

NISE Newsletter

for Special Education in Asia and the Pacific

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November, 2004

New NISE with new organization started on April 1st 2004

The NISE had been reviewing its operations in general as well as its organization, in order to better fulfill its functions. As a result, it has strengthened its planning and coordinating capacities, and improved its systems into ones that can comprehensively and flexibly deal with issues related to studies and researches, teacher training, and educational consultation. To this end, eight research departments which were corresponding to category of disabilities was reorganized into four new departments, policy and planning, educational support research, teacher training and information, educational consultation. These four new departments emphasizes the type of their business. we have already started the new system from fiscal 2004.

With this reorganization as an opportunity, new mission of the NISE have been defined specifically as follows: The mission of NISE as the national centre for special education is to contribute to: Improving the quality of education for children with disabilities and making educational provisions to meet individual educational needs. We aim to do this by working flexibly to implement innovations in the policy, research and practice of

special education in Japan in cooperation with the national and local governments.

Furthermore, it has determined the following vision for it to carry out.

1. To undertake research that contribute to the formulation of national policy for children with disabilities and to educational practices in the classroom
2. To provide teacher training in order to foster specialist instructors and to respond to new challenges
3. To offer educational advisory services to local governments and educational centres
4. To collect, analyse and disseminate information on special education
5. To collaborate and cooperate with universities and other educational institutions both in Japan and overseas

The NISE will widely inform the general public of these mission and vision.

As for the international exchange, a research director for international exchange has newly been arranged in the planning department. We are going to promote joint research with the organs concerned of many foreign countries, and to

advance dispatch of various information about the special education and the research institute of our country positively.

The NISE personnel will combine their efforts in achieving the mentioned objectives and in innovating and improving its operations. On behalf of the NISE, I would like to ask for the concerned parties' understanding and cooperation.

HOSOMURA Michio
President, NISE



New Departments and Activities

Department for Policy & Planning implements following activities:

- * Planning and formulating the whole of the researches or investigation projects;
- * Conducting investigation and analysis of policy issues on special education;
- * Conducting practical, comprehensive researches on special education;
- * Providing advice and adjustment for local education boards/special education centers or other organizations concerned to adopt theme of studies on specific issues;
- * Organizing the inner/third party board to evaluate NISE research activities;
- * Collecting information on researches and studies of special education in foreign countries concerning the characteristic profile of disabilities;
- * Promoting international cooperation with research organizations, institutions or universities abroad;
- * Providing supports to organizations concerned at home and abroad to conduct researches and studies on special education and to exchange collected data or outcome of researches.

Department for Educational Support Research implements following activities:

- * Planning and formulating High Priority Research Projects, or "the Projects" of NISE;
- * Providing supports to and cooperating with organizations concerned to conduct above-

