possible to bring them change.

Charles Dederich, who founded a self-help community for drug abusers in the United States, introduced the expression, "Today is the first day of the rest of your life."

What is important is to be prepared with a plan for always aiming for development in order to maintain a lively perspective for the future.

(7) Have a Perspective of Evaluation

To appreciate the significance of conducting activities, it is necessary to have a perspective for understanding their meaning, to be able to evaluate them. By being aware of the meaning of things that are associated with the community and their activities and understanding their objectives, results from activities, impact, and costs, it will be possible to achieve a sense of satisfaction and develop outlooks for the future.

In order to promote empowerment, it is necessary to always reveal the value of activities that take place. They are assessed over the course of activities as required for the purpose of conducting objective evaluations. The level of strength, both apparent and potential—the amount of strength that is present and the level of potential strength that potentially exists—are made clear. Furthermore, new methods are proposed and predictions are made on issues that may arise in the future.

By presenting values based on assessment, it will become possible to identify the motivation for people and communities to proactively participate. Effective assessments are those made by both internal and external parties who can see through the essence of the community.

The purpose of an evaluation is to leverage the findings in the next stage. Like Edison, who said that he had never failed and only found ten thousand ways that will not work, an attitude is needed to use assessments as a step for further growth.



Part II Implementation



Evidence based Practice for Empowerment

Professional mindsets and skills are the key factors in evidence-based empowerment. They include the skills to "ascertain the evidence" and "to make use of such evidence."

Professional mindsets (philosophy and approach as a professional): It is a powerful conviction to "protect the best interests of the person at all times." Furthermore, it involves helping to empower the person to grow, and communities and societies to support them. In other words, professional mindsets refer to exerting one's ability to the fullest to "support the abilities to grow and abilities to foster others' growth."

Professional skills (knowledge and techniques as a professional): These skills include rich knowledge and techniques backed by scientific and empirical evidence. Professionals need to utilize logical support designs and various support tools to perform their professional skills.

The public's hope for the establishment of support services for lifespan development, and health social support, continue to increase. People and the society are all asking for information and support, which require professionals to utilize specific skills.

In order to address various needs, various types of professionals need to work as a team, going beyond the individual framework of involvement. What becomes indispensable in this endeavor is the common language between professionals that goes beyond their respective fields; in other words, evidence-based empowerment.

In order to employ a professional skill to ascertain the evidence and then make use of it, the following three evidence-based techniques that follow the flow of support are necessary:

- 1) The skill to ascertain the "true needs" from what the people, or the society express (e.g., chief complaints and signs).
- 2) Techniques to conduct a more suitable practice for people, and the society based on the "true needs."
- 3) Feedback skills that evaluate the practice ("did it have any effects?") and use the evaluation to improve future practice.





Figure 8 Professional skills for empowerment

Let us have a closer look (Fig. 8).

- 1. The needs that people indicate via their actions and words express are not their "true needs." Their "true needs" (true feelings and wishes) are hidden behind these words and actions. Instead of relying only on "hunches" and "experiences," one can ascertain the "true needs" by sharing the observed actions and needs reported by guardians with other professionals by using various evidence-based tools, which serve as the shared language among professionals, imbued with collective professional knowledge.
- 2. If one can ascertain the true needs, one can confidently select the most suitable practice in accordance with such needs.
- 3. After implementing the practice, check whether or not there truly was an effect from the practice, whether one can properly explain the effect of the practice on the people, and the society, and whether one can use such findings to conduct better practice. In order to do so, use evidence-based tools and compare one's findings with other professionals by sharing discoveries such as changes observed, areas that have not changed, and what other actions could be taken.
- 4. Skills as a professional become further refined, thus improving the quality of health social support and enabling better protection of the best interests of people.

Evidence-based support becomes effective when this flow is practiced judiciously and continuously.

What kind of specific skills are required to implement these steps?

Firstly, it is important to achieve the following three skills required for the provision of certain and continuous support:

- 1. Design support logically to be able to continuously achieve evidence-based support. Support design based on evidence.
- 2. Use various tools to capture several aspects in an efficient manner and achieve evidencebased support effectively.

The use of evidence-based support tools.

3. Empowerment skills that realize support.

Details of these steps will be explained specifically in the following section.

2

Design for Supporting Empowerment

It is important to indicate the course of evidence-based support that the person and other professionals can agree on. This process is referred to as design for supporting empowerment. By having professionals share the blueprints for empowering lifespan development and support, all the involved parties can provide appropriate and continuous support based on a common perspective.

It is therefore important to develop a logical framework, named design for supporting empowerment, for support that can provide empowerment by reflecting the true needs and intentions of the person. This framework should be developed logically to foster the achievement of goals that can be shared with anyone, i.e., not only with the professionals but also with the persons themselves. By appreciating the partnership forged with the person and their eagerness to participate in support, professionals can determine the goals and tasks together, thus providing secure support.

In this section, we will introduce how to organize different variables using the design for supporting empowerment in order to plan support logically (Fig. 9, 10).

The characteristics of this method are its ability to clarify why such support is required to achieve a certain goal, and the process of evidence for the support. It can logically clarify how to achieve support objectives (methods) and why such a measure is effective (evidence).

To be specific, the design for supporting empowerment will be organized using the following six steps (Fig. 9, 10):

In the following sections, each item will be explained as clearly and concisely as possible.

First step: What are the intended results?

What do the person, the families, and the community seeks? What kind of ambitions do they have and what do they hope will happen? Using these pointers as a guideline, write down

the goals. Also, write down long-term and short-term goals, accomplishment period, and the evaluation methods at the time of accomplishment.

Second step: How is the current status?

Clarify what the current state is. Here, "the present" is not restricted to what the person, the families, and the community are conscious of; instead, it also includes the issues and tasks the family and professionals have noticed and predicted, irrespective of whether the person and their families are aware of them or not. Furthermore, always include the strengths and the positive qualities of the current situation.



First step: Setting the objectives: What are the intended results?

Second step: Ascertaining the present: How is the current status?

Third step: Exploring the background: What sort of background is

there?

Fourth step: Organizing the influential factors: What are the primary

causes that affect the problems, points of issue, and

back ground factors?

Fifth step: Identifying support methods: What support measures

(strategies) ring change to affecting factors?

Sixth step: Confirming the evidence for support: On what grounds?

Figure 9 Steps for developing design for supporting empowerment

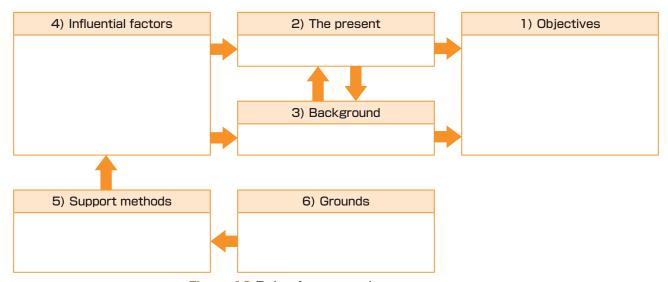


Figure 10 Deign for supporting empowerment

Third step: What sort of background is there?

Concerning the "the present" that has been detailed in second step, organize the factors that make up its "background." In addition to the factors related to the person and families, write down the background of the family, community, and the entire society.

The difference between background and Influential factors is that, for "background," write down factors that are difficult to change, such as the family structure, poverty, and regional characteristics.

On the other hand, for influencing factors, record factors that can be altered with support and also write down the strengths and positive qualities of the environment.

The fourth step: What are the primary causes that affect the problems, points of issue, and background factors?

Organize the factors that affect not just the current state but also the background. Write down the factors that directly affect tasks and those which affect tasks indirectly by influencing the background.

The fifth step: What support measures (strategies) ring change to impacting factors?

Identify support practices that can alter the influencing factors. By focusing on factors that can be changed, write down as many details of support measures as possible. Considering factors that are difficult to change, examine whether they should be ignored or whether it is desirable to attempt to create an indirect change by using a different method or by approaching the situation from a different angle.

This requires an insight into whether "the factor can be changed, cannot be changed, or requires some sort of measures even if it cannot be changed."

Specify what kind of support is to be provided in an easy-to-understand manner. Do not write in a vague manner; use expressions that anyone can understand easily.

The sixth step: On what grounds?

List theories, existing research results, and support tools that serve as grounds for the support and indicate why such support is suitable and effective.

After these six steps have been completed, confirm the following with other professionals in order to maintain a high-quality practice in the future that follows a logical flow and can be implemented continuously: a) the objectives, outcomes, and influential factors have been indicated clearly, and b) the objectives are appropriate and feasible. In other words, it is important to set clear goals and to provide evidence that the detailed support measures will be effective.

For example, let us develop a simple support design for providing support for a child who requires special support, and his guardians, by following these steps (Fig. 11):

Step 1 : Set objectives.

Summarize what the child and the guardians want to accomplish and the outcome and future prospects that they wish to achieve as 1) Objectives. This frequently tends to be the reversal of the issues and problems that they currently face. Rather than only handling the 2) The present, which is before their eyes, it is important to set objectives for the child's and guardians' changes in the long-term.

Here, the long-term objectives that we wanted to accomplish in the future were set as "to enable the child to actively enjoy his/her time in childcare center" and "to reduce the stress the guardians experience and to make them feel that child caring is fun." For "short-term objectives", we listed "to enable the child to play with his/her peers with confidence," and "to make the guardians smile more." The expected time for the achievement of these goals, and the evaluation method on achievement are to be described.

Step 2: Ascertain the present.

Clarify the present. Here, the issues related to the child included "experiencing high amounts of stress" and "not being able to play with peers." The guardians' issue was "experiencing high amounts of stress."

Step 3: Explore the background

Clarify the background involving the current state. The guardian is in a state such that "work keeps them very busy," with the family environment being "a complex family structure." This further increases the stress of the guardians.

With reference to the background, it will be appropriate to consider the strengths of the children, guardians, and the environment when examining the subsequent 4) influential factors and 5) support factors.

Here, the fact that the child does not have any developmental issues or concerning behaviors but has sufficient potential ability was mentioned as strength in the background factors.

2) The present and 3) background need to be perceived as interwoven. In the case of this example, given that it is evident from points 2 and 3 that the child does not have any developmental or health issues, the implementation of an intervention to draw out the child's ability while reducing the stress of the guardians would likely have a favorable effect.

For the background, list details that, in principle, are difficult to change, such as family structure, poverty, and regional characteristics.

Step 4 : Organize the influential factors

List in a specific manner as many factors that affect the current state and background, or factors that are presumed to pose some influence. This will serve as important information that will link to the support content that follows next. In addition to 1) Objectives, 2) The present, and 3) Background, also take into account one's country's systems, and ideally, summarize the details in a systematic manner.

In the context of the above example, the influencing factors that were listed were that, in a work environment that did not offer sufficient support for child-rearing, the "occupational stress" of the guardians and "not having anyone to talk to" made the guardians feel unavailable in terms of time and emotions. As a result, their "interaction with their child became poor," and may have created a "situation in which the child did not feel confident in doing anything."

Step 5: Identify support methods that can change the influential factors

Identify the content of support that can change the influential factors. Here, involvement that fosters the child's sense of self-esteem and self-affirmation, and conducting activities that foster the child's sense of satisfaction and accomplishment were mentioned as methods of empowering the child. Furthermore, the practice of various empathetic support measures for reducing the guardians' stress was also mentioned.

Under these three major pillars, the specific content of actions will be listed in an itemized manner.

Step 6: Confirm the evidence for the support methods

Mention the evidence for the support methods and indicate that their theoretical validity is high. Here, we mentioned the use of tools that have been proven effective, including child development scale, social skill scale, checklist for children with difficulties, index of childcare environment, and index of center-based childcare environment, which are introduced in this book.

By following these steps and systematically covering influential factors in an evidencebased manner, it will become possible to design for supporting empowerment that is guaranteed to resolve issues and achieve the goals set based on the background of the children and their guardians.

4) Influential factors

Child's factor:

Lack of confidence in doing anything.

