A Literature Review of Yogo Teachers' Responses to Child Abuse


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Purpose: The objectives of this study were to review trends in research on school responses to child abuse, and to identify the current status and issues regarding responses to child abuse by Yogo teachers, the only health professionals placed in schools.

Methods: We searched the Japanese literature from 2000—when the Child Abuse Prevention Law was enacted—to 2010 in Japana Centra Revuo Medicina Web, Ver.4 and Citation Information by The National Institute of Informatics (CiNii) using the keywords “child abuse,” “school children (elementary and junior high school)” and “Yogo teacher.” The research design, methods, and contents of these studies on school responses to child abuse were sorted for analysis.

Results: Eleven academic journal articles were retrieved, of which three were studies of Yogo teachers. Analysis of the eleven articles generated four general types of responses: “support for child abuse issue,” “calls for improvement of school organizational systems,” “workshops about child abuse,” and “informing teachers about relevant systems and laws.” The results demonstrated that Yogo teachers were often in positions where child abuse could be detected at an early stage, and in many cases they were practically involved.

Discussion: Yogo teachers were highly aware of their roles and potential roles in child abuse cases. Additional experimental studies should be conducted to examine specific support that would help promote school responses to child abuse issues. Yogo teachers should be permitted to fully exercise their professional knowledge in the school’s response to child abuse issues from preventive perspectives. Future special investigations on the expert-team support involving families should be conducted with Yogo teachers.

Keywords: child abuse, yogo teacher, support

1. Introduction

Children’s physical and mental health has been greatly impacted by recent rapid changes in lifestyle and the social environment due to urbanization, an aging population with a low birthrate, and an information-oriented society, and their health-related problems have also become more diverse and complex. Among these problems, the issue of child abuse has become increasingly dire and is a social problem that requires immediate attention (Japanese Society of School Health, 2010). There is a constant flow of serious cases resulting in death and human rights violations of children, as well as a continuing number of consultation cases brought to child guidance centers (Health and Welfare Statistics Association, 2008; Statistical Association Health Foundation, 2008). These facts suggest that child abuse is a leading social problem that should be urgently addressed. To this end, the Japanese
government introduced the Act on the Prevention of Child Abuse (hereafter, the Child Abuse Prevention Law) in 2000 to raise social consciousness about child abuse. In April 2004, this law was revised as follows (The Ministry of Health, Labour and Welfare, 2007a). This amendment shows the considerable efforts taken to reinforce early detection and prevention of child abuse, by extending cases that must be reported from those involving “abused children” to those involving “potentially abused children.” After such efforts, child abuse cases are continuing to increase in terms of seriousness and amount of news coverage as well as number of reported cases and consultations (The Ministry of Health, Labour and Welfare, 2007b).

In regard to school responses to child abuse, in January 2010, the Ministry of Education, Culture, Sports, Science and Technology issued a notice called Promotion of Appropriate Child Abuse Prevention in Institutes Such As Schools, where the effects of prevention are targeted (The Ministry of Education, Culture, Sports, Science and Technology, 2010). The notice advocates the promotion of appropriate child abuse prevention in institutes such as schools and emphasizes the following points: (1) encouragement to follow laws on child abuse prevention, (2) encouragement to administer appropriate preventive measures against child abuse in institutes such as schools, (3) promotion of child abuse prevention actions suitable for community situations, and cooperation with related organizations such as school boards and social welfare bureaus for children, and (4) encouragement for schools and school boards to improve teacher training programs related to responsiveness to child abuse by actively using the training materials published by the Ministry of Education, Culture, Sports, Science and Technology, entitled Child Abuse Prevention and Schools (The Ministry of Education, Culture, Sports, Science and Technology, 2010).

Yogo teachers are school nursing professionals who have teacher’s license and responsible for promoting the physical and psychological health development and education of “children and students” in Japan, and are the only health professionals placed in schools (Japanese Association of Yogo Teacher Education, 2007). In 2007, the Ministry of Education, Culture, Sports, Science and Technology published Guidelines for Yogo Teachers on Child Abuse in order to help them improve their responses to child abuse, and also encouraged them to use the guidelines effectively (The Ministry of Education, Culture, Sports, Science and Technology, 2007). Yogo teachers in school health rooms are in a unique position to detect physical and mental abuse cases more easily than other school teachers and staff. Therefore, Yogo teachers are expected to detect and respond to child abuse at earlier stages; indeed, this is the rationale underlying the Ministry issuance of the guidelines for Yogo teachers.

