

ACADEMIC FOUNDATION OF DEVELOPMENTAL REHABILITATION: THE MAIN FOUNDATION OF LIFELONG EDUCATION FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES

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Abstract

The purpose of this study is to examine the academic foundation of developmental rehabilitation, and the main context and criteria of the review were based on lifelong education for individuals with disabilities. As for the research method, expert consultation was formed based on literature analysis. The contents of the study presented structuring career roadmaps for individuals with developmental disabilities, establishing subject-extracurricular standards for lifelong education curriculum, adult-centered teaching and learning evidence-based practices, job majors, and data-based ILEP document certification. As a result of the study, developmental rehabilitation was valuable as an academic basis for establishing a major foundation for lifelong education for individuals with disabilities, and could be understood as a field deeply applied by convergent nature through special education, rehabilitation science, and social welfare.

Keywords: *Developmental Rehabilitation, Academic Foundation, Lifelong Education for Individuals with Disabilities, Education, Rehabilitation Science*

1. INTRODUCTION

Developmental rehabilitation is an academic field. However, developmental rehabilitation is not an official academic and department unit in the situation of university education in Korea. Developmental rehabilitation targets individuals with developmental disabilities as educational targets, and ultimately aims to ensure their independent life [1, 2]. The aspect of dealing with the theoretical principles and contents, practice methods, and performance management necessary to actually guide the independent life of individuals with developmental disabilities can be said to be the essential foundation of developmental rehabilitation [3-5]. Recalling this in more detail, developmental rehabilitation is the field of building expertise in content and methods that can support independent life centered on the entire adult life of individuals with developmental disabilities [6].

From the above point of view, developmental rehabilitation has the perspective and function of lifelong education in terms of continuing adult education for individuals with developmental disabilities [7-9][10]. If so, can developmental rehabilitation be understood in the same way as in the field of lifelong education for

Manuscript received: April 30, 2022 / revised: May 23, 2022 / accepted: June 5, 2022

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individuals with disabilities? Also, then, what fields should we attempt to take an interdisciplinary approach to materialize developmental rehabilitation into the field of lifelong education for individuals with disabilities? According to the above two questions, the purpose is to consider the academic foundation of developmental rehabilitation.

2. RESEARCH METHOD

The research method was conducted through several previous studies that examined the academic foundation of developmental rehabilitation by convergent nature and context [1-3][4-6][11-13][14-16][17, 18]. However, since there were not many previous studies that directly and specifically presented the above academic foundation, expert consultation was conducted. Expert consultations were held three times (about 50 minutes per session) for five professors in related majors. The core elements suggested by the professors were considered as the basis for the research results.

3. ACADEMIC FOUNDATION OF DEVELOPMENTAL REHABILITATION

3.1 Structuring a Customized Independent Life Career Roadmap for Individuals with Developmental Disabilities: Performance and Evaluation Indicators

Developmental rehabilitation consists of individuals with developmental disabilities as learning targets, so the aspect of encompassing the scope of independent life, which corresponds to the ultimate and special quality of life indicators, should be considered first. This is a factor that must be accompanied to establish a specific theoretical basis and foundation for implementation of the definition after defining the concept of developmental rehabilitation academically. Developmental rehabilitation is an evaluation index that individuals with developmental disabilities should acquire through academics and majors, as well as a career roadmap that should be acquired and managed in terms of lifelong education and welfare throughout their adult lives. Therefore, evaluation indicators should be constructed in the same context as a career roadmap in which individuals with developmental disabilities can manage independent life styles in accordance with individual adult life routines and backgrounds. Therefore, it is important to mutually structure the independent living areas of individuals with developmental disabilities into residential life, vocational life, leisure life, social life, and self-determination to form detailed evaluation indicators for each area.