<u>Involvement factor:</u>

The interaction between the child and the guardian is poor. **Guardians' factors:**

Work stress is high, does not have a person to talk to.

Indirect influential factor:

Insufficient child-rearing support at the workplace.

5) Support methods

Intervention to foster the child's

sense of self-esteem and self-

Conducting activities that

affirmation

2) The present

The child experiences high stress.

The child cannot play with peers.

The guardians experience high stress.

3) Background

The child has a sufficient degree

The guardians are very busy

Complex family composition.

of potential abilities.

with work.

6) Grounds

Utilization of a child development scale.

Utilization of a social skill scale. Utilization of a checklist for children with difficulties.

Utilization of an index of childcare environment.

Utilization of an index of centerbased childcare environment

1) Objectives

Long-term objectives:

For the child: To be able to actively enjoy their time at the childcare center.

For the guardians: To reduce stress and to be able to enjoy raising a child.

Short-term objectives:

For the child: To develop the ability to play confidently with peers.

For the guardians: To have them smile more often.

Time achievement:

By 02 Jun 2018 (3 months later)

Evaluation method at the time of achievement:

Ascertain the change using an interpersonal skills checklist.

The class teacher ascertains the state of the guardians.

foster the child's sense of satisfaction and achievement. Providing empathetic support to guardians.

Figure 11 Design for supporting empowerment (an example of a child who required special attention and his/her guardians).

Sharing the Unifying the Advoca The significance of the support design and support tool usage during practice

Capturing the overall picture using the support tools enables us to encourage the positive aspects of the children, guardians, and the environment.

Based on the objective evidence, refine your practice of providing warm and attentive care with confidence.



3 Child Development Scale (CDS)

The Child Development Scale is a development standard that is based on actual research conducted on the age-based development of 54,000 children. Referencing items used in various existing development tests (such as Enjoji Child Development Test, Denver Developmental Screening Test, and Kyoto Scale of Psychological Development Test), and through discussions among various childcare professionals, the checklist items were modified and they were arranged by age in months to enable the professional in charge to evaluate the child's development easily (refer to Fig. 12, Appendix 1 at the end of the book). This tool allows the professionals to evaluate the child with reference to the six categories of motor development (gross motor and fine motor), social development (life skills and interpersonal skills) and vocabulary development (expression and understanding) of children up to the age of 7 years.

Motor development : Gross motor and Fine motor

Social development : Social competence and Communication development

Vocabulary development: Vocabulary and Intelligence development

The checklist requires the assessor to fill out the sections that are closest to the child's age. For each item, the assessor marks a " \bigcirc ", if the child can actually perform the activities mentioned in the six fields, and if not, he/she marks a " \checkmark ".

The assessor continues to move upward until there are three " \checkmark " s in a row. After which he/she stops and moves downward. The assessment is stopped when there are three " \bigcirc " s in a row.

This developmental evaluation tool reveals the characteristics of children's development in each field. For example, it may reveal that the child has standard gross and fine motor skills but that he/she has impaired language understanding. This shows in an objective manner where the child is positioned as compared to age-matched children, thus allowing the application of this guideline to daily practice.

The child development scale is also a guide to understand the children's potential and their current state, which changes each day.



The development of children's skills for interacting with others is assessed using the interpersonal skill development evaluation tool. By using the social skill index for infants, one can check the position of the child in contrast to the standard development of children.

Social Skill Scale can capture the children's characteristics from the three aspects of assertion, self-control, and cooperation, which are aspects most commonly used in the existing research studies over the world.

"Assertion" involves items such as "Makes eye contact when speaks to him/her," "Expresses appropriate greeting to others," and "Makes eye contact when speaking with others."

Social Skill Scale

Self-control

Cooperation

"Self-control" includes "Does not throw temper tantrums in public," "Waits for his/her turn," and

Start from the position that is closest to the child's age in months (e.g., if the child is aged two years and one month, start from [2:00]; if two years and two months, start from [2:03]).

	Hops on one	Successfully	Washes body	Tells adults		
	foot several	uses scissors	unassisted (not	where to go		
4:00	times	to cut along a	necessarily, all			
		line	parts of body)			
	✓	✓	✓	✓		
	Can long jump	Attempts to	Blows nose	Able to await		
3:09		draw a cross		turn in a group		
	✓	✓	✓	✓		
	Rides tricycle	Catches ball	Washes and	Borrows or		
3:06			wipes hands	lends a toy		
3.00	✓	✓				
	Does a	Fastens a	Wa shes a nd	A sks fo r		
3:03	(somersault)	(0.4 inch)	wipes face	permission		
0.00		sized button	unassisted			
		successfully				
	Stands on one	Successfully	Takes off jacket	Plays house		
3:00	(foot for a few)	(uses scissors)	(unassisted)	and family roles		
	seconds	to cut paper				
	Stands and	Imitates	Puts shoes on	Tends to take		
	spins on heel	drawing a circle	unassisted (no-	care of younger		
2:09	(unnecessary to		string shoes)	children		
	complete 360					
	degrees)					
	Goes upstairs	Imitates writing	Eats	Tells adults		
2:06	using alternate	in a straight line	unassisted	about quarrels		
	feet		without spilling			
	Jumps with	Using hands,	Takes off pants	Imitates		
2:03	both feet	hangs from an	unassisted	answering the		
		iron bar for a		phone		
	12: 1	few seconds		DI I		
	Kicks a ball	Places blocks	Informs others	Plays alone		
2:00	forward	next to each	of the need to	even if parent is		
		other	use the toilet	not nearby		

Figure 12 Child Development Scale (CDS)

"Cooperation" includes such items as "Bring cheer to friends who look lonely," "Helps friends when asked," and "Helps friends without having to be asked."

The professionals who know the target child's daily life the most are required to complete this checklist. If the child almost always exhibits the behavior mentioned in the item, write down "always," if he/she hardly ever does so, write "Never," and if the frequency is somewhere inbetween, write down "sometimes."

Concerning the specific content of each item, enter your responses by referring to the attached Social Skill Scale manual (Appendix 2 at the end of the book).

[&]quot;Borrows toys from others."

5 Checklist for Children with Difficulties (CCD)

The Checklist for Children with Difficulties, one of the support tools, is a scale for understanding the overall state of the child and for determining whether such a child need any specific kind of support. The tool is designed such that the findings can be used when providing support (refer to Appendix 3 at the end of the document). It comprises 36 items and the checklist require the respondents to indicate and check specific examples, as well as to check the background factors for each item in order to inspect the state of the child closely.

The items are arranged in the order of children's development. The items examine of there is any 1) developmental delay 2) deviation from a standard state, and 3) signs that you do not want to see (for more details, refer to the previously published Child-Caring Power-Up Course, Basic Section) (Fig. 13).

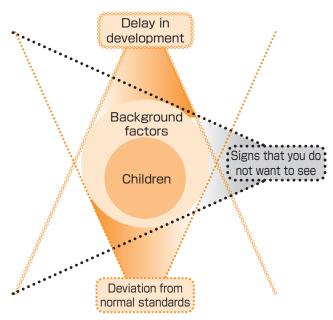


Figure 13 A conceptual map for understanding children who require special attention : The three perspectives

6 Index of Childcare Environment (ICCE)

The childcare environment evaluation tool was developed by taking 13 items from the Index of Childcare Environment (ICCE), which is based on an index that was developed in the US and is used in over 100 countries around the world (Home Observation for Measurement of the Environment; HOME). Further, new items related to childcare awareness and children's adaptation were added to create a fifteen-item scale with six sections (refer to Fig. 14, Appendix 4 at the end of the book). Have the guardian write down the details, which allows one to ascertain the child's daily home environment in roughly five minutes. The content of this tool is as follows:

Field	Item
	① How often do you play with your child (stay with child face to face)?
	② How often do you read to your child?
1. Human stimulation	③ How often do you sing songs with your child?
. Human Stimulation	4 How often does your spouse, partner, or other caregiver help you with the child?
	⑤ How often does your child eat meals together with both parents?
2. Avoidance of restriction	What do you do if your child spills milk purposely?
2. Avoidance of restriction	① How many times did you spank your child last week?
	® How often do you go shopping with your child?
3. Social Stimulation	How often do you go to park with your child?
o. oodal otimalation	100 How often do you and your child meet with friends or relatives with children of a similar age?
	① Does someone help you take care of your child?
1 Social support	[®] Do you have someone to consult with about childcare?
. Social support	(3) How many times do you have a chance to talk with your partner about your child?
5. Awareness of childcare	(4) Confidence in childcare
6. Child's adaptability	(5) The child is adapting to nursery school

Figure 14 Index of Childcare Environment (ICCE)

(1) Human stimulation

Ascertain whether the child has rich and diverse involvement with their guardians and people other than the guardians in their daily lives. Child development occurs though interactions with the environment. Ascertain whether children have the opportunity to have meals with, opportunity to play with, and have stories read to them by family members (as people who are close to them). Furthermore, it needs to be ascertained whether or not the guardians have the opportunity to consciously interact with their child on weekends and holidays even if they are busy on weekdays.

(2) Avoidance of restriction

Even if there are many opportunities for the guardians to interact with their child, if such interaction is negative, i.e., it involves hitting or verbally abusing the child, it will have an adverse effect. Ascertain whether or not such an interaction is present.

(3) Social Stimulation

Going outdoors provides children with fresh stimuli that they cannot obtain indoors. Infants, in particular, rarely have the opportunity to go outdoors by themselves. As such, it becomes significant for guardians to consciously present opportunities to go grocery shopping with their child or to the park and interact with others. Ascertain the type and frequency of such social involvement.

(4) Social support

If you are a parent, having a spouse or somebody else close whom one can share childcare with is the most fundamental factor for preventing oneself from becoming isolated due to raising a child. Ascertain whether or not the guardian has someone they can talk to or who helps them in childcare.

(5) Awareness of childcare

Although it is not easy to feel confident in raising a child, childcare will become more enjoyable if one can raise their child by accepting this and feeling that it is acceptable to feel the way they do. Ascertain the latent awareness concerning childcare.

(6) Children's adaptation

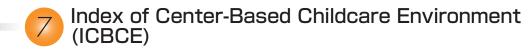
The issue of children not wanting to go to the kindergarten will become a new factor for guardians to feel anxious about regarding childcare, not just for guardians who want to balance work with home, but also for those who want to take a break. Ascertain from the perspective of the guardian whether or not the child goes to the kindergarten contently.

On the other hand, the childcare environment tool called HOME is filled out by professionals when they visit a household.

Studies have shown that qualities of the environment the children grow in greatly influence the children's health, development, and any behavior that causes concern.



A professional needs to know about the various multi-faceted environmental aspects that surround the parents and the child as much as possible.



Opinions concerning the childcare environment that has desirable effects on the healthy development of the child were gathered from 4,000 childcare professionals in order to develop the Index of Center-Based Childcare Environment (refer to Appendix 5 at the end of the book).

The tool comprises items related to the following four areas:

- 1) Ascertain the children's full details
- 2) Obtain a full image of the family
- 3) Desirable environment for children
- 4) Strengthen cooperation with relevant organizations

Based on these pillars, a total of 471 items have been listed to check whether or not the practice is desirable.

The specific details are as follows:

(1) Ascertain the children's full details

These are items that are related to the child him/herself, when he/she enters the kindergarten or in his/her everyday life. The major categories of items include ① basic attributes (the child's growth status, illnesses, and normal temperature), and, in relation to their development, ② Learn through observation and ③ Rights Protection.

Furthermore, it also includes items such as the hours of sleep and the time the child wakes up, for ascertaining lifestyle rhythm and lifestyle habits with long-term childcare in mind.

(2) Obtain a full image of the family

These items are related to the entire family when the child enters the kindergarten or in his everyday life. The four major categories of items include 1) interview consultation by a professional during a kindergarten entrance interview, 2) basic family attributes for ascertaining the family structure and members' employment status, 3) Comprehension of family for ascertaining the engagement of the family members in childcare and their chief complaints, and 4) Rights Protection.