Internal and external cooperation with other relevant organizations is essential for schools to respond properly to child abuse. While laws stipulate the need for early detection and obligatory reporting alongside close cooperation across different professions, some studies show disparities in the perceptions held by administrators, school teachers, and staff members (The Ministry of Education, Culture, Sports, Science and Technology, 2006; Tamai, 2007). In addition, other studies report that the levels of promotion of inter-professional cooperation vary by community; in some communities cooperation systems have not been functioning well or have not even been established (Shibasaki, 2006). Naturally, approaches in response to child abuse will differ among school administration, homeroom teachers, heads of student discipline, and Yogo teachers, as a result of their particular positions. Therefore, the role that Yogo teachers play in the prevention of child abuse is of great importance.

Accordingly, there are high expectations on Yogo teachers to detect child abuse cases early and to implement preventive measures where possible. We also urgently need to identify factors that promote or hamper internal and external cooperation between Yogo teachers and other relevant organizations.

Footnote
A “Yogo teacher” is a special licensed educator who supports children’s growth and development through health education and health services on the basis of principles of health promotion in all areas of educational activities in school. (A resolution of Yogo teacher’s General Meeting at Tokushima city in Japan, 2004)
2. Purpose

The objectives of this study were to review previous studies on school responses to child abuse in order to identify research trends, investigate the current status of Yogo teacher's responses to child abuse, and summarize issues that still need to be addressed from the perspective of preventive measures taken in the field of school health.

3. Methods

3.1. Selection of Papers and Literature for the Study

We conducted a literature review of Japanese academic journal articles with descriptions of school responses to child abuse, in accordance with the aims of the present study. The search covered articles published between 2000, the year that the Child Abuse Prevention Law was enacted, and 2010, using Japana Centra Revuo Medicina Web, Ver.4, and Citation Information by The National Institute of Informatics (CiNii). The keywords used to conduct the search were “child abuse,” “school children (elementary and junior high school),” and “Yogo teacher”. We adopted academic journal articles, but case studies, short abstracts, and editorial comments were excluded. Foreign literature was excluded from the study because school responses to child abuse would be influenced by differences in national educational systems as well as in health and welfare systems.

3.2. Analysis

A literature review form was created for subsequent analysis. Articles were chronologically listed along with journal titles, objectives, methods, results, issues to be addressed, and keywords. Then, through a review of the contents of articles and focusing on optimal responses to child abuse by school teachers/staff and Yogo teachers who were involved in the reported cases, we identified issues to be further addressed.

4. Results

4.1. Literature Reviewed (Table 1-1, 1-2)

A literature search for articles published in Japana Centra Revuo Medicina Web, Ver.4 and Citation Information by The National Institute of Informatics (CiNii) from 2000 to 2010 using the keyword “child abuse” yielded nearly 6,000 articles, but a large number of them were related to community health and medicine such as pediatrics, psychiatry, and forensic medicine, as well as social welfare. A search using the keywords “child abuse,” “school children (elementary and junior high school),” and “Yogo teacher” yielded 28 articles. A limited search using “yogo teacher responses to child abuse” yielded only three academic journal articles. Of the 28 articles found for all keywords, 11 academic journal articles involving quantitative research were relevant to this study investigating school responses to child abuse.

A chronological review of the literature revealed that the highest number of publications was in 2007 (7 articles), followed by 2009 (3 articles), and 2003 (1 article). Beginning in 2003, a study (Iiedy, 2003 [1]) about suspected cases of child abuse was conducted by researchers at a nursing college offering courses in Yogo training.

4.2. Analysis of Yogo Teacher Responses to Child Abuse

Reviews and analyses of the 11 academic journal articles on school responses to child abuse generated 4 categories: “support for child abuse issue,” “calls for improvement of school organizational systems,” “workshops on child abuse,” and “informing teachers about relevant systems and laws”. The following descriptions report the details of each article within these categories. Numbers in square brackets correspond to the articles reviewed.

4.2.1. Support for Child Abuse Issue

Beginning in 2003, in a review of child abuse cases detected by Yogo teachers, Idei [1] found that, among teachers working in schools where there were suspected cases of child abuse, 25.5% were from elementary schools and 16.7% were from junior-high schools, suggesting that elementary schools have more cases of child abuse.

Tsunoda et al. (2007) [5] reported that Yogo
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<td>学校×福祉×学校保健: 小学校教員の虐待に対する知識</td>
<td>部屋正子, 東村ゆう, 他</td>
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Table 1-1 List of Studies and Summaries Reviewed

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Understanding each other and discussing what to do together are important.