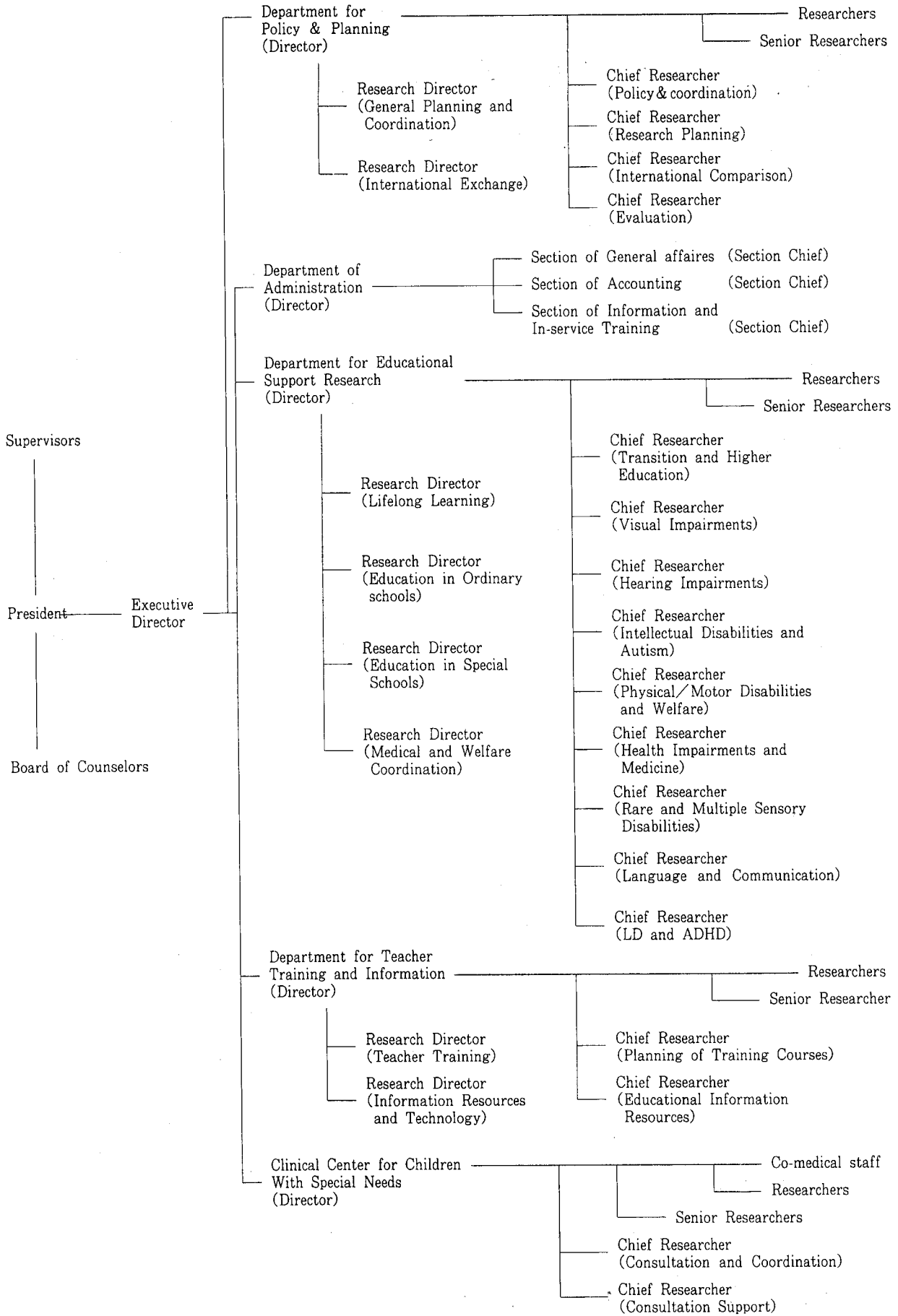
mentioned matters efficiently;

- * Conducting investigation and research studies;
 - on curriculums and methods of educating students with disabilities
 - on Lifelong Learning for students with disabilities, Early Intervention for children with Disabilities and the rare disabilities etc;
 - on participation into society, self-help of student with disabilities and community services;
 - on learning support policy for students with disabilities in higher education;
 - on educational support in cooperation with medical/welfare organizations.

Department for Teacher Training and Information implements following activities:

- * Planning in-service teacher training programs at NISE;
- * Conducting research studies on improvement/development of teaching skills and gaining further knowledge of teachers/administration staff in charge of special education;
- * Developing and offering model programs of in-service training concerning each specific disability;
- * Supporting teacher training programs conducted by local education boards or special education centers throughout the nation;
- * Conducting research studies on educational information technology for students with

Organization of the National Institute of Special Education



- disabilities;
- * Publicizing and disseminating of NISE research outcomes;
 - * Conducting research studies on accumulation and provision of information resources on special education;
 - * Advising on information resources of special education to teachers, researchers, and administration staff in charge of special education.

Clinical Center for Children with Special Needs implements following activities:

- * Offering guidance and counseling services fulfilling a need to children with disabilities,

- parents, families and other related persons;
- * Promoting mutual understanding and the exchange of information between local special education centers and organizations;
- * Offering advice, guidance and supports to teachers and other related staff involved in special education;
- * Supporting other counseling services conducted by local special education centers or other organizations;
- * Conducting researches and studies on guidance and counseling services of special education;
- * Providing information of guidance and counseling services for children with disabilities

High Priority Research Projects for FY2004

(1) Practical Study about Special Support Education Coordinator (2004-2005)

MATSUMURA Kanyu, *Research Leader*

A "Special Support Education Coordinator" serves as a coordinator for schools covering guardians and related organizations or as a coordinator for school personnel and welfare, medical and other related organizations. For this reason, this research project conducts comprehensive researches on the roles, functions and training of such coordinators in charge of elementary and lower secondary schools and schools for the blind, deaf and other disabled children.

The main research contents are such coordinators' roles and functions, their intramural support systems and training. This research project is designed to revise and enrich the "For the Training of Special Support Education Coordinators" prepared in February of 2003 and distributed to boards of education, etc., and to prepare such things as "Practical Manual for Special Support Education Coordinators" and "Model Curriculum

for the Training of Special Support Education Coordinators" As part of the project, the NISE will make available related information on its web site, to contribute to the enrichment of the efforts made by prefectural boards of education and related schools.

