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<tr>
<th>Category</th>
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<th>Research Unit</th>
<th>Research Leader</th>
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<tr>
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<td><strong>Medium-term Specific Research (Research on an Inclusive Education System)</strong>&lt;br&gt;Research Related to Structuring for the Purpose of Development of an Inclusive Education System—Creation of Guidelines (Draft) for Research—</td>
<td>Perspective Unit</td>
<td>SASAMORI Hiroki</td>
<td>FY 2015</td>
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<td><strong>Practical Research on Curriculums at School and Classes for Special Needs Education that Contribute to the Future Development of Special Needs Education</strong></td>
<td>Promoting Unit</td>
<td>NAGANUMA Toshio</td>
<td>FY 2014-2015</td>
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<td><strong>The Way of Organization of Education Curriculums Based Upon the Capabilities Required in the Future in Intellectual Disability Education—Focus on Aims and Contents of Subjects at Schools for Children with Intellectual Disabilities—</strong></td>
<td>Intellectual Disabilities Unit</td>
<td>MATSUMI Kazuki</td>
<td>FY 2015-2016</td>
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<td><strong>Research on Utilization of the Resource Center Functions of Special Needs Education Schools for the Education of Students with Physical/Motor Disabilities at Elementary and Junior High Schools—Taking the Needs of Elementary and Junior High Schools into Consideration—</strong></td>
<td>Physical/Motor Disabilities Unit</td>
<td>TOKUNAGA Akio</td>
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<td><strong>Practical Research on the Role Played by “Language Classrooms” in the Development of an Inclusive Education System—Utilization of Speciality of Speech and Language Disorder Education—</strong></td>
<td>Speech and Language Disorders Unit</td>
<td>MAKINO Yasumi</td>
<td>FY 2015-2016</td>
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## Specialized Research B

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<th>Research Title</th>
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## Collaborative Researches

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<td>A Field Survey of Hospital Schools at Pediatric Cancer Centers with an Analysis of Related Issues</td>
<td>National Center for Child Health and Development</td>
<td>NIHIRA Shizuhiko</td>
<td>FY 2014-2015</td>
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Outlines of Research Projects for FY 2015

Specialized Research A

Medium-term Specific Research (Research on an Inclusive Education System)

Study Related to Structuring for the Purpose of Development of an Inclusive Education System
–Creation of Guidelines (Draft) for Research–

Research unit: Perspective Unit
Research Leader: SASAMORI Hiroki
Researchers:
KUBOYAMA Shigeki (Sub-leader), ITO Yumi, OKAMOTO Kunihiro, ISHIKAKA Tsutomu, MORIYAMA Takashi, SAWADA Mayumi, FUJIMOTO Hiroto, MAKINO Yasumi, SAITO Yumiko, IKOMA Yoshio, KOUDA Ryoichi, TOKUNAGA Akio, OZAWA Michimasa, MATSUMI Kazuki, WAKUI Megumi, OSAKI Hirofumi, MURAI Keiichi, KAIZU Akiko
Research period: FY2015

Abstract:
This study consisted of three separate study projects concerning “Research into Inclusive Education Systems:
“Study on Consideration and Special Guidance to Children who Need Special Support in Developing an Inclusive Education System (FY2011-2012);
“Research for Teacher’s Professional Standards and Development of Teacher Training Program in Inclusive Education System (FY2011-2012);
and, as a comprehensive summing up “Practical Study on Establishing a Support Regime for Developing an Inclusive Education System, Through the Practices in Schools and Communities in Model Projects (FY2013-2014);
And drawing up of “Structural Guidelines (draft) for Development of an Inclusive Education System in Schools and Communities”.

Based upon a report of the central council for education, actual investigations were carried out in the practical realms of gathering materials including research results and documents created up to this time and model projects of the Ministry of Education, Culture, Sports, Science and Technology, and gathering information on the trends in the various overseas countries, demonstrating the guidance of the action of the local government and the school.