Child abuse, one's view of life, intervention, cooperation, awareness; therefore, having school council meetings and cooperation with related organizations, and improving communication systems, (2) Improving workshops and building comprehensive detection of child abuse. (1) Almost all principals and vice principals were likely to have more knowledge about responses to child abuse, and they had involvement with potential child abuse cases. (3) Difficulties teachers found in involvement with potential child abuse cases were (1) 86.4% teachers reported that their schools had internal systems to respond to child abuse, (2) Main members of discipline and effects. (3) Standardized criteria to identify child abuse are necessary as alternatives, (2) Workshops should cover not only types of laws of discipline and effects. (4) Behavioral problems, such as "unable to focus in class", deviated from the image of abuse. Significant differences were observed by year of working, (3) Signs of abuse varied from noticeable behaviors to improperly treated. (1) 32.1% of teachers had cooperated with, (4) 93.2% of teachers were aware of obligatory reporting, and 88.6% agreed with necessity of attendance of child abuse workshops. (2) Less than 30% of teachers were aware of laws on child abuse prevention, (3) 60% of schools did not have school internal team systems and lack of technical knowledge may lead to unstable responses in schools. (1) Principals and vice principals were likely to have more knowledge about responses to child abuse, and they had cooperated with, (4) 93.2% of teachers were aware of obligatory reporting, and 88.6% agreed with necessity of involvement with potential child abuse cases. (1) 86.4% teachers reported that their schools had internal systems to respond to child abuse, (2) Main members of discipline and effects.

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School Teachers' Responses to Child Abuse

Table 1-2 List of Studies and Summaries Reviewed
teachers who experienced dealing with suspected cases of child abuse comprised about 70% of their sample, and Oto et al. (2009) [9] found that 69.1% of their sample were Yogo teachers reporting involvement in suspected child abuse cases. Thus, Yogo teachers are more likely to be involved in such cases than other teachers and staff.

In terms of teacher and staff concerns and perceptions about their roles, Shibuya (2007) [8] reported that 85.7% of elementary school teachers and 79.5% of junior-high school teachers in his study were aware of the legal stipulation that “staff and organizations related to social welfare for children should strive for early detection of child abuse.” Oto et al. (2009) [9] stated that most Yogo teachers in their study were highly concerned about child abuse and aware of their responsibility for early detection, indicating the strong concerns exist about child abuse within schools.

Tsunoda et al. (2007) [5], investigating signs of child abuse for detection, reported that child abuse cases detected by Yogo teachers in schools were likely to involve physical abuse and neglect. This is because wounds and behavioral changes are thought to be most noticeable. However, wounds and bruises resulting from abuse often occur on parts of the body or head that are covered, so Yogo teachers, who need to observe and touch children's bodies when they visit school health rooms for illness or injuries, have an advantage in finding hidden signs.

Nagatomo et al. (2007) [4] reported that, in many cases, the signs of suspected child abuse that teachers detected were “unnatural things in daily life” such as “unnatural wounds on children's bodies,” “dirty clothing,” and “children's cruel behavior to other living creatures.” They also reported that teachers often did not suspect child abuse from abnormal behaviors such as “children's obsession with eating or no appetite” or “lack of concentration in class,” because teachers did not regard them as signs of abuse.

In regard to parents, Nagatomo et al. (2007) [4] found that while most teachers suspected child abuse based on “parental violent behaviors,” many teachers did not regard “being unable to contact parents” or “parental refusal to see teachers” as potential signs of abuse. While both general teachers and Yogo teachers regarded physical abnormalities such as wounds and untidy dress or hair as signs of potential abuse, caution levels clearly differed between them. General teachers did not regard children's “obsession with eating or no appetite” as a sign, but Yogo teachers did and also noted this alongside inadequate physical growth and lack of care including “not eating well.” On the other hand, concerning “unnatural things in daily life,” homeroom teachers were more likely to regard these as signs of abuse compared to Yogo teachers, and to suspect and detect cases when these signs were observed (Fukuoka et al. (2007a) [3]).

Additionally, concerning perceived difficulties in responses to child abuse, Oto et al. (2009) [9] stated that the most frequently reported issue that Yogo teachers found difficult to handle was “interaction with parents,” followed by “identifying an abuse case,” “level of intervention in family issues,” “cooperation with other organizations,” and “internal cooperation within schools.” Fukuoka et al. (2007a) [3] and Fukuoka et al. (2009) [10] reported that teachers found “possible risk of upsetting trusted relationships with parents” and “proper level of intervention given individual privacy” were difficult issues when responding to child abuse. Nagamoto et al. (2007) [4] also found that 90% of teachers in their study found it difficult to identify individual cases as abuse, and Tanaka et al. (2007) [2] and Saito et al. (2007) [7] reported that many junior-high school teachers had difficulty dealing with problematic families. These findings indicate that dealing with parents and guardians in instances of child abuse is challenging.