In addition, items related to the family's needs for help with childcare are included with long-term childcare in mind. These items include nighttime emergency contact details and people other than the guardians who can pick up the child.

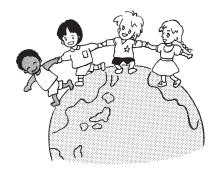
(3) Desirable environment for children

This is an item related to environment maintenance, such as whether or not a nursing environment that is desirable for the children to be in is provided and whether or not the best interests of the child are protected. In addition to items related to tangible environmental factors, such as whether or not the child can spend time there comfortably, and preventive and countermeasures for crime, disaster, and emergency situations, the following major categories of items are included: 1) Childcare environment, which checks whether the environment is age-appropriate, 2) protection of rights, which pertains to respecting the children's right to express their opinions, and 3) human environment in childcare, which covers the collaboration between professionals and examines if they have opportunities to attend seminars to enhance their expertise.

With long-term childcare in mind, items such as "securing a childcare space that can be used for many hours," "having bathing and shower facilities," "Check whether interphones can be used to confirm the visitors," "Check whether evening activities are arranged considering the seasonal and regional characteristics," and "Check whether the earnest talks, events and sports meetings are held at a convenient time for the caregivers."

(4) Strengthen cooperation with relevant organizations

These items refer to the goals of and information about relevant institutions, sharing responsibilities, and whether an appropriate teamwork is set so that the child and their family can have a suitable connection with relevant institutions. Two major categories are included: ① Create a network with other professionals, residents and local facilities and institutions, mainly so that better health and welfare services can be provided to the children and their families, and ② Rights protection associated with such networking.



Just as each person has their own face and characteristics, there are individual differences in development as well.

It is important for each person to be able to empower the strength that everybody possesses.

Part III Conclusion

Enhance Inclusion and A World of Possibilities

Human beings continue to grow throughout their lives as development pulsates across the lifespan and as they both actively and passively interact with the environment. Dynamically interfacing with the environment, exploring new opportunities, and availing oneself of the wealth of experience the environment offers through the duration of one's life is what makes one uniquely human. This course of developing through transformations is referred to as **lifelong development dynamics**.

The person and professionals all grow by interacting with one another, along with lifelong development dynamics. In particular, professionals are the cornerstone for lifespan development by lending a hand to the person and creating a pathway for the achievement of one's future ambitions. Interactions with professionals that are based on empowerment will lead to person exhibiting their abilities to the fullest. This enables the person to experience the joy of being alive.

Lifelong development dynamics are the results of **plasticity** and **diversity**, and integrality. This is because the ability to change oneself and the environment requires plasticity, which is accelerated by the diversity experienced from meeting various people and events, with all these changes integrated as a holistic process.

In order to develop professional skills based on evidence, the following three points are important:

Firstly, it is necessary for a professional to engage in practice by constantly aiming to deliver better practice. This means that there is no end to learning. The world keeps changing, and what people seek and how they think change as well. Latest research results from scientific branches such as brain science and genetics have revealed what was previously unknown. Therefore, it is important that we possess the attitude of wanting to learn the latest technology that is appropriate to apply it to our practice.

Secondly, it is important to foster an empowerment mindset that cherishes the true essence of matter. This mindset is about feeling empowered while engaging in different tasks.

In life, we will encounter both painful and enjoyable experiences. Even if one experiences an adverse event, there will be moments when one can feel sheer happiness. It goes without saying that every person is unique in this world, and everything in this universe continues changing. Further, there will be constant ups and downs in life. We need to accept this principle and then apply an empowerment mindset (which exhibits resilience) to oneself and to those around us.

Thirdly, we should cherish the teamwork forged with the relevant parties involved, other professionals, and people from the community. No matter how hard you try, a human can never live by oneself. By putting together everyone's strengths, one can even overcome an environment that would be difficult to live alone in.

In order to increase each individual's **self-empowerment**, it is important to actively focus on **peer empowerment**, **community empowerment**, **social empowerment**, and **system empowerment**

as **Dynamic Model for Empowerment**.

To do so, we should first think, "What do people around us hold dear?" "What are their needs?" and "What can I provide them?" By forging a bond with our peers, we can tackle these needs as a team. Providing and receiving support are built on a **spirit of reciprocity**, and we should **build a team** in which we all hold this value.

We have great hopes for you getting empowerment skills to enhance inclusion and a world of possibilities!





Appendix

Appendix 1 Child Development Scale (CDS)

0 00	mant i Oima	Development	ocalo (obo)			
7:06	Sands on 1 foot for about 30 seconds.	Plays piano or organ freely	Cleans with a broom	Cleans in cooperation. One uses a broom and others uses a dustpan	Reads hiragana (the Japanese cursive syllabary) books completely	Can do a simple addition
7:00	Bounces a ball under one leg.	Makes a paper plane or a paper crane using origami.	Ties shoelaces.	Anticipates what a friend wants.	Does not use baby talk.	Is able to tell time.
6:06	Jumps rope unassisted.	Draws a picture using paints and brush.	Wrings out wet towel.	Plays old maid (understands the rules thoroughly).	Reads hiragana (the Japanese cursive syllabary) books.	Plays a card game of concentration.
6:00	Stands on 1 foot for about 10 seconds.	Draws a picture of person with six identifiable parts to the body.	Dresses adequately to go out.	Takes a role in a simple game by self.	Story telling.	Comprehends analogies, such as 'If ice is cold, fire is.'
5:06	On a swing in motion, changes from standing/ sitting position to sitting/ standing*1.	Decides how to make better paper plane.	Dries body after bathing.	Takes change from the cashier.	Can successfully play a word-chain game.	Can understand riddles.
5:00	Stands on one foot for about 5 seconds.	Draws a picture of person with three identifiable parts to the body.	Dresses almost satisfactorily to go out.	Takes a role in a simple game with someone's help.	Repeats short stories.	Understands the feelings of being hungry, tired and cold.
4:08	Skipping.	Makes a paper plane under the guidance of an adult.	Dresses up.	Makes a sand mountain cooperatively with two or more people in the sandbox.	Repeats a simple sentence after adult *2 with two correct answers out of three.	Can differentiate the right from the left.
4:04	Enjoys swing.	Catches a bouncing ball.	Crosses the road according to makes a clear distinction between colors of signals.	Makes decisions using the "rock-paperscissors" method.	Can repeat a four-number sequence*3 with two correct answer out of three.	of numbers (up to 5).
4:00	Hop on 1 foot 2+ times.	Successfully uses scissors to cut along a line.	Washes body unassisted (not necessarily all parts of body).	Tells adults where to go.	Can produce parents' names successfully.	Understands and appropriately answers all five questions*4
3:09	Can long jump.	Attempts to draw a cross.	Blows nose.	Able to await turn in a group.	Can repeat three simple sentences (as above), with at least two correct answers	Understands the concept of numbers (up to three).
3:06	Rides tricycle.	Catches ball.	Washes and wipes hands.	Borrows or lends a toy.	Can repeat three simple sentences*5 and one correct answer out of three.	Understands the concept of numbers (up to two).
3:03	Forward roll.	Fastens a 0.4 inch sized button successfully.	Washes and wipes face unassisted.	Asks for permission.	Has simple conversations with children of same age.	Understands the meaning of high and low.
3:00	Tries to stand on 1 foot.	Successfully uses scissors to cut paper.	Taking clothes off.	Plays house and family roles.	Can repeat a two-word sequence and do this corrector two-thirds of the time.	Names four or more colors.
2:09	Stands and spins on heel (unnecessary to complete 360 degrees).	Imitates drawing a circle.	Wears shoes.	Tends to take care of younger children.	Can repeat a two-number sequence and two correct answers out of three.	Understands the meaning of long and short.
2:06	Walks up stairs alternate feet.	Imitates writing in a straight line.	Feeds himself with spoon without spilling.	Tells adults about quarrels.	Tells full name.	Understands the meaning of big and small.
2:03	Hopping with both feet.	Using hands, hangs from an iron bar for a few seconds.	Pulls off pants.	Imitates answering the phone.	Shows emotion through words (beautiful, nice, cute, etc.).	Is able to identify the eyes, hair, teeth, tongue, belly button, nails and four collect answers out of six.
2:00	Kicks a ball forward.	Places blocks next to each other.	Informs others of the need to use the toilet.	Plays alone even if parent is not nearby.	Speaks 2 word sentence.	Understand the meaning of 'one more' and 'little bit'.
1:09	Walks stairs 2 feet at a time.	Draws circles repeatedly.	Drinks liquid through a straw.	Holds hands with friends.	Can identify three objects by name in a picture book.	Is able to identify eyes, mouth, ears, hands, foot, stomach and four correct answers out of six.
1:06	Runs.	Pours water from one cup to another without spilling.	Tries to spread legs to allow about to easily dress with pants.	Asks for help.	Can identify one object by name in a picture book.	Asks adult to read for child.
1:04	Walks with shoes.	Builds a two-block tower.	Tries to wipe lips.	Can prepare simple meals, such as putting together cold cereal and milk.	Says three wards.	Can follow simple commands in succession.
1:02	Takes 2-3 steps without support.	Takes out a cube from a cup.	Peels candy wrappers.	Repeats actions that attract attention and cause laughter.	2 words with meaning.	Understands simple verbal commands (same as above), with three correct answers out of three.

1:00	Stands up from sitting position without support.	Scrawls on paper.	feeds himself with spoon	When parents leave, tries to follow.	Imitates definite speech sounds.	Understands simple verbal commands (same as above), with one correct answers out of three.
0:11	Cruises around furniture.	Pushes a toy car.	Drinks from cup without spilling.	Strager anxiety.	Begins to imitate sounds.	Reacts to greetings by waving hands.
0:10	Pulls self to standing position.	Screws lid on and off.	Expresses feelings without crying.	Imitates simple acts and noises.	Produces vowel sounds and actively, chained syllables (baba, dada, kaka).	Responds to word 'no'.
0:09	Holding onto furniture.	Beats a drum purposefully.	Brings a cup to the mouth with both hands.	Expresses displeasure when object is taken away.	Disyllables.	Recognizes the difference between a familiar voice and a stranger's voice.
0:08	Sits without support	Uses thumb and index finger in pincer grasp.	Dislikes having face wiped.	Smiles or talks at images in the mirror.	Monosyllables.	Locates voices by turning from head to side and looking in the same direction.
0:07	Lays on tummy and pivots turn to left and right	Transfers objects from one hand to the other.	Feeds from cup.	Recognizes the difference between friendly and angry expressions.	Vocalizes to toys.	Understands parent's feeling from the tone.
0:06	Rolls over	Able to grasp objects voluntarily.	Biscuits to mouth(Mouthing).	Reacts at image of self in mirror.	Vocalizes in response to familiar voices.	Smiles when finds a person.
0:05	Rolls over from side to prone	Shakes rattle placed in hand.	Shows excitement with entire body squeals, or breathes heavily in reaction to toys.	Social smile.	Coos.	Recognizes the difference between the mother's and others' voices.
0:04	Head and neck control.	Clenches hand around rattle.	Feeds with spoon.	Laughs when tickled.	Laughs aloud.	Tries to locate voices by turning head to side.
0:03	Holds head up well when lifted.	Tries to grasp items that touch cheeks.	Feeds with spoon.	Turns head towards source.	Vocalizes, other than crying.	Becomes quiet when hears a voice.
0:02	Holds chin up.	Sucks fingers.	Evidences satiation afterfeeding *7 .	Fixates at faces.	Cooing.	Visually searches to locate voices.
0:01	Can turn his/her head side to side while lying down.	Grabs when contact is made with fingers.	Turns heads toward the breast or feeding bottle when hungry.	Stops crying when held.	Cries loudly.	Responds to sounds.
Age	Gross motor development	Fine motor development	Social competence development	Communication development	Vocabulary development	Intelligence development
	Motor de	velopment	Social de	velopment	Vocabulary	development

- *1 If child afraid to do so, please mark 'v'
- 'Two children are playing with swings.'
 - 'A big moon came out above the mountain.'

- ** Significant care out above the mountain.

 I went shopping with mama yesterday.

