

# *NISE Newsletter*

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## *for Special Education in Asia and the Pacific*

No.22  
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# **The 23<sup>rd</sup> Asia - Pacific International Seminar on Special Education**

## **Educational Support for Children with Disabilities and the Utilization of ICT**

### **1. Introduction**

The National Institute of Special Education (NISE), as one of the centers for cooperation with the Asia and the Pacific Programme of Educational Innovation for Development (APEID), has sponsored the "APEID Seminar on Special Education" since 1981. However since fiscal 2002, the Seminar has been held under the title of "Asian and the Pacific International Seminar on Special Education" jointly by the NISE and the Japan UNESCO Committee. The current seminar in FY2003 is the second under this title, and the 23<sup>rd</sup> international seminar in the aggregate since the 1<sup>st</sup> APEID Seminar on Special Education was held.

### **2. This Year's Seminar**

The 23<sup>rd</sup> Asia-Pacific International Seminar on Special Education was held from October 26 to 31, 2003 at the NISE under the theme "Educational Support for Children with Disabilities and the Utilization of ICT". As the first trial, in addition to reports by delegates from participating countries,

opportunities for research presentations were created through poster sessions and presenters from inside and outside Japan were invited. Furthermore, paralleling the research presentations and country reports, businesses developing or marketing educational and welfare equipment for the disabled displayed their equipments.

Delegates from thirteen countries, Australia, Bangladesh, China, India, Indonesia, Malaysia, Nepal, New Zealand, Pakistan, the Philippines, South Korea, Sri Lanka and Thailand were invited to the seminar on the nominations of a UNESCO committee comprised of representatives from each country and one Japanese delegate. In addition to many NISE staff, there were seven foreign poster presenters and five other foreign participants, fourteen poster presenters and nineteen other participants from Japan. The overview of the Seminar is reported as follows.

### **3. Seminar Overview**

1) Theme  
"Educational Support for Children with Disabilities and

the Utilization of ICT”

2) Sponsors

National Institute of Special Education (NISE)  
Japan UNESCO Committee

3) Schedule and Location

Schedule: October 26 to 31, 2003

Location: National Institute of Special Education

4) Keynote Lecture

In the morning of October 27 following the opening ceremony, Dr. Takuro Hatakeyama, professor of the Faculty of Care and Rehabilitation of the Seijo University, gave a keynote lecture on the theme “Effective Utilization of Assistive Equipment for the Disabled”. Details on the lecture will be shown later. Professor Hatakeyama discussed in detail the importance of effectively utilizing assistive equipment for the disabled through various concrete examples and practical experience. Many in the audience were deeply impressed by his presentation.

5) Research Presentations Through Poster Sessions

In the afternoon of October 27, research presentations were conducted through poster sessions.

As mentioned earlier, we invited the public from inside and outside Japan, including researchers registered in research and educational institutions in the field of special education and practicing educators. However, despite a total twenty-nine applications-nineteen domestically including five NISE staff and ten overseas - three cancelled by the appointed day. On the other hand, presentations were also given and open-to-all by the delegates Mr. Ishaque Bhuiyan from Bangladesh and Mr. Diwakar Awasthi from Nepal, bringing the total number to twenty-eight.

6) Country Reports

All day October 28 and in the morning of 29 October, country reports were made by fourteen delegates from the participating countries including Japan. The reports discussed the policy and measures concerning information and communication technology of each country, the policy and current state of

introduction into educational fields, and the current state and prospects of effective utilization of ICT in education for the disabled children. The following country reports were presented .