Specialized Research A

Practical Research on Curriculums at School and Classes for Special Needs Education that Contribute to the Future Development of Special Needs Education

Research unit: Promoting Unit
Research Leader: NAGANUMA Toshio
Researchers:
KUSAKA Naomi (Sub-leader), HARADA Kimihito, OZAKI Yuzo, KOBAYASHI Michiyo, KANEKO Takeshi, YANAGISAWA Akio, KAMIYAMA Tsutomu, ATSUMI Yoshikata
Research period: FY2014-2015

Abstract:
In FY 2012–2013, a project in specialized research A on the theme, “Research on Curriculum Development and Implementation for Schools and Classes for Special Needs Education” closely examined five points that had been cited as issues in the findings of a nationwide survey: schools for the special needs education that address multiple disabilities categories; classifications of curriculums and course systems; vocational education; joint activities and learning; and relationship between activities to promote independence and other fields and subjects. A survey of special needs education classes in three prefectures was also conducted in parallel with that project and identified current conditions and challenges in the field.

This study indicated the importance of aiming toward improvement by means of appropriate assessment of organization and actual implementing of education curriculums that meet the
broad variety of needs in the realm of schools for special needs education, and the necessity to consider “special education curriculums” in the context of classes for special needs education. Based upon these matters, this study aims toward the following matters concerning curriculums at schools and classes for special needs education.

At schools for special needs education, we will carry out a questionnaire survey of the special needs education schools throughout our country as the subject, and onsite local investigations of organizations cooperating in the study (schools for special needs education), and we will thus clarify the present situation and the problems to be addressed in the context of education curriculums.

In addition, we will indicate the viewpoints and methods for assessment of education curriculums.

At classes for special needs education, we will carry out interview investigations with the people in charge of classes, and on-site investigations of municipal boards of education and summarize the present situation and problems to be addressed in the context of the organization and practical application of education curriculums.

Further, we will indicate the ways of thinking and concrete examples of organization and practical application of “special education curriculums.”

We look forward to practical utilization of the results of this study as basic materials relating to improvement of the standards of education curriculums and reference materials for consideration of education curriculums at schools for special needs education and in classes for special needs education.

Specialized Research A

Medium-term Specific Research (Research on Application of ICT in Special Needs Education)

Comprehensive Research on the Application of ICT for the Education of Children with Disabilities

—The Collection and Organization of Examples of the Utilization of Assistive Equipment and Other Teaching Materials—

Research unit: ICT/AT Unit
Research Leader: KANAMORI Katsuhiro
Researchers:
UMEDA Mari (Sub-leader), MUNEKATA Tetsuya, NIIHIRA Shizuhiro, DOI Kouki, TANAKA Yoshihiro, YOKOO Shun, TAKEDOMI Hirofumi, TAMAOKA Munehisa, SADAOKA Koji, ARAYA Yosuke, NISHIMURA Takahiro
Research period: FY2014-2015

Abstract:
In two earlier projects implemented in FY 2011–2013 that had to do with medium-term specific research themes on the application of information and communication technology (ICT) in special needs education, the central issues for attention were the study of digital textbooks and teaching materials and research on teaching materials and instructional methods that utilize ICT for the education of children with different types of disabilities. To foster fresh advances in ICT research that has been performed to date, this project organizes its findings on the utilization of ICT with cooperation from research units focused on specific types of disabilities.

A MEXT report titled “Development of Educational Materials for Students with Disabilities” (August 2013) notes that NISE provides information on favorable examples of the utilization of outside experts for technical assistance relating to ICT and assistive equipment. In that context, we feel that this research project will be of significant value.

To that end, the project will comprise surveys of the development of ICT/AT equipment and teaching materials at special needs education schools nationwide as well as a limited number of elementary, lower secondary, and upper secondary schools, assemble data on issues pertaining to the utilization of these tools and materials, and prepare a summary of salient examples of educational instruction utilizing ICT/AT equipment and teaching materials, by types of disabilities.