However, Tsunoda et al. (2007) [5] reported on elements of cases that Yogo teachers felt were handled successfully. These included “working as a team rather than leaving the homeroom teacher to deal with everything,” “being able to talk at length in the school health room,” and “having close association with relevant organizations for when the school is unable to handle child abuse situations.” Given the increasing expectations placed on Yogo teachers to detect child abuse cases at early stages, respond to them, and provide support, Yogo teachers in these studies found that organization-wide approaches to managing child abuse was very effective and enabled them to use their own expertise to maximal advantage.

4.2.2. Calls for Improvement of School Organizational Systems

Fukuoka et al. (2007b) [6] reported that 86.4% of schools in their sample had an internal system for responding to child abuse, and that most were
managed by student discipline committees or committees/departments in charge of student lifestyle guidance. Shibuya (2007) [8] reported that in cases of suspected child abuse in elementary schools, staff consulted the principal (60.3%), vice-principal (46.7%), and Yogo teachers (24.4%). In junior high schools, staff consulted grade level head teachers (49.2%), principals (38.5%), vice-principals (35.8%), heads of student discipline (35%), and Yogo teachers (16%). Similarly, Idei (2003) [1] reported that Yogo teachers consulted school management in the order of principals and vice-principals, heads of student discipline, homeroom teachers, and grade level head teachers.

With respect to cooperation with external organizations, Shibuya (2007) [8] found in a study of schools across Japan that 72.7% of elementary schools and 81.8% of junior-high schools reported cooperating with child guidance centers, municipal social welfare offices, and community centers. Fukuoka et al. (2007b) [6] reported in a study of a survey conducted in Hyogo prefecture that 36.4% of schools cooperated with other organizations in order to help children who were inadequately treated, and the organizations with whom they worked were child guidance centers (84.4%), school boards (59%), social welfare offices (56.3%), social workers and child councils (40.6%), and head child councils (25%) (Multiple answers allowed).

The above findings demonstrate that Yogo teachers are indeed consulted when school personnel encounter children they suspect are victims of abuse. The findings further indicate that practically all schools have internal systems for responding to child abuse, and that schools chose to be affiliated with boards of education and child guidance centers in an effort to establish relationships with outside institutions.

4.2.3. Workshops on Child Abuse

Tsunoda et al. (2007) [5], in a study of associations between teachers’ and Yogo teachers’ opportunities to learn about child abuse (hereafter referred to as workshops) and their awareness and knowledge of the subject, reported that Yogo teachers who attended child abuse workshops were four times more likely to detect child abuse than those without workshop experience. This suggests the positive effects of these workshops on teacher capabilities to detect child abuse. Nagatomo et al. (2007) [4] investigated associations between teachers’ workshop attendance, detection of child abuse signs, and perceptions about the prevention of child abuse, and found that workshop attendance was associated with certain aspects of child abuse detection.

Shibuya (2007) [8] compared professionals with higher levels of knowledge about child abuse such as principals, vice principals, and Yogo teachers with those with lower levels of knowledge such as grade level head teachers and homeroom teachers on their likelihood of attending workshops, and found that professionals with higher levels of knowledge were more likely to secure opportunities to attend workshops. Shibuya also demonstrated that while 70% of professionals with a higher likelihood of attending workshops, such as principals and vice principals, responded that they “always reported child abuse cases,” less than half of grade level head teachers, homeroom teachers, and Yogo teachers answered that they did so, adding that they usually “only reported cases depending on the situation.”

Tanaka et al. (2009) [11] found that more than half of junior-high school teachers in their sample had never attended a workshop on child abuse, and that those who had attended one were more likely to connect the presence of abuse to questionable occurrences or abnormalities in daily life, such as “unusual events or behaviors,” “abnormalities in social relationships,” “isolated families,” and “violent behaviors of parents.” On the basis of this, Tanaka et al. (2007) [2] proposed that instruction on child abuse in university teacher-training courses would be partially effective in helping teachers determine the presence of abuse.