Australia: Dr. Martyn Forrest

Secretary, Tasmanian Department of Education

Bangladesh: Mr. Ishaque Bhuiyan

Managing Director (Joint Secretary), National Foundation for Development of the Disabled Persons, Ministry of Social Welfare

China: Ms. Chen Yunying

Director, Special Education Division, China National Institute for Education Research

India: Dr. Janak Verma

Assistance professor, D. E. G. S. N., National Council of Educational Research and Training

Indonesia: Mr. Mudjito

Director of Special Education, Directorate-General of Primary and Secondary Education, Ministry of National Education

Japan: Dr. Nakamura Hitoshi

Director, Department of Educational and Information Technology, National Institute of Special Education

Malaysia: Mr. Kamaruzaman bin Mahayiddin

Assistant Director, Information and Communication Technology and SMART School for Special Education Unit

Nepal: Mr. Diwakar Awasthi

Deputy Director (Sectional Chief), Special Education Section, Department of Education Sanothimi, Bhaktapur

New Zealand: Ms. Cindy Diane Stewart

Occupational Therapist/Technology Co-ordinator, Special Education, Ministry of Education, Whangarei

Pakistan: Ms. Musarrat Abid

Deputy Director, National Institute of Special Education, Directorate General of Special Education, M/o Women Development, Social Welfare & Special education, Islamabad

Philippines: Mr. Romeo M. Mina

Education Program Specialist, II Special Education Division, Bureau of Elementary



Education

Korea: Ms. Soo-kyoung AN

Educational Researcher, Korea Institute for Special Education (KISE)

Sri Lanka: Mr. Hetti Pathirage Nimal Lakshman

Deputy Director of Education, Ministry of Human Resources Development, Education and Cultural Affairs

Thailand: Ms. Puangmanee Chaiseree

Chief of Planning and Budgeting Group, Bureau of Special Education Administration, Office of the Basic Education Commission, Ministry of Education

7) Summary Discussion

In the afternoon of October 29, a general discussion was made based on the country reports and presentations through poster sessions and summarized by the chairperson.

According to the country reports, major differences were apparent among countries in policy and measures concerning ICT, the policy and the current state of introduction into educational fields, and the current state and prospects of effective utilization of ICT in education for the disabled children. Nevertheless, everyone agreed that effective utilization of ICT could make its way into education for disabled children. Consequently, in the general discussion, with respect to the establishment of measures at the policy level of and measures for introducing and promoting ICT into education for

disabled children in other words, various measures to secure funding opinions and proposals not only by the delegates of participating countries but also the NISE staff and other participants were vividly expressed.

Furthermore, opinions on the feasibility of cooperation among participating nations and ways to realize the goals were also exchanged.

After the chairperson summarized the discussions, the Closing Ceremony was held.



8) Equipment Display

In the afternoon of October 27 and all day October 28 during the research presentations through poster sessions and country reports, businesses developing or marketing educational and welfare equipment for the disabled displayed their products.

9) Institutional Visits

In the morning of October 30, the delegates from the participating countries and other foreign participants visited the NISE and the National Kurihama School

for Children with Disabilities. They visited and observed the Institute's exhibition room where various assistive devices through effective utilization of information and electronic technology are on display as mentioned in the Japanese delegate's country report, and in the school, not only observed the facility and equipment, but also actual classes for infants and

children in progress.

**NAKAMURA Hitoshi**

*Chairperson*

*Executive Committee of the 23<sup>rd</sup> Asia - Pacific  
International Seminar on Special Education*

## **Intervention Research on Actual Conditions, Instructional Methods and Support Systems for Children with Learning Disabilities (1999-2002)**

**T**his research was purposed to verify the validity of the assessment and judgment criteria which was shown in "Intervention to children with learning disabilities (Report)" (July, 1999), while it examined succeedingly effective teaching methods and support system to children with learning disabilities. It obtained the following results.

### **1) Identification and assessment criteria**

- Teachers' awareness of children who need special support and the installation of functions such as Konai-iinkai (school-ground committee) are indispensable to begin the identification and assessment process in school.

- Participation of the specialists (round consultation etc.) from outside of school to Konai-iinkai is substantially helpful to promote assessment process and establishment of school-grounds support system.

- It is appropriate to identify learning disabilities synthetically from aspects of education, psychology and medicine. Also, a team of experts must collateralizes two or more specialists of each domain so that it is able to attain its purpose and have high mobility.

### **2) Teaching method**

- Instruction considering a child's cognitive characteristic is effective for the child even in the whole class settings.

- Team teaching is also effective as a method of instruction to meet a child's individual educational needs in the whole class settings.