NISE will manage a Portal Site for Special Needs Education Materials as one element of its program to promote the widespread acceptance and utilization of assistive equipment and other teaching materials. Accordingly, we intend to publish and broadly disseminate the findings of this research project through that site.
Specialized Research B

Medium-term Specific Research (Research on Application of ICT in Special Needs Education)
—Based on Current Conditions and Issues in Japan and Surveys of Conditions Abroad—

Research unit: Visual Impairments Unit
Research Leader: TANAKA Yoshihiro
Researchers:
SAWADA Mayumi (Sub-leader), KANEKO Takeshi, DOI Kouki, MUNEKATA Tetsuya
Collaborative Researcher: KANAMORI Katsuhiro
Research period: FY2014-2015

Abstract:
It is currently anticipated that digital textbooks and instructional materials for children will be introduced and come into widespread use. However, no decisions have been made with regard to effective methods for the utilization of digital data in textbooks for children with visual impairments or the formats of digital textbooks (e.g., hardware designs, features, and functions) for children that read braille. Given that state of affairs, this research project will (1) conduct a study of conditions in other countries where advanced undertakings are already under way and provide recommendations for action in Japan, and (2) propose formats for digital textbooks aimed at children that read braille.

The research methodology for (1) will comprise the collection and organization of information on current conditions and issues on the basis of field surveys in leading industrial nations (the US, South Korea, etc.), web searches, and reviews of relevant literature. For (2), information and ideas pertaining to formats for digital textbooks (e.g., hardware designs, features, and functions) aimed at children that read braille will be assembled through research meetings with experts and teachers at schools for special needs education (for children with visual impairments).

The aforementioned compilation of information on current conditions and issues will conceivably contribute to the proper management and application of digital textbook data for children in Japan with visual impairments as well as the development and utilization of digital textbooks for children that read braille.

Specialized Research B

Practical Research on the Enhancement of Course Instruction and Activities to Promote Independence in Education for Children with Hearing Impairments
—A Quest for the Continuity and Sharing of Expertise from the Perspective of Teaching Materials Use—

Research unit: Deaf and Hard of Hearing Unit
Research Leader: HARADA Kimihito
Researchers:
SADAOKA Koji, FUJIMOTO Hiroto
Research period: FY 2014-2015

Abstract:
The findings of NISE’s nationwide survey of conditions pertaining to the retention and use of instructional materials at special needs education schools (hearing impairments) found that in many cases, such institutions prepared and retained such materials on their own. Accordingly, as expertise on curriculum instructional methods for children with hearing impairments should be carried on and shared, we decided to shed light on these materials and how they are used.

For this research project, we intend to implement demonstration lessons in Japanese language, arithmetic and mathematics, and the study of activities to promote independence, with assistance from cooperating schools for the deaf. Through research meetings with the participation of university professors and other research collaborators and visits to collaborating research institutions, we will explore the selection and utilization of instructional materials that facilitate achievement of the goals of course curriculums and activities for the promotion of independence.
It is anticipated that the knowledge obtained through this research will be a useful addition to the reference literature for course instruction-related considerations, activities to promote, independence, and supplemental course instruction not only at schools for the deaf but at elementary schools in which children with hearing impairments are enrolled.

Specialized Research B

The Way of Organization of Education Curriculums Based Upon the Capabilities Required in the Future in Intellectual Disability Education
—Focus on Aims and Contents of Subjects at Schools for Children with Intellectual Disabilities—

Research unit: Intellectual Disabilities Unit
Research Leader: MATSUMI Kazuki
Researchers: MEIKAN Shigeru (Sub-leader), WAKUI Megumi (Sub-leader), TAKEDOMI Hirofumi, MURAI Keitaro, YOKOO Shun, KAMIYAMA Tsutomu, HANDA Ken
Research period: FY 2015-2016

Abstract:
The aim, the contents, and the method of each subjects are focused as a point of view about the capabilities required in the future (MEXT, 2014), at present. The Minister of Education, Culture, Sports, Science and Technology requested the Central Council for Education to discuss about the improvement of each subject for children with intellectual disabilities. The purpose of this study is to analyse the aims, contents, and methods of each subjects for intellectual disability education in terms of the capabilities required in the future in order to consider how the way of education curriculums should be.

Literature review and the analysis of data on schools cooperating in research will reveal how to teach the capabilities required in the future on each subjects. Based on result, we will make the ways and models for concerning new education curriculum organization.

This is useful as reference materials for consideration of organization of education curriculums for special classes for intellectual disabilities. And these documents will be useful in the context of consideration of the national curriculums guideline for intellectual disability education in the next phase.