 ** [5-2-4-9] [6-8-3-5] [7-3-2-8]

 ** Q1: If you want to read, what do you need? (Answer: book, etc.)

 Q2: If you want to write, what do you need? (Answer: pencil, etc.)

 Q3: If you want to know the time, what do you need? (Answer: clock, etc.)
 - Q4: If you want to sit, what do you need? (Answer: chair, etc.)
- Q5: If it's dark, what do you need? (Answer: light, etc.) 'Flowers come out.' 'A plane flies.' 'I sing well.'
- *6 '5-8' '6-2' '3-9'
- spits out nipple, turns face away.

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Appendix 2 Social Skill Scale (SSS)

Item	Always	Sometimes	Never
Item	2points	1 points	Opoints
1 Makes eye contact when he/she is spoken to			
2 Displays strong reactions when he/she is spoken to			
3 Expresses happiness when someone does something for him/her			
4 Shows his/her feelings through facial expressions			
5 Expresses appropriate greeting to others			
6 Initiates talk with another person			
7 Makes eye contact when speaking with others			
8 Participates in play groups (companies) when asked			
9 Does not throw temper tantrums in public			
10 Can wait patiently after being told to wait			
11 Share toys or food with others			
12 Does not interrupt another's speech			
13 Waits for his/her turn			
14 Borrows toys from others			
15 Behaves well as required by the situation			
16 Resist his/her own demands when persuaded			
17 Helps friends when friends get hurt			
18 Bring cheer to friends who look lonely			
19 Cheers up and comforts a person who fails			
20 Happy when friends succeed			
21 Praises friend's success			
22 Applauds friend who has done something well			
23 Helps friends when asked			
24 Helps friends without having to be asked			

Three Dimensions on Social Skill: Assertion: 1-8, Self-Control: 9-16, Cooperation: 17-24

Appendix 3 Checklist for Children with difficulties (CCD)

Item	Content	Evaluation Standard	Yes 🔾	Underly	ing factor
	① No or dull reaction to a voice	Has no reaction to a loud voice, such as turning head towards the direction the voice came from, or being shocked or surprised.		A: Child C: Relationship	B: Caregivers D: Environment
Abnormal reaction to voice		When the child is awake, he/she gives no reaction when someone is talking or has no interest in the voices around them.		A: Child C: Relationship	B: Caregivers D: Environment
	② Has a sensitive reaction to a voice	Reacts and becomes nervous or panics in response to surrounding voices.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
		Will cry as soon as he/she is sent to bed after breast-feeding.		A: Child C: Relationship	B: Caregivers D: Environment
	① Larmoyant	Has sleep disorders.		A: Child C: Relationship	B: Caregivers D: Environment
2 Unnatural crying		Is likely to continue exhibiting diurnal excitement.		A: Child C: Relationship	B: Caregivers D: Environment
habit	② Wants to be constantly held			A: Child C: Relationship	B: Caregivers D: Environment
	③ Always crys at night			A: Child C: Relationship	B: Caregivers D: Environment
	4 Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
		Leans back when being hugged.		A: Child C: Relationship	B: Caregivers D: Environment
	O Llates to be hold	Crouches when being held.		A: Child C: Relationship	B: Caregivers D: Environment
	① Hates to be held	Does not change expression when being played with.		A: Child C: Relationship	B: Caregivers D: Environment
3		Does not make eye contact when being hugged.		A: Child C: Relationship	B: Caregivers D: Environment
Does not like being cuddled		Does not try crawling during babyhood.		A: Child C: Relationship	B: Caregivers D: Environment
	② Has a stiff body	Hates to have his/her body touch during exercise.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Hypogenesis	According to the Infant Physical Growth Value (percentile curve), his/her weight is less than 3% or over 97%.		A: Child C: Relationship	B: Caregivers D: Environment
4 Hypogenesis	② Has hypogenesis tendencies	According to the Infant Physical Growth Value (percentile curve), his/her weight is less than 10% or over 90%.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Disparity in meal amounts (breast-feeding amount)			A: Child C: Relationship	B: Caregivers D: Environment
	② Disparity in meal frequency (breast-feeding frequency)			A: Child C: Relationship	B: Caregivers D: Environment
	③ Disparity in sleep times			A: Child C: Relationship	B: Caregivers D: Environment
_	4 Disparity in bed times			A: Child C: Relationship	B: Caregivers D: Environment
5 Out of daily life rhythm	⑤ Disparity in wake-up times			A: Child C: Relationship	B: Caregivers D: Environment
ing unii	® Disparity in nap times			A: Child C: Relationship	B: Caregivers D: Environment
	② Body temperature fluctuates unnaturally during the day			A: Child C: Relationship	B: Caregivers D: Environment
	® Cannot distinguish day from night			A: Child C: Relationship	B: Caregivers D: Environment
	9 Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment

Item	Content	Eval	uation Standard	Yes O	Underly	ring factor
		Babyhood	Does not follow a large object in their eyes. Does not grasp the object		A: Child C: Relationship A: Child	B: Caregivers D: Environment B: Caregivers
			in front of him/her.		C: Relationship A: Child	D: Environment B: Caregivers
			Has difficulty seeing. Has abnormal eye		C: Relationship	D: Environment
	① Abnormal reaction to what he/she sees		movement and methods of looking at things.		A: Child C: Relationship	B: Caregivers D: Environment
6		Childhood	Squints their eyes.		A: Child C: Relationship	B: Caregivers D: Environment
Abnormal reaction to light (eyesight)			Муоріа.		A: Child C: Relationship	B: Caregivers D: Environment
			Hyperopia.		A: Child C: Relationship	B: Caregivers D: Environment
			Slight color blindness (color blindness).		A: Child C: Relationship	B: Caregivers D: Environment
	② Becomes sensitive or dull		Becomes sensitive to light conditions.		A: Child C: Relationship	B: Caregivers D: Environment
	depending on light conditions	Infancy	Becomes dull to light conditions.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Other		(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Epilepsy	A +	Diagnosed with epilepsy.		A: Child C: Relationship	B: Caregivers D: Environment
	② Rage convulsions	At normal temperature	Goes into convulsions		A: Child	B: Caregivers
7			when crying strongly. Has experienced these		C: Relationship	D: Environment
Convulsions	③ Febrile convulsions	At an abnormal temperature	convulsions on more than one occasion.		A: Child C: Relationship	B: Caregivers D: Environment
	4 Other	(Give details)			A: Child C: Relationship	B: Caregivers D: Environment
	O Llee on allermy to food	(Give details abo	out reasons)		A: Child C: Relationship	B: Caregivers D: Environment
	① Has an allergy to food	Requires allergifood.	y-free food or substitution		A: Child C: Relationship	B: Caregivers D: Environment
	② Has experienced anaphylaxis	(Give details about reasons)			A: Child C: Relationship	B: Caregivers D: Environment
8 Has allergies		Skin is frequently itchy.			A: Child C: Relationship	B: Caregivers D: Environment
Tido dilorgico	③ Has atopic dermatitis	(Describe the de	egree)		A: Child C: Relationship	B: Caregivers
	4 Has pollen allergies (hay	,			A: Child	D: Environment B: Caregivers
	fever) (5) Other	(Give details)			C: Relationship A: Child	D: Environment B: Caregivers
	① Is abnormally afraid of strangers	Has not been afraid of strangers since he/she was 6-8 months old, he/she will smile when someone calls his/her name regardless of whether they are strangers or			C: Relationship A: Child C: Relationship	D: Environment B: Caregivers D: Environment
9 Is afraid of		will cry or become afraid from 6-8 months to infancy when seeing strangers.			A: Child C: Relationship	B: Caregivers D: Environment
strangers and panics when facing		Stably reacts to separation from caregiver when between 6-8 months to three years			A: Child C: Relationship	B: Caregivers D: Environment
separation	② Panics when being separated	old. Will cry, become afraid, and follow the caregiver when between 6-8 months to three years old and being separated from			A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	the caregiver. (Give details)			A: Child C: Relationship	B: Caregivers D: Environment
		Rarely shows se caregivers.	elf expression with		A: Child C: Relationship	B: Caregivers D: Environment
	① Weak self expression	Rarely shows se	elf expression with nurses.		A: Child C: Relationship	B: Caregivers D: Environment
10		Rarely shows se	elf expression with friends.		A: Child C: Relationship	B: Caregivers D: Environment
Extremely shy		Does not play vinitiative.	with others on his/her own		A: Child C: Relationship	B: Caregivers D: Environment
	② Quiet	Does not touch new things.			A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	(Give details)			A: Child C: Relationship	B: Caregivers D: Environment
		Plays alone in th	ne corner.		A: Child C: Relationship	B: Caregivers D: Environment
11	① Unnatural friendship habits	Looks at others	playing.		A: Child C: Relationship	B: Caregivers D: Environment
Unnatural relationship		Cannot play with	n peers.		A: Child C: Relationship	B: Caregivers D: Environment
(isolation)	② Unnatural parent-child relationship	Does not care a	bout the caregiver or nurse.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	(Give details)			A: Child C: Relationship	B: Caregivers D: Environment

Item	Content	Evaluation Standard	Yes O	Underly	ing factor
	① Does not smile when something is funny	when between three months old to babyhood does not smile when caregivers play with him/her.		A: Child C: Relationship	B: Caregivers D: Environment
	② Does not make eye contact (Refer to item 6 concerning eyesight)	When between two months old to babyhood, does not make eye contact with people who are playing with him/her. Makes no eye contact when being spoken		A: Child C: Relationship	B: Caregivers D: Environment B: Caregivers
	eyedigirt)	to. Does not know his/her own name.		C: Relationship A: Child C: Relationship	D: Environment B: Caregivers D: Environment
	③ Does not look back when someone call his/her name from	Does not look back because of inability to hear. Can hear his/her name, but does not wish		A: Child C: Relationship	B: Caregivers D: Environment
	behind them	to look back because of interpersonal anxiety or interpersonal tension. Can hear his/her name, but does not notice		C: Relationship A: Child	B: Caregivers D: Environment
		because of they are addicted to his/her own play.		C: Relationship A: Child	B: Caregivers D: Environment B: Caregivers
12 Unconcerned	Does not imitate the gestures of other children or adults	Is not interested in people. Has an interest, but cannot control his/her own body well.		C: Relationship A: Child C: Relationship	D: Environment B: Caregivers D: Environment
		Likes to play alone instead of playing with friends, is not good at making friends. Enjoys playing under the desk or in the corner of a room.		A: Child C: Relationship A: Child C: Relationship	B: Caregivers D: Environment B: Caregivers D: Environment
		Does not play with friends.		A: Child C: Relationship	B: Caregivers D: Environment
	(5) Has no interest in friends	Does not know how to communicate with others, cannot join in the others, creating a one-sided conversation.		A: Child C: Relationship	B: Caregivers D: Environment
		Can not understand the facial expressions of friends. Can associate with adults, but has trouble associating with children.		A: Child C: Relationship A: Child C: Relationship	B: Caregivers D: Environment B: Caregivers D: Environment
		Does not try to share their happiness, interests, or accomplishment with others (does not show it, does not show it to others, does not point it out to others).		A: Child C: Relationship	B: Caregivers D: Environment
	6 Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Concentrates on a close specific thing	Holds a towel in his/her hand or mouth to keep calm.		A: Child C: Relationship	B: Caregivers D: Environment
		Touches a part of his/her body such as an earlobe.		A: Child C: Relationship	B: Caregivers D: Environment
		Has continuous enthusiasm about a particular thing. Obsessed with water (favorite thing-		A: Child C: Relationship A: Child	B: Caregivers D: Environment B: Caregivers
	② Has an eccentric habit of	extreme fear). Is not satisfied until towels and seals are		C: Relationship A: Child	D: Environment B: Caregivers
	arranging objects neatly	arranged straightly without any gaps. Always wants regular numbers (sticks to a particular order).		C: Relationship A: Child C: Relationship	D: Environment B: Caregivers D: Environment
13 Obsessive	③ Sticks to a particular order	Must pass along a particular path such as a path in the day care center. Is excessively resistant to changes to their		A: Child C: Relationship A: Child	B: Caregivers D: Environment B: Caregivers
o socoon o		daily routines or habits.		C: Relationship A: Child	D: Environment B: Caregivers
	O Cticko to a continuo	Sticks to specified number of places.		C: Relationship	D: Environment
	Sticks to a particular space or place	Remains calm in a particular place such as inside a locker or under a desk.		A: Child C: Relationship	B: Caregivers D: Environment
		Remains in a particular location.		A: Child C: Relationship	B: Caregivers D: Environment
	⑤ Repeats the same behavior (the behavior often does)	Has noticeable patterns of behavior such as fluttering or whirling hands.		A: Child C: Relationship	B: Caregivers D: Environment
	® Exhibits recurring behavioral patterns	Adamantly sticks to specified habit or formality.		A: Child C: Relationship	B: Caregivers D: Environment
	① Other	(Give details)		A: Child C: Relationship	B:Caregivers D: Environment
	Has an abnormal disease of the digestive system	Experiences vomiting or nausea more than once a month.		A: Child C: Relationship	B: Caregivers D: Environment
		Experiences abnormal body actions such as vomiting or nausea.		A: Child C: Relationship	B: Caregivers D: Environment
		Due to being forced to eat by a caregiver. Particularly in rotation to distasteful food.		A: Child C: Relationship A: Child	B: Caregivers D: Environment B: Caregivers
14 Vomits easily	③ Experiences neurogenic vomiting	Hates to attend kindergarten. Is strictly scolded by a caregiver or their family.		C: Relationship A: Child C: Relationship	D: Environment B: Caregivers D: Environment
		Has been given an impolite education.		A: Child C: Relationship	B: Caregivers D: Environment
		Vomits when seeing other children vomit.		A: Child C: Relationship	B: Caregivers D: Environment
	4 Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment

Item	Content	Evaluation Standard	Yes O	Underlying factor	
		Overeating		A: Child C: Relationship	B: Caregivers D: Environment
	① Surfeit of food	Picks up food and eats it (eats food that has fallen on the ground). Steals food (takes food from friends).		A: Child C: Relationship	B: Caregivers D: Environment
				A: Child C: Relationship	B: Caregivers D: Environment
		Eats very little.		A: Child C: Relationship	B: Caregivers D: Environment
15	② Spare diet	Does not eat even when he/she is hungry.		A: Child C: Relationship	B: Caregivers D: Environment
Unnatural eating		Has an unbalanced diet.		A: Child C: Relationship	B: Caregivers D: Environment
		Is fussy about food.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Unbalanced diet	Overreacts to taste (panics or becomes confused in relation to food he/she dislikes).		A: Child C: Relationship	B: Caregivers D: Environment
		Vomits as soon as food is placed in his/her mouth.		A: Child C: Relationship	B: Caregivers D: Environment
	④ Pica ⑤ Other	Puts inedible objects in his/her mouth. (Give details)		A: Child C: Relationship A: Child	B: Caregivers D: Environment B: Caregivers
	Has an abnormal brain	(Give details)		C: Relationship A: Child	D: Environment B: Caregivers
16	neurology disease ② Has an abnormal disease of			C: Relationship A: Child	D: Environment B: Caregivers
Unnatural crawl, walk or movement.	their ambulatory organs 3 Has late development of their			C: Relationship A: Child	D: Environment
Late for initiating to walk	gross motor skills			C: Relationship	B: Caregivers D: Environment
	④ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
17 Has an dull	① Has an abnormal illness of fingers or has had plastic surgery			A: Child C: Relationship	B: Caregivers D: Environment
movement of fingers or unnatural	② Has late development of their fine motor skills			A: Child C: Relationship	B: Caregivers D: Environment
movement	③ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
		Has no patience and becomes angry immediately.		A: Child C: Relationship	B: Caregivers D: Environment
		Bends backwards when upset.		A: Child C: Relationship	B: Caregivers D: Environment
	① Short-tempered	Becomes irritable when experiencing difficulties.		A: Child C: Relationship	B: Caregivers D: Environment
		Becomes angry or cries immediately when being reminded of a mistake or has one pointed out to them.		A: Child C: Relationship	B: Caregivers D: Environment
18 Bad tempered		Becomes angry by using the negative words such as "I can't do it" "I am useless"		A: Child C: Relationship	B: Caregivers D: Environment
	② Becomes panic when being	Begins to cry and lie in bed or becomes violent and breaks things when being irritated by minor things.		A: Child C: Relationship	B: Caregivers D: Environment
	prohibited from doing what he/ she wants	Becomes confused when their environment, plan, or habitual ways change.		A: Child C: Relationship	B: Caregivers D: Environment
		Cannot suppress his/her emotions when they lose a game.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Regularly acts like a spoiled child			A: Child C: Relationship	B: Caregivers D: Environment
	② Rarely acts like a spoiled child			A: Child	B: Caregivers
19 Unnatural		Monopolizes adults (nurse or caregiver).		C: Relationship A: Child	D: Environment B: Caregivers
emotional dependence	③ Monopolizes adults (nurse or caregiver)	Acts like a spoiled child to everyone,		C: Relationship A: Child	D: Environment B: Caregivers
	(A) Othor	including strangers. (Give details)		C: Relationship A: Child	D: Environment B: Caregivers
	④ Other	(Give details) Cannot state what he/she wants to say		C: Relationship A: Child	D: Environment B: Caregivers
		because of shyness (poor self-expression).		C: Relationship A: Child	D: Environment B: Caregivers
20 Remains silent	① Doesn't talk	Cannot communicate with others.		C: Relationship	D: Environment
nemans silent		Can phonate but cannot talk.		A: Child C: Relationship	B: Caregivers D: Environment
	② Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment

Item	Content	Evaluation Standard	Yes O	Underly	ing factor
		Usually does not follow instructions without any defiance.		A: Child C: Relationship	B: Caregivers D: Environment
		Reflects on a mistake but repeats the		A: Child	B: Caregivers
		same mistake later. Often makes mistake, forgets something,		C: Relationship A: Child	D: Environment B: Caregivers
		or loses things because of carelessness.		C: Relationship	D: Environment
		Cannot complete projects until the last second. Gives up halfway through.		A: Child C: Relationship	B: Caregivers D: Environment
		Is not good at setting up activities.		A: Child C: Relationship	B: Caregivers D: Environment
	① Inattention	Cannot clean up.		A: Child C: Relationship	B: Caregivers D: Environment
		Is unable to maintain concentration, cannot maintain concentration on one thing.		A: Child C: Relationship	B: Caregivers D: Environment
		Cannot hear instructions because they are deviating from what they are supposed to do.		A: Child C: Relationship	B: Caregivers D: Environment
		Has a sensitive reaction to changes of environment (voice or light).		A: Child C: Relationship	B: Caregivers D: Environment
		Frequently moves unintentionally.		A: Child C: Relationship	B: Caregivers D: Environment
l		Often fidgets by moving their limbs or		A: Child	B: Caregivers
21		shaking his/her body. Rocks backwards and forwards when sitting on a chair.		C: Relationship A: Child C: Relationship	D: Environment B: Caregivers D: Environment
Hyperactivity	② Hyperactivity	Cannot remain calm and sit still.		A: Child C: Relationship	B: Caregivers D: Environment
	- I Typoladilvity	Slips out of nursery room and goes to		A: Child	B: Caregivers
		playground to search for small animals. Climbs and jumps and move around high		C: Relationship A: Child	D: Environment B: Caregivers
		places without stopping. Moves more when away from their family.		C: Relationship	D: Environment
		Wildres more when away from their family.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Impulsivity	Finds it difficult to play with friends.		A: Child C: Relationship	B: Caregivers D: Environment
		Does not want to take part in sports events, presentations, or graduations because they are not good at performing		A: Child C: Relationship	B: Caregivers D: Environment
		set actions. Suddenly answers questions before they are finished.		A: Child C: Relationship	B: Caregivers
		Cannot stand in a line and wait for		A: Child	D: Environment B: Caregivers
		instructions on how to play a game.		C: Relationship A: Child	D: Environment B: Caregivers
		Hinders or disturbs friends.		C: Relationship	D: Environment
		Interposes in the conversation or game.		A: Child C: Relationship	B: Caregivers D: Environment
	4 Other	(Give details)		A: Child	B: Caregivers
		<u> </u>		C: Relationship A: Child	D: Environment B: Caregivers
22		Often exhibits violence towards friends.		C: Relationship A: Child	D: Environment B: Caregivers
Constantly	① Aggressively	Often says rude words to friends.		C: Relationship	D: Environment
quarrelling with people		Can not observe other's feelings.		A: Child C: Relationship	B: Caregivers D: Environment
	② Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Excessive resistance	Does not listen to what the nurse or		A: Child	B: Caregivers
	(Precautions) Does not include the extended period	caregiver is saying. Interrupts the nurse or caregiver instead of		C: Relationship	D: Environment
	where resistance is appropriate for their age (2-3 years old)	listening carefully.		A: Child C: Relationship	B: Caregivers D: Environment
23 Fierce resistance		Throws things when unsatisfied.		A: Child	B: Caregivers
5. 55 . 5515 (41166	② Treat objects rudely			C: Relationship	D: Environment
		Does not treasure toys.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	(Give details)		A: Child	B: Caregivers
		Hates to move the body vigorously.		C: Relationship A: Child	D: Environment B: Caregivers
	① Hates to move	Hates to play outside.		C: Relationship A: Child	D: Environment B: Caregivers
24 Hates exercise	S ridico to move	Does not move immediately and says "I am		C: Relationship A: Child	D: Environment B: Caregivers
	@ Othor	tired."		C: Relationship A: Child	D: Environment B: Caregivers
	② Other	(Give details)		C: Relationship	D: Environment

Item	Content	Evaluation Standard	Yes 🔾	Underly	ing factor
		Never vocalizes.		A: Child C: Relationship	B: Caregivers D: Environment
		Has no reaction to sound stimulation, such as turning around. Is only late to begin speaking, but can understand the meaning well.		A: Child C: Relationship A: Child C: Relationship	B: Caregivers D: Environment B: Caregivers D: Environment
	① Late to begin speaking	Is quite late, both to begin speaking and to understand.		A: Child C: Relationship	B: Caregivers D: Environment
		Is quite late to begin speaking and to understand when between 3-4 years old, but speaks rapidly when between 4-5 years old, is late to say light words.		A: Child C: Relationship	B: Caregivers D: Environment
		Language development is slightly late, but is also out of balance in relation to behavioral and intellectual development.		A: Child C: Relationship	B: Caregivers D: Environment
25		Can speak, but cannot make conversation due to difficulties to in understanding the meaning. However, he/she try's to talk about something related.		A: Child C: Relationship	B: Caregivers D: Environment
Has problems speaking	② Cannot make conversation	Tries to talk, but cannot hold the conversation (unconcerning).		A: Child C: Relationship	B: Caregivers D: Environment
	Cumot make conversation	Just continues what he/she wants to say as a result of talkativeness without caring about the others.		A: Child C: Relationship	B: Caregivers D: Environment
		Cannot understand metaphors and jokes, just the literal meanings.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Talks too much	Talks too much.		A: Child C: Relationship	B: Caregivers D: Environment
	Taiks too madii	Always talk to himself/herself.		A: Child C: Relationship	B: Caregivers D: Environment
		Stammers.		A: Child C: Relationship	B: Caregivers D: Environment
	4 Has dysarthria	Cannot pronounce words clearly.		A: Child C: Relationship	B: Caregivers D: Environment
		Talks quickly.		A: Child C: Relationship	B: Caregivers D: Environment
	⑤ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Excessively hates dirt			A: Child C: Relationship	B: Caregivers D: Environment
26 Nervousness	② Cares about a certain thing			A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Often sleeps in the morning after arriving at nursery school			A: Child C: Relationship	B: Caregivers D: Environment
	② Has a long nap time			A: Child C: Relationship	B: Caregivers D: Environment
27 Easily tired	③ Often feels lazy			A: Child C: Relationship	B: Caregivers D: Environment
	4 Often says "I am tired"			A: Child C: Relationship	B: Caregivers D: Environment
	⑤ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Urinates too much	Almost everyday beyond 4 years old.		A: Child C: Relationship	B: Caregivers D: Environment
		Several times a week beyond 4 years old.		A: Child C: Relationship	B: Caregivers D: Environment
28 Nocturnal enuresis	② Doesn't urinate too much but	Almost everyday beyond 4 years old.		A: Child C: Relationship	B: Caregivers D: Environment
	very often	Several times a week beyond 4 years old.		A: Child	B: Caregivers
	③ Other	(Give details)		C: Relationship A: Child C: Relationship	D: Environment B: Caregivers D: Environment
	① Often goes to the toilet immediately after going			A: Child C: Relationship	B: Caregivers D: Environment
29 Frequent urination	② Often goes to the toilet every other hour			A: Child C: Relationship	B: Caregivers D: Environment
i requerit urmation	③ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Sucks thumbs or other fingers before sleeping			A: Child C: Relationship	B: Caregivers D: Environment
30 Anxious habit	② Puts fist into mouth			A: Child C: Relationship	B: Caregivers D: Environment
① Sucks fingers	③ Other	(Give details)		A: Child	B: Caregivers
	<u> </u>			C: Relationship	D: Environment

