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**Abstract**

Teacher evaluations of school counseling at a special needs school for students with intellectual disabilities

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This study investigates teachers' evaluations of school counseling in special needs schools for students with intellectual disabilities by means of quantitative text analysis and qualitative analysis using the KJ method on the responses obtained. Based on these results, we note that similar effects of counseling in current schools can also be expected in special needs schools, that teachers of special needs schools easily evaluate the developmental changes of pupils as effects, and that there is a long-term effect in enhancing teachers' capabilities. However, environmental constraints for consultations, conflicts among teachers, ambiguity of the role of psychologists, and lack of information sharing were suggested as issues. Furthermore, teachers evaluated consultations for teachers, parental support, and somatic approaches to students that provide new awareness through accurate assessments and specific advice based on attitudes that promote a sense of security as effective support.

**Keywords:** special needs school, intellectual disability, school counseling, text mining

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