Tsunoda et al. (2007) [5] examined workshops for Yogo teachers and found the following content important: detecting child abuse from developmental disorders and misconduct, cooperation with particular organizations, internal cooperation within a school, and judging cases where further responses beyond school functions are required. Adding to the details of child abuse management, Tsunoda et al. (2007) [5] also noted the following content to be important for the workshops: information about internal organization in the school, other relevant organizations, how to assure basic social welfare, specific knowledge of treatment for abused children, and the functions of other professionals and organizations.

These reports indicate that attendance at workshops on child abuse is a large determinant in whether teachers are capable of detecting abuse.
4.2.4. “Informing teachers of relevant systems and laws”

Fukuoka et al. (2007b) [6], in a study on awareness of child abuse, found that 93.2% of elementary school teachers in their study were aware of mandatory reporting; 53.4% knew that both social welfare offices and child guidance centers could receive the child abuse reports, and 35.2% thought only child guidance centers were able to receive the reports. They also reported that 92% were aware of “an obligation to make efforts to detect child abuse at an early stage” in the Child Abuse Prevention Law. According to Shibuya (2007) [8], 85.7% of teachers and staff in elementary schools and 79.5% in junior-high schools in their study were aware of such obligation.

However, while levels of awareness were higher among principals, vice principals, and Yogo teachers, awareness among grade level head teachers and homeroom teachers was low. In particular, Shibuya (2007)[8] found that more than half of grade level head teachers in junior-high schools were unaware of two items: “being allowed to report even if only a possible abuse case” and “a report can be made in person or by phone.”

These findings indicate that most school personnel are aware of their obligation to work towards early detection of abuse, and that the degree of awareness differs between elementary and junior high school staff.

5. Discussion

5.1. A chronological review of the literature

A chronological review of the literature revealed that the highest number of publications was in 2007 (7 articles), followed by 2009 (3 articles), and 2003 (1 article). The amendment of 2004, and increased social awareness at schools that year about the mandatory reporting of child abuse are thought to be behind the high number of publications from 2007 onwards. Ministry of Education, Culture, Sports, Science and Technology provides dedicated Guidelines for Yogo Teachers on Child Abuse and encourages them to play an important role in early detection and response to child abuse (The Ministry of Education, Culture, Sports, Science and Technology, 2007). Tsunoda et al. (2007) [5] and Oto et al. (2009) [9] reported that Yogo teachers who experienced dealing with suspected cases of child abuse comprised about 70% of their sample. Thus, Yogo teachers are more likely to be involved in such cases than other teachers and staff.

[Suspicious signs of child abuse]

In terms of suspicious signs of child abuse, the survey results showed that possible signs of child abuse used by the teachers included lack of care, such as “not eating well” and “dirty clothing,” and inadequate physical growth, along with abnormal appearance such as wounds and untidy dress. These
findings speak to the importance of regular teachers, as well as Yogo teachers, using their unique qualities in watching over children from multiple perspectives as part of the first step in responding to early detection of child abuse.

However, both Yogo teachers and general teachers pointed out that their prior “relationships with parents” and questions around “identifying child abuse” made it difficult to respond appropriately to child abuse. Abused children rarely tell anyone about their abuse; rather they often have various physical and behavioral signs, including visits to school health rooms for wounds they received while at home, being obsessed with food during school lunch time, and lacking concentration in class (The Ministry of Education, Culture, Sports, Science and Technology, 2007).

In addition, each child has their own style and pattern of signs. Therefore, when teachers have suspicions of child abuse, in order to respond to each case comprehensively, they should integrate all of their observations, assess information expansively, and make a decision at an institutional level with mutual understanding across professionals with different expertise (Morita, 2004; Shibasaki, 2006; Tamai, 2007).

Whether Yogo teachers are clearly regarded as important members of internal school response systems and what responsibilities they have has not been made clear in previous studies.

[Cooperation with other professionals]

Schools also need to cooperate with other healthcare teams and psychology professionals, including school physicians, school dentists, and school counselors. School teachers and staff members should accept and seek advice about children's behaviors from other third parties, when considering the possibility of child abuse and making decisions about appropriate responses (Kawasaki, 2006).

However, past studies do not provide adequate insights about whether the aforementioned professionals are members of schools’ internal response systems, whether they are called only if necessary, how they are involved in cooperation, and who is in charge of coordination (Idei, 2003 [1]; Tsunoda et al., 2007 [5]; Oto et al., 2009 [9]). This requires further study.

In their study of internal school response systems, Fukuoka et al. (2007b) [6] reported that 86.4% of schools had some response system in place, although details of the systems were not revealed. Because most school personnel are aware of their obligation in working to detect abuse early, specific responses to abuse need to occur from the heart of pre-existing internal systems.

