

Where are the students who may need attention?

This article and supplementary material describe how the Uchida-Kraepelin Test is used in schools in Japan.

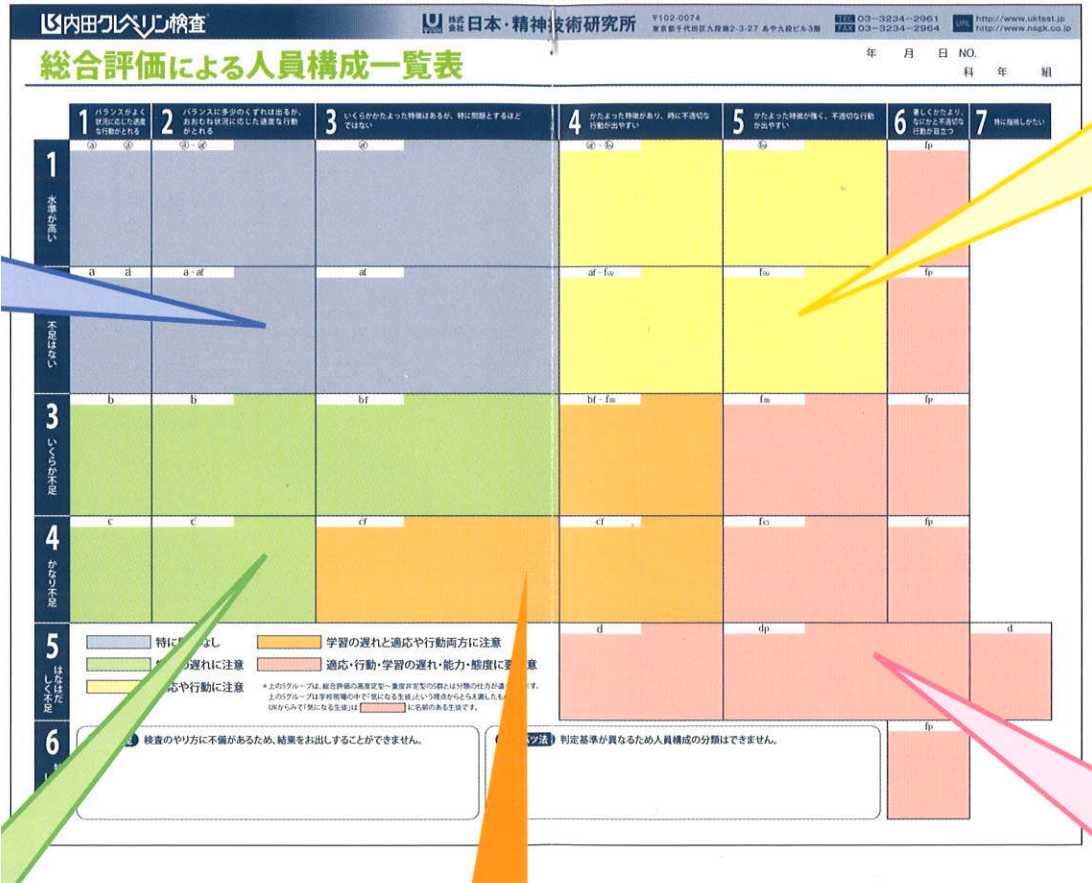
Find them in the “Personnel Distribution by Overall Judgment” table. From the perspective of the Uchida-Kraepelin Test, students who may need particular attention are mainly in the pink area at the bottom right. Where are the students you, as their teacher, are concerned about?

BLUE — No particular concerns
Good results can be expected in subjects they like or are good at. Finding a learning method that suits them may help them achieve even better results.
Their individuality contributes to the class or group, and each plays a role in shaping it. Class leaders, helpers and coordinators are likely to be among these students.
Although this group generally presents no particular concerns, if difficulties arise in learning, behavior or adjustment, the causes may lie in the home environment or relationships with friends rather than in the students themselves.

GREEN — Watch for delays in learning
These students tend to work through learning tasks at a slower pace. Their results may improve, but care is needed to prevent them from falling behind. It is desirable for them to learn step by step at their own pace. In junior secondary school, when substantial development still lies ahead, considerable improvement in ability may be expected.
Their individuality is generally accepted in the class or group, and they can fulfill their roles as members. Adjustment to the group is good.

ORANGE — Watch both learning delays and adjustment or behavior
Understanding tasks and learning may take time, raising concerns that these students could fall behind in class. Care is needed to prevent loss of confidence and motivation. Difficulty expressing themselves in the class or group may make it hard to build friendships, and they may become targets of bullying. Conversely, they might disrupt group activities or engage in behavior that causes trouble.
Individual responses and guidance are needed for the difficulties a student is experiencing.

These groups use a different classification from the five overall-judgment groups, from highly typical to severely atypical, shown in the judgment report. The groups here reinterpret the results from the school-based perspective of identifying students who may need attention.



YELLOW — Watch adjustment and behavior
These students' strong individuality stands out in the class or group. They make their presence felt through unusual ideas, rules of their own or distinctive sensibilities. At times, that individuality may make cooperation difficult and lead to trouble. They may instead become loners or observers. Individual guidance is needed if difficulties adjusting to the group or behavioral problems are observed.
Their ability is at a high level, but their range of interests may become narrow. They may immerse themselves in what they like and pay little attention to other things, resulting in uneven grades.
If they cannot find something that interests them, they may lose motivation for learning overall. A lack of concentration or energy may also prevent them from demonstrating their underlying ability.

PINK — Pay particular attention to adjustment, behavior, learning delays, ability and attitude
This group is characterized by pronounced unevenness or imbalance in personality and behavioral traits, or a marked shortfall in ability. There can be many reasons. It may be temporary, or it may be a message from the student—a sign that help is needed. Individual responses and guidance are necessary.
Possible factors include:
1. Markedly low ability and low performance that may suggest developmental delay. Names appear in d or dp toward the bottom of the box.
2. Underlying patterns of personality or behavior, close to temperament. Strong behavioral tendencies or individuality that the student cannot easily control may cause difficulty adjusting to a group. Watch for isolation or emotional instability.
3. Attitude during testing. It may be temporary, but consider whether there are also everyday difficulties in the student's attitude toward school life or teachers. Defiance, low motivation, indifference or a dismissive attitude may be reflected in the irregularity of the results.
The test alone cannot tell you what difficulties the student is experiencing. Understanding the student requires considering the results together with observations of their everyday behavior.