- It is important that the effective measures practiced in the special class or in the Tsukyu need to be generalized even in the regular class instruction. For that purpose, Teachers in charge or concerned are required to develop collaboration each other.

### **3) Support system**

- School principals who practice good leadership and a key-person such as a coordinator who arranges and promotes the Konai-iinkai are likely to strengthen school-ground support system.

- While expansively utilizing intramural educational resources, we need obtain external resources and intervention from outside of the school.

**TAKAMURA Tomoko,**

*Section Chief, Department of Education for Children  
with Health Impairments, NISE*

# “Practical research on consistency and continuity in education for children with diversifying emotional disturbances”

**I**n education for the children with emotionally disturbance (mainly autistic children in Japan), the effects of education should be accumulated over a long period of time, and in many cases it takes time for such education to ripen the fruition. Because of this, a long-term perspective and a consistent policy for teaching are necessary. However, in the course of receiving an elementary school to high school-level education, many of children with emotionally disturbance have experienced the transitions among ordinary schools, tsukyu (“resource rooms”), special classes, and special schools. Furthermore, in many cases, a variety of institutions (e. g., institutions related to medical rehabilitation, medical treatment, welfare, etc.) have been engaged at an early stage, prior to school enrollment. In these situations, there often have been difficulties to coordinate these institutions and schools as well as within school educations after enrollment, and to preserve consistent policies among the schools and various institutions. The purpose of this research

project is to develop methods for sharing necessary information among schools and institutions engaging the supports for a child with emotional disturbance to have consistent policy in education and supports, even if the child moves among various institutions or his/her teachers change.

In order to share the information on individual autistic children among different experts and institutions, this research project developed a file called the “Ayumi Notebook”. Using the Ayumi Notebook, information can be managed flexibly in a loose-leaf format. The Ayumi Notebook has been prepared with consideration for protecting personal information, as its content is managed by the child him/herself or his or her guardian.

***ATSUMI Yoshikata,***

*Director, Department of Education for Children with Emotional Disturbance, NISE*

# “Research on means for providing special support education for children with hyperactivity and/or other behavioral disorders”

**I**n response to the policies presented in “Special Education in the 21<sup>st</sup> Century Provision of Special Support to Meet the Needs of Each Child (Final Report)” published by the Ministry of Education, Culture, Sports, Science and Technology in January of 2001, this project aimed to study the means for supporting schoolchildren with behavioral disorders who are enrolled at regular classes in ordinary schools.

For the aim mentioned above, it was essential to clarify the current status of these children in regular classes. A survey was first conducted to understand conditions of schoolchildren with LD, ADHD, higher-functioning autism, and other conditions who are enrolled in regular classes as well as opinions of teachers in charge of regular classes about special support education. This survey was conducted in collaboration with the Aomori Prefectural Board of

Education. Questionnaires were sent to all of 5,421 teachers in charge of regular classes at public elementary and junior high schools in that prefecture. Responses were obtained from some 90% of these teachers.

When asked about the necessity of special support education, 64% of the teachers answered that it is “extremely necessary”, 24% answered that it is “necessary”, 9% answered “somewhat necessary”, and 3% answered “not necessary”. Thus, a great majority of teachers in charge of ordinary classes acknowledged that this kind of support is necessary.

Some 41% of the teachers indicated that there were schoolchildren in their classes who they are “concerned about” or who they believe “need support”. The number of these children was 3,990 and it was 3.17% of the total of 125,859 schoolchildren in the classes of teachers who responded.