Furthermore, relationships with relevant organizations in the community, beginning with child guidance centers and boards of education, should be actively promoted.

[Workshop needs and program]

The findings of these studies also demonstrate the obvious positive effects of attendance at child abuse workshops, suggesting that the capacity to detect child abuse largely depends on such attendance. Interest in child abuse workshops is increasing rapidly in educational environments (Tamai, 2007), but none of the existing studies have examined in detail workshop programs that may be needed to address the two difficulties reported in responding to child abuse, namely “relationships with parents” and “identifying child abuse.” The development of training programs is urgently required for Yogo teachers and school personnel. Programs should be appropriately organized according to the developmental stages of students and should meet the needs of Yogo teachers and other school personnel. Additionally, the development of specific forms of assistance that work to maintain family functioning need to be further examined (Tsuruno, 2003).

[Before the legislation 2000]

Before the development of child abuse legislation 2000, schools and Yogo teachers had traditionally supported the growth and development of individual children in ways that met the particular circumstances of the children and their families. However, now issues of quality of life (QOL) infringement stifle the personal good will of Yogo teachers.

Research finally began in 2003 on the hardships of Yogo teachers serving as counselors for such children and providing support behind closed doors. Advocacy for Yogo teacher positions and work conditions began at this time as well, with the bold decision of university research faculty in attempting to shed new light on the matter. This research and advocacy was conducted by a small number of universities.
[After the government manual]

In 2007, the Japanese government intervened and created a manual as part of the population approach (The Ministry of Education, Culture, Sports, Science and Technology, 2007). This has great significance because it means that the hidden support and personal good will of Yogo teachers will be acknowledged and that future research on Yogo teachers is more likely. This study will be valuable as a foundation for future research on assistance provided by Yogo teachers in counteracting child abuse.

5.3. Limitations of the present study

A literature review was conducted using the keywords “child abuse,” “school children (elementary and junior high school)” and “Yogo teacher” in reference to child abuse for the years 2000 to 2010, following enactment of the Child Abuse Prevention Law. The 11 academic journal articles from this search became the study sample, from which a summary discussion was developed. Generalization of the study’s findings is limited since the spirit of the research was centered exclusively on child abuse, but even so, the general framework does not diverge much from national survey data.

Although case studies, short reports, theoretical papers, and journal reports can provide valuable data, the perspectives and values of researchers make objectivity in analysis difficult. Thus, such works were excluded from the present study and only academic journal articles were reviewed. That only 11 academic journal articles were reviewed, a mere 0.2% of the 6,000 articles related to child abuse, may be representational of the burden placed on those involved in the child abuse issue. Future studies should gather practical evidence of this burden through qualitative research such as case studies.

6. Conclusion and future issues to be addressed

In this study, we reviewed previous studies on Yogo teachers’ responses to child abuse published in the decade following the enactment of the Japanese Child Abuse Prevention Law, and identified research trends and issues that need to be addressed.

Eleven academic journal articles were retrieved and generated four general types of responses: “support for child abuse issue,” “calls for improvement of school organizational systems,” “workshops about child abuse,” and “informing teachers about relevant systems and laws”.

The results demonstrated that Yogo teachers were often in positions where child abuse could be detected at an early stage, and in many cases they were practically involved.

Future efforts should also be made to clarify the role of Yogo teachers within internal school response systems. In addition, given that the Ministry of Education report that it is difficult to respond to parents and that over 80% of child abuse perpetrators are biological mothers and fathers (The Ministry of Education, Culture, Sports, Science and Technology, 2007), special investigations on the expert-team support involving families should be conducted with Yogo teachers.

The 11 academic journal articles reviewed in this study were all quantitative, not qualitative studies. We need how to identify the abuse and abuse detection. There are also only a limited number of studies about Yogo teachers in general. This report will be valuable as a foundation for future research on assistance provided by Yogo teachers in counteracting child abuse.

In light of this, qualitative practical research such as case studies and organization-wide research should be conducted and revisions made to guidelines and manuals on child abuse issued by the Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Health, Labour and Welfare. Environments need to be created that encourage Yogo teachers and school personnel to participate in research pertaining to overcoming and preventing child abuse. This may require aid from supporting colleges of education, conferences, academic organizations, and public education, as well as assurances that the aforementioned research activities will be conducted.

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Yogo Teachers' Responses to Child Abuse


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• Japanese Society of Child Health

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