Specialized Research B

Research on Utilization of the Resource Center Functions of Special Needs Education Schools for the Education of Students with Physical/Motor Disabilities at Elementary and Junior High Schools
—Taking the Needs of Elementary and Junior High Schools into Consideration—

Research unit: Physical/Motor Disabilities Unit
Research Leader: TOKUNAGA Akio
Researchers: ARAYA Yosuke (Sub-leader), NAGANUMA Toshio, KANAMORI Katsuhiro, IKOMA Yoshio
Collaborative Researcher: SAITO Yumiko
Research period: FY 2014-2015

Abstract:
In the context of promoting special needs education for developing an inclusive education system, utilization of the resource center functions of special needs education schools is expected to play an important role. Compared to special needs education schools, elementary and lower secondary schools have not devoted nearly enough study to center functions. A report, moreover, indicate that community contributions attributable to the resource center functions of special needs education schools for students with physical or motor disabilities have not been as
extensive as the contributions attributable to schools enrolled students with other disabilities. Accordingly, for the purpose of providing suitable guidance to students with physical or motor disabilities enrolled in elementary and lower secondary schools, this research will focus on the utilization of resource center functions by teachers in charge of regular or special needs classes in which such students are enrolled, shed light on approaches to utilization by elementary and lower secondary schools and support from special needs schools, present cases of good practices, and provide proposals for future orientations.

This research project will apply the following four approaches to study: (1) reviews of relevant literature; (2) surveys (e.g., full surveys of instructional practices at special needs education classes for students with physical or motor disabilities and the utilization of center functions; sampling surveys of learning conditions for students with physical or motor disabilities enrolled in elementary and lower secondary schools, including conditions in regular classes); (3) field surveys aimed at elementary and lower secondary schools in which students with physical or motor disabilities are enrolled, as well as special needs education schools that provide support to these schools; and (4) the study of relevant undertakings abroad.

This study will obtain results consisting of the stance of support from special needs education schools, based upon the stance of utilization of the resource center functions of special needs education schools by elementary and lower secondary schools and the needs of those elementary and lower secondary schools.

It is anticipated that the findings of this research project will help enrich and improve promoting special needs education for developing an inclusive education system.

Specialized Research B

Research on the Educational Needs of Children with Health Impairments and Educational Considerations Reflecting Those Needs
—A Qualitative Assessment of Educational Considerations for Children with Chronic Illnesses—

Research unit: Health Impairments Unit
Research Leader: KUSAKA Naomi
Researchers: MORIYAMA Takashi (Sub-leader), NIHIRA Shizuhiro
Research period: FY 2014-2015

Abstract:
Advances in medicine and healthcare in recent years have been accompanied by sweeping changes in the educational environment for children with chronic health conditions. Not only has the situation become increasingly diversified for children with health impairments at special needs schools, but the number of such children enrolled in special needs classes and regular classes has also been growing. Fostering the creation of an inclusive education system in the years ahead will require developing educational environments in diversified settings marked by educational continuity (regular classes, resource room-based instruction, classes for special needs education, and special needs schools) as well as expanding the range of “reasonable accommodation” made for children with health impairments.

This research aims to reclassify the educational needs of children with chronic health conditions, shed light on educational accommodation to reflect those needs, as well as enhancement of “reasonable accommodation” and “preparation of fundamental environments” according to individual needs. In FY 2014, data for this research on “educational accommodation and needs” are gathered through field surveys of special needs schools (for children with health impairments). In FY 2015, expanded field surveys to target the classes for special needs education, etc. will be added. Through the analysis of the obtained information, these data from the surveys will be summarized educational accommodation for each educational need and will be reclassified on the basis of points of view (or the items) of “reasonable accommodation” and “preparation of fundamental environments.”