Item	Content	Evaluation Standard	Yes 🔾	Underly	ing factor
		Slightly chews fingernails.		A: Child	B: Caregivers
	① Chews fingernails			C: Relationship	D: Environment
② Bites his/her		Chews the entire white portion of fingernails.		A: Child C: Relationship	B: Caregivers D: Environment
nails	② Chews toes	Slightly chews toenails.		A: Child C: Relationship	B: Caregivers D: Environment
	© Chews toes	Chews the entire white portion of toenails.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	® T	Almost everyday.		A: Child C: Relationship	B: Caregivers D: Environment
③ Masturbation	① Touches sexual organs or uses objects to stimulate themselves	2-3 times a week.		A: Child C: Relationship	B: Caregivers D: Environment
3 Masturbation	ulemseives	Once a week.		A: Child C: Relationship	B: Caregivers D: Environment
	② Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Eyes	Blinks frequently, rolls his/her eyes or looks right and left.		A: Child C: Relationship	B: Caregivers D: Environment
	② Nose	Snorts audibly or sniffles frequently.		A: Child C: Relationship	B: Caregivers D: Environment
④ Tic	③ Mouth	Bends or pouts his/her mouth, coughs or makes a loud voice.		A: Child C: Relationship	B: Caregivers D: Environment
4 110	④ Neck	Shakes or turns his/her neck.		A: Child C: Relationship	B: Caregivers D: Environment
	(5) Hands and feet	Trembles, imitates other's behavior or acts obscenely.		A: Child C: Relationship	B: Caregivers D: Environment
	6 Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Takes other's things without	Does not recognize ownership.		A: Child C: Relationship	B: Caregivers D: Environment
	permission	Cannot understand difficult communication.		A: Child C: Relationship	B: Caregivers D: Environment
31		Cannot understand what was said.		A: Child C: Relationship	B: Caregivers D: Environment
Deviates from rules	② Acts without following what the adults have said	Can understand what was said, but often cannot do as told despite having no intention to resist.		A: Child C: Relationship	B: Caregivers D: Environment
		Lacks concentration, distracts from extraneous stimulation easily.		A: Child C: Relationship	B: Caregivers D: Environment
	③ Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment
	① Continually speaks quickly	Talkativeness		A: Child C: Relationship	B: Caregivers D: Environment
	regardless of time and place	Talks suddenly.		A: Child C: Relationship	B: Caregivers D: Environment
32 Very noisy	② Only talks about what he/she is interested in and repeats the same phrases			A: Child C: Relationship	B: Caregivers D: Environment
	③ Talks excess when they are required to pay attention			A: Child C: Relationship	B: Caregivers D: Environment
	4 Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment

Item	Content	Evaluation Standard	Yes O	Underly	ing factor
		Does not choose mealtimes.		A: Child C: Relationship	B: Caregivers D: Environment
		Is very choosy about food, eats little, indulges themselves.		A: Child C: Relationship	B: Caregivers D: Environment
		Does not want to eat.		A: Child C: Relationship	B: Caregivers D: Environment
	(1) Fating	Does not feel hungry.		A: Child C: Relationship	B: Caregivers D: Environment
	① Eating	Cannot use chopsticks, a spoon or fork.		A: Child C: Relationship	B: Caregivers D: Environment
		Can not chew or swallow smoothly.		A: Child C: Relationship	B: Caregivers D: Environment
		Does not sit down to eat.		A: Child C: Association	B: Caregivers D: Environment
		Does not talk or eat with others.		A: Child C: Relationship	B: Caregivers D: Environment
		Is toilet trained extremely late.		A: Child C: Relationship	B: Caregivers D: Environment
		Refuses to go to the toilet.		A: Child C: Relationship	B: Caregivers D: Environment
	② Excretion	Hates to change their dirty underwear or diapers.		A: Child C: Relationship	B: Caregivers D: Environment
33		Excretes in the shade or in an inappropriate place.		A: Child C: Relationship	B: Caregivers D: Environment
Delayed age- appropriate life-	③ Sleep	Disturbs their sleep and waking-up rhythm.		A: Child C: Relationship	B: Caregivers D: Environment
style		Has fragmentary sleep periods.		A: Child C: Relationship	B: Caregivers D: Environment
		Has difficulty falling sleep and waking up.		A: Child C: Relationship	B: Caregivers D: Environment
		Cannot dress by himself/herself (dress order or skill).		A: Child C: Relationship	B: Caregivers D: Environment
	A Dragge and takes off	Does not care about whether clothes are upside-down, forwards or backwards.		A: Child C: Relationship	B: Caregivers D: Environment
	4 Dresses and takes off clothes	Cannot operate buttons and snaps (as a result of lack of understanding of the mechanism or dexterity).		A: Child C: Relationship	B: Caregivers D: Environment
		Does not know the correct order for dressing and taking off clothes.		A: Child C: Relationship	B: Caregivers D: Environment
		Wants to dress in the same clothes everyday.		A: Child C: Relationship	B: Caregivers D: Environment
	(5) Cleanliness	Does not wash hair, brush teeth, clean ears, or comb hair.		A: Child C: Relationship	B: Caregivers D: Environment
		Cannot clean up around him/her.		A: Child C: Relationship	B: Caregivers D: Environment
	Has difficulties preparing to go to school or return home	Cannot understand repetitive behavior.		A: Child C: Relationship	B: Caregivers D: Environment
	① Other	(Give details)		A: Child C: Relationship	B: Caregivers D: Environment

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Appendix 4 Index of Child Care Environment (ICCE)

- 1. How often do you play with your child (stay with child face to face)?

 1) rarely 2) $1\sim3$ / month 3) $1\sim2$ / week 4) $3\sim4$ / week 5) almost every day 2. How often do you go shopping with your child?

 1) rarely 2) $1\sim3$ / month 3) $1\sim2$ / week 4) $3\sim4$ / week 5) almost every day 3. How often do you read books to your child?

 1) rarely 2) $1\sim3$ / month 3) $1\sim2$ / week 4) $3\sim4$ / week 5) almost every day
- 4. How often do you sing songs with your child?

 1) rarely 2) $1\sim3$ / month 3) $1\sim2$ / week 4) $3\sim4$ / week 5) almost every day
- 5. How often do you go to park with your child?
 - 1) rarely 2) $1\sim3$ / month 3) $1\sim2$ / week 4) $3\sim4$ / week 5) almost every day
- 6. How often do you and your child meet with friends or relatives with children of a similar age?
 - 1) rarely 2) $1\sim3$ / month 3) $1\sim2$ / week 4) $3\sim4$ / week 5) almost every day
- 7. How often does your spouse, partner, or other care giver help you with the child?
 - 1) rarely 2) $1\sim3$ / month 3) $1\sim2$ / week 4) $3\sim4$ / week 5) almost every day
- 8. How often does your child eat meals together with both parents?
 - 1) rarely 2) $1\sim3$ / month 3) $1\sim2$ / week 4) $3\sim4$ / week 5) almost every day
- 9. What do you do if your child spills milk purposely?
 - 1) spank the child 2) scold the child 3) discipline in another way (content:
 - 4) determine how to prevent it in the future 5) other ()
- 10. How many times did you spank your child last week?
 - 1) never 2) 1~2times 3) 3~4times 4) 5~6times 5) almost every day
- 11. How many times do you have a chance to talk with your spouse/partner about your child?
 - 1) rarely 2) $1\sim3$ / month 3) $1\sim2$ / week 4) $3\sim4$ / week 5) almost every day
- 12. Does someone help you take care of your child?
 - 1) No 2) Yes

If yes, circle all the following that apply:

- 1) spouse 2) grandparent 3) friend 4) relative 5) neighbor 6) babysitter
- 7) child care professionals from the early childhood education and care centers 8) other
- 13. Do you have someone to consult with about childcare?
 - 1) No 2) Yes

If yes, circle all the following that apply:

- 1) spouse 2) grandparent 3) friend 4) relative 5) neighbor
- 6) child care professionals from the early childhood education and care centers
- 7) director of the early childhood education and care centers 8) babysitter 9) other

Appendix 5 Index of Center-Based Childcare Environment (ICBCE)

I Put the children in					
Category	Subcategory	Items to check	Instructions for each item	Check	Details
1. Basic attributes		Whether they have ascertained the children's basic attributes or not.	Whether they have a better understanding of the children's names, birthdays, ages, genders, and have		This takes certain forms based on the questionnaires. Record and classify the collected information so professionals can make
			accurately recorded them.		flexible use of it. After orientation, provide opportunities to communicate individually with caregivers concerning the children's
			① If whether they have collected and recorded related information such as: natal condition, developmental history, medical history, physical status, diseases, infectious diseases, and the child's		status. At entrance to the nursery school, set some health diagnostic questionnaires, including survey and interview items that follow the commission doctor's advice. Record and organize medical records of vaccinations, health check up, allergies, etc.
			normal temperature when they arrived.		Read the maternity record book for reference, have a good understanding of the prenatal (or pregnancy) situation, growth and development, medical record, vaccinations, etc. Obtain information concerning regular
					health checkups.
		Whether they have a better understanding of the children's health situation.			Collect information about the children's health situation and behavior at home from caregivers when they send the children to the nursery school. Oral and written (contact notes, etc.).
			② Whether they collect data and inspect the child's physical situation and check for diseases, infectious diseases, complexion, physical injury, temperature etc., when the child attends the nursery school and during childcare. ③ Whether they take individual differences into consideration as a form of child-health support.		Check the condition of children's health when they enter the nursery school.
					Create a form that is based on an entire day's observation and can be used to easily confirm whether there is an abnormality without being limited to the examination performed at the entrance of the nursery school. Enter the record time and recorder in an easily understandable fashion.
2. Learn through observation					Create a system where you can contact and consult with the child's doctor/nurse concerning childcare once an abnormality occurs at nursery school.
					If a child is required to take medicine, regulate the pre-medicine system with pre-medicine standards, consult with the receptionist, safely store the medicine, etc.
			Whether they have performed an exact physical examination, infant health		Conduct and record body measurements by performing a physical examination more than once a year, dental checkup, etc.
		2) Whether they have ascertained the children's	checkup, threadworm inspection etc., and made		Implement and record the body-growth evaluation.
		growth situation.	use of the health planning and individual support planning based on the administration's standards.		Follow the doctor's guidance on childcare based on the infant's diagnosis result from the physical examination. Annual health planning scheme.
					The standard of child development has already been confirmed. A united child-development questionnaire has already been implemented in the nursery school.
		3) Whether they have	① Whether they have evaluated the child's		Have a better understanding of the development of psychomotor functions.
		ascertained the children's development situation.	development and made use of individual support		Make a individual development note and classify it.
			planning.		Consult with other nursery staff when recording the development note and make a multilateral evaluation.
					The frequency of use of the development recording corresponds to age; ensure that it is used in individual support planning.