3.2 Establishing Subject-Extracurricular Standards for Lifelong Education Curriculum

Developmental rehabilitation corresponds to a long-term applied academic field centered on the entire adult life of adults with developmental disabilities, so subject matter education for the accompanying educational content should be established. This means that after component 3.1 is prepared, long-term applicable learning contents should be organized for each area of the lifelong education curriculum (basic literacy education, humanities literacy education, vocational skills development improvement education, culture and arts education, etc.). According to these learning indicators of subject matter education, extracurricular activities are also provided interconnected and can be applied to individuals with developmental disabilities. And the development of contents of this subject matter education can expand and develop the connection between local related organizations (disability welfare centers, lifelong learning centers, workplaces, lifelong education centers for individuals with developmental disabilities, special education majoring courses, etc.) through the perspective and status that developmental rehabilitation leads the main foundation of lifelong education curriculum. As a result, developmental rehabilitation should be actively developed by linking the current issue 2

with the first discussed above.

3.3 Adult-Centered Teaching and Learning Evidence-Based Practices

Developmental rehabilitation should support teaching and learning methods suitable for individual learning styles because individuals with developmental disabilities acquire various knowledge and skills necessary for independent life based on No. 1 and No. 2 previously considered. Case studies should be actively developed and applied to ensure the style of teaching and learning methods preferred by individuals with developmental disabilities, as well as to use appropriate methods in accordance with the context of the knowledge and skills of independent life to be acquired in various ways. Therefore, in the field of developmental rehabilitation, it is necessary to repeatedly study teaching and learning methods suitable for individuals with developmental disabilities through research design such as single subject research.

3.4 Building a Job Majors Tailored to Developmental Disabilities

Job life is an area that occupies a large proportion of the independent life of individuals with developmental disabilities. Accordingly, job majors suitable for individuals with developmental disabilities to access and advance should be specified based on the components of Nos. 1 and 2 discussed above. The concrete result is that it should be presented as customized job majors such as nursing care protection majors, office assistant majors, and cooking and cooking assistant majors. Accordingly, the expertise of individuals with developmental disabilities to individually complete desired and appropriate job majors through higher education or linked lifelong education systems that reflect long-term teaching periods and educational periods should be guaranteed. This also corresponds to the academic and practical accountability of developmental rehabilitation.

3.5 Data-Based ILEP Document Certification

The above components 1, 2, 3, and 4 discussed above should be managed by the level of finally certifiable educational documents. This is intended to establish academically and practically that developmental rehabilitation is the main foundation of lifelong education for individuals with developmental disabilities. Through the above certification system, developmental rehabilitation allows individuals with developmental disabilities to plan and manage lifelong education according to the current independent living level and situation, focusing on the entire life of adulthood. Developmental rehabilitation should develop various related methodologies, and for this, the actualities of the components No. 1 to No. 4 discussed above must also be actively.

4. CONCLUSION

Developmental rehabilitation is certainly a convergent discipline. It has the characteristics to converge the characteristics and professional context of more than one field, not one specific academic field. In particular, developmental rehabilitation can be considered as convergent fields in special education, rehabilitation science (language therapy, rehabilitation counseling, etc.), and social welfare fields. The five elements consisting of the previous research contents can be constructed by an interdisciplinary approach. However, developmental rehabilitation should carefully reflect on how to utilize the perspective and context of education and welfare, focusing on the above convergent fields (special education, speech therapy, rehabilitation counseling, etc.). Developmental rehabilitation does not correspond to only one field of education and welfare, and both should

be considered. In fact, developmental rehabilitation appears to be close to the field of education in the sense of teaching the knowledge and skills of independent life of individuals with developmental disabilities. However, in the position of managing and careerizing the achievements of independent life acquired by them, the characteristics of the welfare field should also converge. Therefore, the academic foundation and specificity of developmental rehabilitation should be laid within the meaning and context of coexistence of the above two fields.

Finally, the argument intends to define the academic foundation of developmental rehabilitation as follows through the contents considered above. It is defined as the field of lifelong education and welfare centered on the entire life of adulthood for independent life of individuals with developmental disabilities. In addition, concepts and perspectives such as higher education are included in the definition above.

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