The findings of this research will be assembled in a pamphlet “Educational Accommodation for the Educational Needs of Children with Health Impairments (tentative),” and published for the use in-service trainings and workshops held by education boards and other organizations.
Specialized Research B

Practical Research on the Role Played by “Language Classrooms” in the Development of an Inclusive Education System
—Utilization of Speciality of Speech and Language Disorder Education—

Research unit: Speech and Language Disorders Unit
Research Leader: MAKINO Yasumi
Researchers: KUBOYAMA Shigeki (Sub-leader), KOBAYASHI Michiyo
Research period: FY 2015-2016

Abstract:
Maintenance and enhancement of speciality about language therapy have become a problem in the context of language classrooms, (resource rooms for children with speech and language disorders, and special classes for children with speech and language disorders).

On the other hand, due to the large number of children who have the aspect of language among their problems in the process of maturation that have appeared, it is thought that great expectations are being held for the role played by people with speciality in language classrooms aimed toward development of inclusive education systems.

In the face of this situation, this study is aimed at consideration and preparation from the standpoint of utilization of speciality in speech and language disorder education, in terms of two themes, the first of which is consideration and development of methods aimed toward maintenance and enhancement of speciality of teachers responsible for language classrooms, and the second of which is the role that language classrooms will play in development of inclusive education systems.

In terms of methods, considerations will be made concerning the carrying out of investigations on documentary research by means of research presentation and bulletins related to speech and language disorder education, investigations on the research organization of teachers responsible for language classrooms in all parts of Japan, as well as summarization of the actual situation in the various activities of language classrooms in all parts of Japan in preliminary and preparatory research that was carried out in fiscal 2014, and field research to language classroom.

Expectations are held for these research results to serve in the development of actual accomplishments, maintenance, enhancement of speciality, and support systems in language classrooms throughout all Japan.

Research on Activities to Promote Independence of Children with Autism Enrolled in Classes for Special Needs Education

Research unit: Autism Unit
Research Leader: YANAGISAWA Akiko
Researchers: OKAMOTO Kunihiro (Sub-leader), ISHIZAKA Tsutomu, WAKABAYASHI Kazusa
Research period: FY 2014-2015

Abstract:
Even if children with autism enrolled in special needs education classes for children with autism/emotional disturbances are capable of learning the subject matter taught to children in the same school grade, in some cases they may face learning difficulties in regular classes due to problems stemming from the characteristics of their disorders or cognitive. The importance of providing children with autism with activities to promote independence has been noted. On the other, the correlations between instruction of subject and activities to promote independence remain unclear in classes for special needs education for children with intellectual disabilities. It is necessary to marshal them.

First, this research will strive to present condition and issues for activities to promote independence of children with autism enrolled in classes for special needs education with questionnaire surveys (sampling surveys) aimed at teachers in charge of classes for special needs education. Next, key points to construct lesson of
activities to promote independence will be indicated through practices applied by collaborating schools. Additionally, the significance of activities to promote independence for children with autism will be considered.

It is anticipated that this research will enable teachers in charge of class for special needs education to gain a deeper understanding of the significance and essentials of activities to promote independence for children with autism, and lead to the enrichment of it.

Specialized Research B

Research on the Current Status and Future Form of Instructional Settings and Assistance for Children with Developmental Disabilities
—A Focus on Surveys of Special Support Service in Resource Rooms—

Research unit: Developmental Disabilities and Emotional Disturbances Unit
Research Leader: UMEDA Mari
Researchers:
ITO Yumi (Sub-leader), SASAMORI Hiroki, KOUDA Ryoichi, KAIZU Akiko, TAMAKI Munehisa, NISHIMURA Takahiro, ATSUMI Yoshikata
Research period: FY 2014-2015

Abstract:
According to survey findings released by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in December 2012, 6.5 percent of all children enrolled in regular school classes are thought to have developmental disabilities (DD). At present, schools and local education agencies are improvising their own instructional approaches for the children with DD based on a variety of settings and methodologies.