Category	Subcategory	Items to check	Instructions for each item	Check	Details
		3) Whether they have ascertained the children's	② Whether they have		Ensure to communicate with the caregiver concerning the child's situation, in accordance with the contact note.
			shared information with the caregiver concerning the child's development.		Provide daily opportunities to discuss child development with the caregiver. Let the caregivers know about common knowledge concerning child development through "News from Class".
		development situation.	③ Whether nurses have had the chance to improve their		When there is a question about child development, there is somebody to talk to no matter whether you are in or out of the nursery school.
			professionalism concerning child development.		Understand what child development is, take the individual differences and development issues into consideration during caring for the child.
			Whether they have collected information on the		Provide opportunities to individually communicate with caregivers after orientation concerning the child's status.
			child's living habits (sleep,		Create the questionnaire using the set format.
			excretion, ability to dress themselves and shower, eating requirements), play habits, etc.		Record and classify the collected information so that professionals can make flexible use of it.
					Input the necessary items into the survey and questionnaire in order to understand child better.
		4) Whether they are aware of the children's living habits.	② Whether they are aware of how the child behaves at home.		Collect information directly from caregivers concerning eating, excretion, sleeping, and playing at home habits.
2. Learn through observation			③ Whether they know the child's health situation during childcare.		Observe and record the children's physical and mental health when taking care of them, such as eating, excretion, nap times, feelings, and temperature.
			Whether they have ascertained the child's 24-hour rhythm.		Observe and record the respiratory condition of the child during their nap. Measure the child's life rhythm and self-activity, ensuring a stable and
					balanced lifestyle. Regulate the life rhythm and prepare for them for entry into elementary school.
		5) Whether they have a better understanding of peer relationship situations. 6) Whether they know the children's childcare history.	① If they have observed the parent-child attachment when they come to the nursery school.		Observe and record the attachment and association between caregivers and children and confirm whether he/she should be observed throughout the gradual entry into nursery school.
			Whether they have observed the child's relationship with the caregiver and the playmate.		Observe child changes (relationship with friends, child care professionals, caregivers) as sessions change.
			Whether they ascertained childcare history during the nursery school entrance interview.		Record the period, reasons for being sent to the nursery school, kindergarten, infant home, or child care institution, and the child's situation during that time.
		7) Whether they have ascertained the surroundings of the children.	Make sure to record the child's behavior, such as behavioral problems, behavioral disorders, autistic tendencies, bad habits (licking figures, nail biting, stuttering, tics, frequent micturition, hair-plucking, etc.).		Know and record problematic behavior that is untypical for the child's age and the characteristics of the behavior disorder.
3. Protection and Advocacy		1) Whether the children can protect their own rights.	Whether the child is suffering from abuse (physically, emotionally,		Conduct early detection and early correspondence concerning child abuse and inappropriate childcare. Cooperate with the authorities if necessary (Consult with related authorities).
	(1) Basic human rights		neglect, or sexually).		Notice signs of abuse, clarify the measures to take when suspecting one's is the victim of abuse.
			② Whether the spokesperson (caregiver/adult) for the child can		Ascertain the "optimal benefits for children". Treat children with kindness. Take the diversity of the child
			actually speak for the child and teach self-affirmation.		(gender, race, culture, religion) into consideration.

Category	Subcategory	Items to checked	Instructions for each item	Check	Details
			Whether they have considered the appropriate		Choose an individual room for consultations and interviews in order to protect privacy.
			time and place for interviews and consultations.		Consider the schedule of the night- nursery school users and make the interview times more flexible.
		Whether they know basic interview methods and how to			Make sure to record the interview status.
		talk when observing the entire			Make efforts to relieve the caregiver's anxiety and discomfort.
		structure of a family.	② Whether they can show acceptance,		Respect the will of the caregivers.
	(1) Basic		empathy, listening, and a nonjudgmental attitude.		Treat caregivers nonjudgmental, evaluate (coping) families' efforts positively.
. Basic attribute	attribute				Ensure that the caregiver has a clear understanding of the safety of their personal information.
					Obtain and record the basic attributes (name, gender, birthday, family structure, address, contact note) of the caregiver.
		2) Whether they can obtain the basic attributes.	Whether they have recorded the first names of the family members, gender, birthdays		Obtain and record the caregiver's employment situation (work place, work time, contact note).
			(ages), addresses, family structure, living partners.		Obtain and record the emergency contact details of caregivers.
					Obtain and record the emergency contact details of any pickup person that is not the child's caregiver.
		1) Whether they are aware of the problems in the families.	Whether they have recorded the date of the interview, reasons for asking for a consultation and the primary topics they discussed.		Obtain and record the caregivers' opinion on childcare.
					Obtain and record the time when the problem occurred (duration and frequency).
					Obtain and record the origin (when, where, whom, what happened) of the problem.
					Record and understand the feelings and attitude towards managing the family problem.
					Obtain and record how their life has changed since the problem occurred.
					Obtain and record who is taking charge of dealing with the problem in the family.
					Learn and record how they deal with the problem.
2. Comprehension f family	(1) Family structure	2) Whether they are aware of the histories of the families.	Whether they recorded the family experience as necessary.		Obtain and record family history as necessary.
			① Whether they recorded the families' support situations (the role of family members) as necessary.		If necessary, obtain and record whether family members work togethe on childcare.
					Ascertain how they communicate with the child.
		2) Whather they are aware of	② Whether they have recorded how the family		Ascertain the frequency and time spent playing together.
		3) Whether they are aware of the child-rearing ability of the	gets along with the child (how they communicate with		Ascertain whether they eat together. Ascertain the sleeping habits of the
		families.	the child, frequency of and time spent playing together,		child.
			opportunities to eat together, sleeping habits,		Ascertain whether they spend time reading to the child.
			reading frequency, if they go shopping together, feelings towards each other).		Ascertain whether they have the opportunity to go shopping with the child.
					Ascertain how they feel about the child.

Category	Subcategory	Items to checked	Instructions for each item	Check	Details
					Confirm whether the child is suffering from physical violence (physical abuse) or not. Confirm whether the child is suffering
		1) Whether the families can	If they can guarantee the children's health and safety, avoid abuse, respect the		from sexual abuse or not. Confirm whether the child is suffering from psychological abuse or not.
		protect the children's rights.	children's development with age, protect their rights, and protect them from abuse.		Confirm whether the child is suffering from neglect (disregard, lack of protection) or not.
					Listen to the child's opinion and see if the solution is appropriate for their age.
3. Protection and Advocacy	(1) Basic human rights	2) If they can treat the child with kindness and protect their rights.	Whether they know and protect the following rights: right to information (information access rights), right to express their opinions, self-determination rights, right to receiving services, right to avoid abuse, protection of privacy, respect of their personalities as human beings, protection of property, and right to avoid discrimination.		Ensure that they are protected by the fundamental human rights (article 11 of the constitution), rights pertaining to the pursuit of happiness (article 13), ensuring the basic security of a healthy/cultural life (article 25), educational rights (article 25), educational rights (article 26), rights to work (article 27), basic legal rights pertaining to labor (article 28), and extend this to rights to live in a non-discriminative society, rights to accept individual care, rights to accept individual care, rights to accept high-quality services for individual problems, rights to make their own choices, rights to accept the understandable information of a user, rights to express opinions, queries, complaints, and rights to protect their privacy. However, parents who are abusing their children and husbands who engaging in domestic violence may want the mother/child back from the shelter. In this case, use "the right to know" as an excuse for not complying with their wishes. Concerning the facility, there are many cases where it is difficult to decide which parent can keep the child because of problems between husband and wife. In these situations, we must ascertain who should have custody. Respond "That is not within the answer range." when an unrelated person asks about this.

☐ Desirable environment for children						
Category	Subcategory	Items to checked	Instructions for each item	Check	Details	
		Whether appropriate childcare space is provided	Whether they have made efforts to build a childcare room or yard with consideration for the children's daily lives and study habits.		Make efforts to achieve expected childcare level.	
			② Whether they have made efforts in relation to the childcare space and furniture, taking daily childcare into consideration.		The children should have easy access to sanitary furniture of a suitable size and chairs that can be adjusted according to the children's heights.	
	(1) Material environment		Check whether comfortable temperature, and indoor humidity are taken into consideration.		Provide air conditioners with moderate temperature and gas exchange functions.	
1. Childcare environment			Make sure an appropriate indoor light is provided.		Adjust the light during the children's daytime naps and sleeping periods.	
CHVII CHINOTIC			⑤ Take sound adjustment into consideration.		Pay attention to the sound and volume of the environment and maintain silence in accordance with the situation.	
		2) If there is sufficient childcare space for the children's lifestyles and study habits	① Check whether secure and comfortable space is provided.		Provide relaxing spaces and time periods.	
			② Provide a environment accepting diversity.		Ensure that childcare materials and textbooks refer to diverse genders, races, ages, abilities, and cultures.	
			③ Check whether there is enough space for meals.		Check whether an environment is provided where children can eat by themselves.	
			④ Check whether they provide convince for disabled children and their caregivers.		Check whether there are entrances, exits, and toilets available for wheelchair users.	

Category	Subcategory	Items to checked	Instructions for each item	Check	Details
	(1) Material environment	3) Whether community situations have been ascertained	Check whether they have ascertained related information such as: the residence patterns of the neighbors, age group of the residents, the migratory and migratory trait history, the culture of the residence, the existence of an amusement ground for children, security and transportation features, and industries in the region related to childcare.		Make an effort to ascertain the regions in which users are living in and as a result, learn childcare requirements for the region.
			① Ensure the safety of the surroundings and sanitary status of goods that directly touch the mouth.		Take careful consideration of the materials toys are made of and disinfect the toys regularly.
		1) Whether safety is taken into consideration	© Ensure the safety of the area, roads, parks, and facilities where children often play.		The characteristics of facilities such as parks, walking paths, etc., and that of traffic density should be ascertained. It is also important to ensure that children are secure at these places and to confirm whether an official document is maintained when they are out of the nursery school.
			① Check whether facilities and caregivers implement and confirm contact procedures in case of an emergency.		To handle emergencies in the nursery school, inform the users of the emergency measures as necessary, such as placing post-it notes in the public area.
	(2) Safety	2) Are there any emergency measures in place for crime prevention, disaster preparedness	② Confirm the caregivers' address in advance (not only the address of caregivers' workplace but also the relatives' addresses, and keep other contact information except mobile phone number).		Occasionally, a caregiver's contact address cannot be a certain method of contacting them, so obtain additional contact information.
			Check whether interphones can be used to confirm the visitors.		Set a system to check when and who comes to visit and when they return.
1. Childcare environment			The whether a prevention device and burglar bell are provided. It is better to cooperate with the security company.		It's better to be in contact with the security company, and have alarm device that is directly connected to the police.
			(§) Check whether emergency measures for disasters have been confirmed and been implement or not.		Refer to numbers 1 and 7, consider how to take measures and how to cooperate with the caregivers and related institutions.
			Conduct the disaster drill regularly.		When performing the disaster drill, discuss whether improvements can be made. Consider using a circular method, a disaster-drill rule and ensure the participation of the office staff. Check whether it is feasible to perform a roll call.
			⑦ Check whether the address and map of regional medical places are posted in visible place.		Ensure that it is easy to understand for both users and professionals .
		3) Whether they conduct safety education	danger (such as shouting in a loud voice, running into a crowd, etc.)		Check whether safety education is included in the instruction programmed.
			① Ensure an instruction programmed based on the childcare and education course is in place.		Check whether documents concerning childcare in each nursery school are up to date.
		Whether the childcare has been adjusted in accordance with age of child and age of infant	② Provide daily exercise based on special needs and special support (for 0-3 years old).		Although a regular life rhythm is very important, please make efforts to create a 24-hour lifestyle plan.
	(3) Contents of childcare		Cooperate with the caregivers, at the same time, do not forget the child's own pace.		Adjust the nap times after taking their sleeping habits into consideration. Adjust children's life rhythm with consideration for the life rhythm that they expect.
			Keep a balance between communal play periods and relaxing periods in the daily activities.		Check whether there is an alternative environment for children so that they can choose between outside or indoors.
			Check whether the childcare environment is adjusted to the children's development and interests.		Check whether there is a play area for children to have fun and that sufficient toys are provided.