***ATSUMI Yoshikata,***

*Director, Department of Education for Children with Emotional Disturbance, NISE*

## **Study on Establishment of the Interactions between Caregivers and Children with Profound and Multiple Disabilities based on Joint Attention (1999-2003)**

### **Key Words;**

Profound and Multiple Disabilities,  
Joint Attention, Interaction with Others,  
Basic Communication

This study examined the behavior of children with profound and multiple disabilities that leads to the development of the ability to interact with others. These children are in the developmental stage prior to the formation of the ability of “basic communication” whereby the child uses vocalization, gesticulation, etc., in order to communicate with adults. The study examined the formation of the ability to interact with others, objects, as well as the ability to interact in order to connect others and objects, by focusing on joint attention in children with profound and multiple disabilities “Joint attention” means a behavior for children to direct their attention to objects in which adults are also interested. In the interaction sessions with these children, behavior related joint attention includes such actions as to see things, reach out for something, turn the head toward the direction from which sound is coming, follow something with eyes, gaze each other, and move arms. Using these actions

as clues, the examination was conducted on such matters as whether the children were paying attention to actions of the caregiver, and how they were recognizing and responding to the caregiver. Examination was also conducted on the clinical significance of touching the body in guiding children with profound and multiple disabilities. On this basis, the study proposes a clinical model on how these children with such disabilities develop the ability to interact with the self, others and objects. The outcomes of this study are hoped to make available a basic model for the understanding of the children's learning difficulties, setting of the learning targets, and assessing of the educational method in teaching children with profound and multiple disabilities. Even if the actions may be simple ones such as gazing and reaching out, they have diverse meanings depending on the relationship with the caregiver. Analyzing children's behavior using a model concerning their interaction with their selves, others and objects can infer how the child is understanding the world. By thus analyzing the child's understanding, it becomes possible for the caregiver to know what kind of activities the child requires. It is believed that through

such a process, children develop their ability to work upon the external world by being supported by adults.

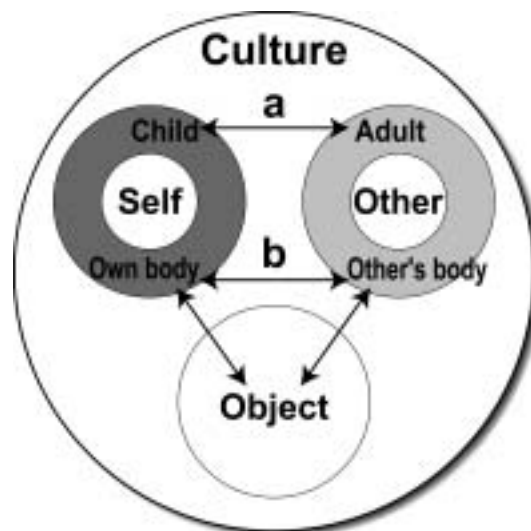
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### Structure of Interaction with Others and Objects

a : Interaction between children and adults.

b : Interaction between children and adults through objects.

**TOKUNAGA Yutaka**

*Section Chief, Department of Education for Children with Intellectual Disabilities, NISE*

# Exploratory study on 'Alternative Reality' for children with congenital blindness (2001-2002)

The study was conducted as a research under the Grant-in-Aid for exploratory Research Program from the Ministry of Education, Culture, Science, Sports and Technology, or MEXT. The term 'Alternative Reality' was coined by the principal investigator and aimed to explore and develop new learning environment for children with disability using virtual reality technologies. The hypothesis of this study was as follows.

A child without disability uses his/her hand and body as well as sensory systems to explore the environment and learn something important whereas children with disability may have difficulty or simply cannot. If we would create alternative learning environment that allows children with disability to

explore their environment without actual physical movement or real functions of sensory organs, the children could reach their goals through alternative way.

Prior to start this study, the author observed that quasi-significant improvement on sound localization skills of children with congenital blindness during the experiment using an audio virtual reality system equipped with general HTRF, or head related transfer function. In this study, the author tried to obtain more clear evidence of effects on using 'Alternative Reality' by implementing personalized HRTF for more precise audio simulation. Although the personalized HRTF was not so effective we expected before, it was suggested that more advanced studies would be

desired to develop innovative learning environments using these technologies.

*Principal Investigator: **MUNEKATA Tetsuya**,  
Section Chief, Department for Educational and  
Information Technology, NISE*

# **Lessons on Understanding Handicaps at Regular Classrooms by Collaboration of Teachers in Tsukyu and Teachers in Ordinary Classrooms**

**T**he Tsukyu (“resource rooms”) education system provides special guidance and education for children with mild handicaps.