The goal of this research is to probe the effective ways to educate the students with DD based on the results of survey planned as follows. This questionnaire survey will be carried out nation-wide to investigate the actual conditions of school settings and ways of teaching for the students with DD. The questionnaires will be send to all boards of education of municipalities in Japan and asked about settings, ways of teaching and additional service. Based on the issues elucidated by a survey in the first year of this study, inquiring survey will be conducted to the selected boards of education of municipalities to investigate detailed feature of effective education and additional service for students with DD in the second year of this study. The results extracted from integral analysis of these surveys will unveil the ideal model of education and additional service for students with DD, and policy-oriented recommendations will be done focusing on special needs service in resource rooms.
Collaborative Research

Research on the Development of Networks for Assistive Equipment Use in Special Needs Education
—Development of Assistive Networks in Collaboration with Technical Colleges—

Collaborative Institution: Waseda University
Research Leader: DOI Kouki
Researchers:
NISHIMURA Takahiro (sub-leader), KANAMORI Katsuhiko,
TANAKA Yoshihiro, SAWADA Mayumi
Collaborative Researcher: KANEKO Takeshi, OOUCHI Susumu

Abstract:
Children with visual impairments who attend special needs education schools have a need for tactile guide maps that enable them to locate classrooms on school grounds or inside school buildings. However, given that it takes students years to develop the ability to readily understand such maps using their sense of touch, information support that adds verbal information is also needed.

The purpose of this research project will be to develop—and evaluate the usability of—prototype versions of indoor tactile guide maps equipped with text-to-speech functions that enable visually impaired students at special needs education schools to find classrooms and other facilities on school grounds or within school buildings.

Furthermore, we plan to verify whether similar indoor tactile guide maps can be produced with existing tactile map-producing equipment that has already been introduced into school systems. We will then evaluate the feasibility of producing instructional materials within the educational setting. If this research demonstrates that such indoor tactile guide maps can be utilized effectively within educational settings, that finding can be expected to lead to future activities designed to enable the safe and spontaneous mobility of children with visual impairments at their schools.

Collaborative Research

Preparation and Evaluation of In-School Tactile Guide Maps for Children with Visual Impairments

Collaborative Institution: Institute of National Colleges of Technology, Japan; Sendai National College of Technology
Research Leader: KANAMORI Katsuhiko
Researchers:
DOI Kouki (Sub-leader), ARAYA Yosuke, NISHIMURA Takahiro

Abstract:
Practical research on the utilization of assistive equipment is under way on a widespread scale nationwide with a focus on special needs education schools. To date, efforts by universities, technical colleges, technical high schools, and other educational institutions to develop assistive equipment in collaboration with special needs education schools as well as efforts in school support have been pursued as independent undertakings. To foster heightened levels of research and endeavor in this area, it will be necessary for these institutions to explore related issues and develop needed systems that facilitate the sharing of information on equipment development and support.

Launched in collaboration with the National KOSEN Network for Welfare and Education with Information Technology, this research project will pursue the creation of a coordinated system for instructional materials development that functions as a national center for instructional materials and assistive equipment for special needs education, and will shed light on issues as perceived by the special needs education field.

Additionally, while this project is under way, work will be initiated on the development of a system for the preparation of new teaching materials in collaboration with technical colleges.
Collaborative Research

A Field Survey of Hospital Schools at Pediatric Cancer Centers with an Analysis of Related Issues

Collaborative Institution: National Center for Child Health and Development
Research Leader: NIIHIRA Shizuhiro
Researchers: MORIYAMA Takashi (Sub-leader), KUSAKA Naomi
Research period: FY 2014-2015

Abstract:
A March 2013 “Notice Concerning the Enhancement of Educational Opportunities for Children under Medical Treatment” (Ministry of Education, Culture, Sports, Science and Technology) stipulated measures to be taken by designated pediatric cancer centers for their hospitalized children. Hospital schools have been set up at pediatric cancer centers in individual prefectures and government-designated municipalities but vary significantly in their established formats and actual operational status. This research project will comprise a survey chiefly of hospital schools at pediatric cancer centers and explore appropriate educational formats with an analysis of undertakings by individual classes and the challenges they face. As an aid to in-hospital class administration, the findings of this project will be shared with prefectures and government-designated municipalities that have set up such classes.

This research will be implemented as one of several projects under the theme, “A Study of Comprehensive Support for the Healthcare, Education, and Welfare of Pediatric Cancer Patients,” a joint research undertaking with the National Center for Child Health and Development. Plans are to combine its findings with the findings from related projects and produce a set of “Guidelines for the Education of Pediatric Cancer Patients (tentative).”