Category	Subcategory	Items to checked	Instructions for each item	Check	Details
		Whether childcare complies to seasons and regionalism	① Check whether evening activities are arranged considering the seasonal and regional characteristics. ② Check whether the earnest talks, events and sports meetings are held at a convenient time for the		Check whether seasonal and regional characteristics have been taken into consideration. Attend the earnest talks, events, and sports meetings. Set a flexible time for caregivers so that they can attend in their own good
			① Consider the nutrition balance and seasonal foods.		time. Provide more opportunities to access to food appropriate for the time of year, cultivate a sense of season by talking during the meal.
			© When dealing with children with food allergies, not only the caregivers suggestions but also doctors' diagnosis should be taken into consideration.		Obey doctors' diagnoses when dealing with children with food allergies. Formulate solutions based on the allergen, symptoms, methods of cooking, and seasons. Set regular meetings to discuss it.
1. Childcare environment	(3) Contents of childcare	3) Whether efforts are made in relation to foods	3 Check whether efforts are made in relation to table manners and children with picky food habits.		Discuss the picky food problem in each class or in nursery school (Please do not force them to eat what they dislike but remind them that leaving food on the plate is not allowed).
			4 Check that children are able to have a relaxed meal.		Create a very peaceful atmosphere and relaxed conversations during meal times.
			⑤ Ensure the safety of the tableware.		Children can use tableware and furniture that is suited to their sizes.
			® Encourage children to take part in cooking activities for food education, thus promoting their interest.		Encourage children to approach all kinds of food material and learn to cook, thus developing their interest for food.
		4) Whether they have made preparations for primary school	Cooperate with caregivers to adjust the life rhythms of elder children when they attend primary school.		In order to adapt to the life rhythms of primary school, adjust their life rhythm in nursery school in advance.
					Encourage the caregivers to make a plan of the pace, and apply it if possible.
		1) Whether there is sufficient guarantee of a shift system	① Check whether the work that is passed on to the next shift can be guaranteed in a shift system.		Concerning the handover of work, it is necessary to record every child's situation. Do not forget any details. However, make an effort to make the contents brief in order to allow its practical application.
		Whether there is a self- evaluation manual for professionals	② Something associated with basic abilities (outsight, attention, insight, judgement sense, emphasis, flexibility, creativity, knowledge, technology, creation of a trust relationship, judgement of propriety).		There is a self-evaluation manual concerning absorbing these projects.
		3) Whether there is a system that allows the persons in charge to share the information together.	③ Confirm that it is no single person but multiple people capable of conducting the same task (like a backup system) so that they can relieve the burden from a certain specialized position.		The burden of professional occupation could be lightened by the support of multiple persons, thus, we should make an effort to make it systematic.
3. Human environment in childcare	(1) System of childcare	4) Whether there is a chance to implement further training to improve their professions.	Check whether there is an opportunity to implement further training.		To improve the professional abilities of childcare workers, childcare knowledge, technology and ethics, we should adjust the OJT, OFF-JT, and SPS systems in the nursery school.
Gillidgal e		5) Whether it manages information in an appropriate way	© Check whether there is a document format for recording reports and whether the recording reports are properly arranged and managed.		Set a necessary form for the reports such as meetings and researching and, in the case of consultations, decide effective solutions.
		6) How do you deal with dissatisfaction?	(iii) Check whether there are windows corresponding to suggestion, injustice and discontentment.		There is a system within the nursery school and it is decided and informed to caregivers by the third party.
		7) Whether an objective evaluation has been conducted	① Check whether there is a		Estimate whether to accept the evaluation from a third party as an opportunity to improve the service quality of nursing school. There are many reference materials and books concerning third party evaluations. You can use them to evaluate yourself.
	(2) Cooperation among professionals	Check whether there is a place for communication among all of the staff and professionals	Check whether there is a place to communicate with the chairman, the chef, and the staff regularly.		The topics of meetings vary. For example, head teachers, class-representatives meetings, professional conference, food-supply meetings, nursery centers, or kindergarten seminars.

Category	Subcategory	Items to checked	Instructions for each items	Check	Details
					Understand support contents and usage, not only primarily focused on areas such as insurance, medication, and welfare, but also education, law, and judicature. Collect information pertaining to the time of reception, counter, necessary formalities.
					Make a list of the functions of local related institutions, a contact note, application hours, etc., post it in a visible place and share the informatic with staff.
			① Confirm whether they respect the current situation of other organizations or		Create a list of emergencies (sudden illness, accident, incident, fire, earthquake, etc.) and include a list of organizations that can provide cooperation, especially medical institutions, fire stations, and police stations. Make a list of this information and post it, and make a system available in the nursery school
			institutions.		To ensure safety, create a cooperative relationship with the security company and regional police station. Be aware of the regular patrols and how to receive support in case of an emergency.
					Keep manners and respect for your fellow workers in mind. Cooperate from mutual viewpoints.
	(1) Organization cooperation				Explain to the cooperation professionals about the extended childcare situation (child, caregiver, staff), service content (childcare time accommodation childcare, emergenc childcare, temporary childcare, sick children, childcare for convalescent children), children who attend nursen school (age, number of children, etc.) and the user (caregiver).
					By having a regular place for discussions, people can learn more about the functions of each professionals in detail. It is possible to know each other's limitations and confirm the division of works.
					In case of emergency, be aware of how to contact the police, firefighters security company, and ensure that the contents of the cooperative arrangements that have been decide are well known by staff.
			© Confirm whether they pay attention to cooperation that make use of professionals.		There is a system of acceptance and cooperation with regional supporters (volunteers). There are opportunities to participate in nursery-school even and communicate with other people about daily childcare.
					Professionals, as a form of social worker, should cooperate with the people in the social support network, which includes volunteers, NPOs, etc., to encourage the development of support skills and to attract more people to become members.
					They should especially make efforts to popularize knowledge about extended childcare and request more cooperation.

	Subcategory	Items to checked	Instructions for each items	Check	Details
		2) Confirm whether they share information.	Confirm whether they try to share necessary cooperation information with professionals in conferences, writing, or orally.		The recording style is easy to understand and the support content format is flexible. Ensure that there is a common understanding of the terminology and phrases. Ensure that there is a place and regular opportunities for professionals to exchange information. Be clear about what kind of services can be provided in extended childcare during the cooperation. Share the information with relevant organizations (the use of meeting places, various group activities, public activities, and the website). Professionals are equipped with
					technology that can benefit the ability to hold conferences, both in writing and orally. The necessary information is required for cooperation is only the minimum information based on the supporting purpose, so do not only focus on the information collection. Establish a kind of harmony
		3) Confirm whether they encourage the self-determination of the user.	Confirm whether they respect the will of the service users and give a detailed description of the cooperation.		relationship (rapport) based on mutual trust and someone available to talk to. Obtain an agreement with them by providing prior explanation. Explain the content in an understandable way and avoid complex terminology as much as possible.
	(1) Organization cooperation	4) Confirm whether they encourage the self-determination of the user.	① Confirm whether they respect the will of the service users and give a detailed description of the cooperation.		Provide an opportunity to hold discussions at any time, depending on the user's will. Hear their story, listen to them carefully, and try to understand the hopes and values of users. For a long time childcare users have chosen a suitable time and arranged discussions with users by taking into account the working time. For the extended childcare service users, set a appropriate and convenient time for conversation by taking their work schedule into consideration. Pay attention to support for users' regional characteristics and take the users' convenience into consideration.
			② Confirm whether they allow the service users to choose services through their own will.		Remember that the decision of choosing the service belongs to the users, and provide necessary information so that they can choose services at their own will. Make the users understand the importance of communicating about family problems in daily life, and make efforts to help them make decisions around the key person. Help the users communicate with peers who have the same problem. Guide them on how to encourage each other and share information to solve the problem.
		5) Confirm whether they engage in flexible cooperation.			Make a connection between the people in the region by participating in regional discussions and in the residents' communal activities in daily life. Obtain general information on daily life, such as the support shift, schedule and contents. Discuss the cooperation cases if necessary and determine the role of each institution and professional, and confirm the support direction. Despite the regular meetings, have other contact methods in daily life, such as a mobile phone number, fax, or internet. Set a system that positions a responsible person in charge of the inquiry; this person must be in contact with other organizations and must have a shift that does not change.

Category	Subcategory	Items to checked	Instructions for each items	Check	Details
					Ascertain their satisfaction with their health condition (mental, physical) and keep it on record.
		1) Confirm whether they know the changes of the children and family.	Confirm whether they grasp how the children and family have changed by using the service and whether it can contribute to the appropriate support.		Do not miss any changes in the status of the support users (children and caregivers), remember to provide the support from the child's perspective. Record the users' information and the supporting process at any time and confirm it with the person in charge. During the meeting, report the changes in situations 1-3 to the relevant institutions we discussed previously, reassess the support activities make use of support adjustment.
1. Create a network	(2) Support evaluation	Confirm whether they take individual differences into consideration.	Confirm whether they evaluate the support by taking individual differences among children and families into consideration.		No child or family is identical. Listen to the users carefully, understand and respect their preferences, hopes, values, life beliefs, and cultural backgrounds. Be aware of the diversity of caregivers' work and life situations as well as the children's during the extended childcare sessions.
		3) Confirm whether they take individual differences into consideration.			Record the individual cases and expectations of children and caregivers in a predetermined format. Correct and revise the report when something changes, ensure that the change process is understandable. Information about the individuality of children and families can be utilized by sharing it among professionals.
		4) Confirm whether they implement feedback.	By confirming the situation and results of the users, confirm whether they provide a supporting plan whenever necessary, and adjust and improve the supporting methods based on the situation.		Confirm the situation of the users regularly or at any time, adjust the supports when necessary.
2. Protection and advocacy	(1) Right to protection according to the cooperation	Confirm whether they perform the correspondence with consideration for the rights and profits of users.	Check if a professional in each institution makes efforts to protect the rights and profits of children and families.		During the cooperation, explain carefully what kind of rights children and families have. Make efforts to cooperate with aidrequiring children's associations (child-protecting network) such as commission doctors, regional child consultation centers, welfare offices, welfare officers, children committees, health centers, municipal health centers, etc. if the children and the family's rights are threatened, for example, through abuse or domestic violence.
					When unsure whether children are suffering from abuse and violence, please cooperate with the police, judicial institutions, and child consultation centers. Nursery schools always provide support on the parentchild side. The role of professionals from relevant organizations, regions, and administrations is to ascertain what kind of services the users require and
		2) Confirm whether they make efforts to improve awareness of the human rights of professionals.	Confirm whether they make efforts to popularize human rights by holding workshops that focus on advocacy of children's and family's rights.		provide these services for them. Participate in the outside training that focuses on rights protection. Take careful consideration of the division of work when participating in the training. There is an opportunity to share information and learning that you have obtained elsewhere during training with the in-house staff during the seminar. Make the summarized information and research report can be viewed.
					Consider the users' rights and always keep the respect for the users in mind during the training in nursery and daily childcare. From the perspective of children's rights protection.

Category	Subcategory	Items to checked	Instructions for each items	Check	Details
	protection s				Do not divulge information on users that is obtained during the support period.
			① To implement the principle of the confidentiality obligation.		Explain the details to users and obtain permission from them in advance when you are required to share personal information.
		3) Confirm whether they			During the cooperation, only share the minimum amount of information for the support purposes.
2. Protection and advocacy		sufficiently take privacy into consideration.			Protection of things that require special attention.
			© Confirm whether they perform information management to sufficiently protect personal information.		Remain in a predetermined place and select an administrator. Make the storage place a secret only among the staff. Lock the door and it is prohibited to take the information out of the nursery school.
					Comply with the rules that are strictly set to protect personal information in necessary situations such as in meetings.

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