The children who attend Tsukyu classes spend the greater part of their school lives in ordinary classrooms, and so collaboration between Teachers in Tsukyu and Teachers in Ordinary Classrooms is essential.

This Case Study reports on the progress in gaining greater understanding of the feelings of individuals with handicapping conditions to improve collaboration.

The study was conducted during “Periods of Integrated Study,” in ordinary classrooms of elementary schools and highlights the importance of teachers in Tsukyu and in ordinary classes collaborating in the education of children attached to Tsukyu.

In the lessons entitled “How do you think about gentleness?” it was found that students from first to sixth grade experience continual inconvenience of

people with handicap and report this experience.

By these lessons, each child will think more about handicaps and become more aware of them.

It is confident that the lessons have enhanced the children's interest in the person with handicap and provided an opportunity for them to help.

With respect to the question “What can I do if meet a person with handicap?”, as the lessons were a good opportunity, it is expected to support the ideas that each child has through accumulated experience.

***KUBOYAMA Shigeki***

*Chief Researcher, Department of Education for  
Children with Speech and Hearing Handicap, NISE*

he National Institute of Special Education (NISE) holds two domestic seminars on special education



# Domestic Seminar I and II of the National Institute of Special Education 2003

**T**each year. These seminars focus on various problems facing children with disability (including educational content, methods, technologies, etc.) and are organized by NISE researchers and experts in Japan for domestic educators in the field of special education. Aiming to further develop and enhance education for disabled children, the seminars perform to disseminate developments in special education research as well as recent research, identify current issues and future directions, and promote understanding of the various activities that are undertaken by NISE as an open institution. Both seminars were very successful, attracting over 700 participants this year.

## 1. NISE Seminar I

NISE Seminar I was held on February 9 and 10, 2004. The two-day seminar featured a keynote speech on the main theme of “Toward Construction of a Comprehensive Support System that is Matched to Educational Needs: Looking at the Final Report on Future Means for Providing Special Support Education” and a symposium on “Support that Surrounds Children with Disabilities: Ways for Engaging in User-Centered Collaboration and Cooperation”. After the speech, the speaker answered many questions raised by ardent participants, and that showed participants were greatly interested in the theme. Three subcommittees (1. “Building a Support

Structure in Elementary and Junior High Schools: Focusing on Special Support Education Coordinators”; 2. “Regionally Created Support Structures that Meet Various Educational Needs: The Role of Special Schools and Schools for the Blind and Deaf as well as ‘Special Support Education Coordinators’” ; and 3. “Building Support Structures through Individual Support Planning: Putting Focus on the Realities and Issues of Collaboration and Coordination”) also had active opinion exchanges.

## 2. NISE Seminar II

NISE Seminar II was held on February 27, 2004. At the seminar, a report on “Support for Children with LD, ADHD, and Autism: Considering Future Support based on Research Results” that outlined the results of NISE project research was presented, and a discussion on “Tentative Guidelines for Establishment of a Special Support Structure for Children with LD, ADHD, and Higher-Functioning Autism in Elementary and Junior High Schools” was held. The seminar also established two subcommittees (1. “Understanding children with LD, ADHD, and Autism” and 2. “Current Status and Issues of Support for children with LD, ADHD, and Autism”) for opinion exchanges.

part of the granted research, 'ICT enhanced future of the education for children with special needs in Asia-

IN-SERVICE TEACHER TRAINING to be held by NISE in 2004/2005

Since the commencement of training programs in 1972, the National Institute of Special Education has trained approximately 7,120 practicing teachers and some 4,530 others with training. The institute offers the Leadership training in special education (1 year), the Medium class training in special education (about 2 months) and the Workshops for leadership training (1 to 10 days). Most of these persons are actively engaged in special education at schools, education agencies and the like. The institute accommodates all training participants at the boarding facility and offers a variety of programs including accredited ones for granting teaching certificates as shown in the table below:

IN-SERVICE TEACHER TRAINING

Program		Term	Enrollment	Certificate to be granted	
Leadership training in special education		1 year	13.Apr.2004~ 18.Mar.2005	50	Special, first class or second class certificate for teaching in schools for the blind, the deaf and the "otherwise disabled"
Training for teachers of middle standing in special education	Education for children with intellectual disabilities	2 months	6.May.2004~ 7.July.2004	100	First class or second class certificate for teaching in schools for the blind, the deaf and the "otherwise disabled"
	Education for children with visual impairments		1.Sep.2004~ 10.Nov.2004	20	First class or second class certificate for teaching in schools for the blind
	Education for children with hearing handicaps			20	First class or second class certificate for teaching in schools for the deaf
	Education for children with speech disorder			20	First class or second class certificate for teaching in schools for the blind, the deaf and the "otherwise disabled"
	Education for children with emotional disturbance			40	
	Education for children with physical/motor disabilities and health impairments			11.Jan.2005~ 16.Mar.2005	
Training for special support education coordinator		5 days	19.Apr.2004~ 23.Apr.2004	100	
Training for teachers in charge of education for children with LD, ADHD and High-functioning autism		4 weeks	12.Jul.2004~ 6.Aug.2004	60	
Workshops for dormitory staff of special schools		2 days	22.Jul.2004~ 23.July.2004	150	
Workshops for school principals and deputy principals		3 days	17.Nov.2004~ 19.Nov.2004	100	
Workshops for leadership training in promoting "Kouryu kyouiku**" in communities		1 day	25.Nov.2004	150	
Workshops for leadership training in educational support utilizing assistive and information technology		2 weeks	29.Nov.2004~ 10.Dec.2004	60	
Conference on home/hospital-tutoring education		2 days	17.Feb.2005~ 18.Feb.2005	150	

\* "otherwise disabled" :schools for intellectual disabled, physically disabled and the health impaired

\*\* "Kouryu kyouiku" :joint activities with children in regular elementary and lower secondary schools and the local community, promoted by special schools and classes.

# TOPICS

## A study visit to the UNESCO Institute for Information Technologies in Education

**A** Pacific region', a research project under the Grant-in-Aid for scientific research for planning new programs from the Ministry of Education, Culture, Science, Sports and Technology, or MEXT, the author visited UNESCO Institute for Information Technologies in Education, or IITE in Moscow in September 2003. The institute has been conducting a project named 'Information and Communication Technologies in Education for People with Special Needs' since 1999. During the visit of IITE, the author met and discuss with Dr. Sergei Christochevsky who is in charge of this project. It was very impressive for NISE to be acquainted with the programs of this field conducted by UNESCO.

In October 2003, in the other hand NISE conducted its 23rd International Seminar on Special ducation. The theme of this seminar was 'Utilization of ICT and Educational Supports for Children with Disabilities.' Taking this opportunity effectively, the author asked

Dr. Christochevsky to come to NISE to discuss issues in this field with delegates form Asia-Pacific countries. The seminar achieved its original goals successfully.

Finally, according to the original plan of the research project, the author will conduct a Delphi study on the issues regarding use of ICT and the future of the education for children with special needs in Asia-Pacific region. The author hopes that the results of the study will contribute to this field to the fullest extent possible.

***MUNEKATA Tetsuya***

*Section Chief, Department for Educational and Information Technology, NISE*

**Dear Colleagues:**



In this volume of newsletter, we tried to let you know our various activities of N. I. S. E., the investigations, the in-service training, and the domestic or international seminars.

We hope to communicate more information with you who are engaged in the education of children with S.E.N. through this newsletter.

We always welcome your contributions to this newsletter by e-mail or by post.

The next volume will be issued in December, 2004, hence, we invite readers to submit news on recent development of special education and research, information on conferences, seminars or workshops, introductions of new teaching materials, newly established institute or publications about education for children with S.E.N..

***ISHIKAWA Masataka***

**Editorial Board :** *SAITO Ukai, KAIZU Akiko, ONO Tatsunori, UESHIMA Ayako*

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NISE international exchange activities

[http://www.nise.go.jp/kokusai/index\\_e.html](http://www.nise.go.jp/kokusai/index_e.html)(in English)