(2) Research Study on Effective Educational Support System for Children with Disabilities in Regular Elementary and Lower-secondary Schools (2004-2006)

FUJIMOTO Hiroto, *Research Leader*

The purpose of this study is three-fold as follows:

- 1) To conduct researches on the flexibility of the service delivery conditions at special classes and Tsu-kyu resource room programs.
- 2) To prepare a list of model special education practices in regular schools.
- 3) To develop and disseminate usable and systematic teaching resources for enhancing the educational services based on individual educational needs.

(3) Practical Study on Making Individualized Educational Support Programs (2004-2005)

NISHIMAKI Kengo, Research Leader

This study aims at establish methodologies to make and carry out Individualized Educational Support Programs for school children with disabilities primary and lower secondary schools. These programs work to support them under the collaboration of education, welfare and medical services. Concrete model programs will be made for trial practice, the results of which will be examined to extract issues that need improvement. Information on practices overseas will be collected and analyzed to discuss on the necessity of having such programs. This study will be undertaken in cooperation with the research by All Japan Association of principals of Special Schools on Individualized Educational Support Programs in special schools currently under way.

(4) Development of Information Dissemination System on Education for Children with Disabilities (2004)

WATANABE Akira, Research Leader

Properly coping with the educational needs of the individual disabled children requires approaches from diverse fields such as educational, medical, welfare, and labor services. It is important to disseminate and further enrich the information available in such fields and related to the support of disabled children.

From such an understanding, this project seeks to 1) construct an information website to serve as a core of the system of provision of comprehensive information related to the above fields and services, 2) examine the system of provision of information for the life-long support for disabled children, 3) establish a comprehensive system of information supply, thereby 4) contribute toward the enrichment of the education for disabled children in Japan.

In addition, the rapid spread of the use of the Internet in recent years has given rise to new possibilities in relation to the method of teacher training. In view of such a situation, the project will conduct model training through e-learning, and examine the possibilities and effectiveness of such learning in teacher training.

(5) Empirical Research on System Development of the Large Print Textbooks and the Teaching Effectiveness by Using Them (2004-2006)

CHIDA Koki, Research Leader

This project seeks to develop an efficient system for making and editing "large print textbooks" and effective teaching methods using such textbooks, in order to cope with more extensive educational needs. This will be implemented using the know-how related to the development and editing of and educational support using such textbooks based on the outcomes of the research conducted in 2003 on the visual characteristics of visually impaired children.

- 1) Research and development on the method of preparation and computerization of textbooks so that they can be enlarged and edited to suit the individual children's visual capacities and educational needs.
- 2) By utilizing such a method, efficient production of enlargeable and/or editable textbooks that can meet the diverse educational needs of children who need such textbooks.
- 3) Examination of effective use of and educational methods using such textbooks, and empirical researches on their educational effects, if any, on children with other disabilities.
- 4) Development of a textbook making system that takes account of children with color vision problems including contrast, and empirical researches on the educational effects of such a system.

The Exchange Meeting about the Law and System of Special Education in the United States

This past spring, an exchange meeting was held at The National Institute of Special Education (NISE) concerning the Individual with Disabilities Education Act (IDEA) and the system of special education in the United States. NISE has been interested in updating and expanding current knowledge related to international special education.

Mr. Paul Steenen, an Educational Specialist at US Department of Education, came to Japan sponsored by the Maureen and Mike Mansfield Foundation Fellowship Program. Mr. Steenen gave a lecture on various aspects of IDEA and how the system of special education operates within the US.

Before becoming an Educational Program Specialist at the US Department of Education, Mr. Steenen was an assistant principal of an elementary school and also taught special education to mentally retarded and learning disabled students. Currently, Mr. Steenen monitors and collects data from State Education Agencies to determine compliance with the requirements of IDEA.

During his first lecture on March 25, 2004, Mr. Steenen talked about the IDEA. After the presentation, he answered questions from

researchers. Since there were so many questions from the audience, Mr. Steenen asked for written questions and in a follow-up presentation, he addressed the issues and questions posed by the researchers.

One key point and big difference between Japan and the US relating to education is that in the US, State governments and local school boards make almost all decisions regarding education. They have to follow certain federal laws and policies, but States and local governments are given wide discretion on how best to implement Federal



Research exchange with NISE researcher



The exchange meeting on March 25, 2004 at NISE



Observing LD, ADHD, HFA coordinator training

educational laws.

Other points emphasized by Mr. Steenen is that in the United States, students should be educated with regular education students whenever possible. He also stressed that people should think of special education as a service to a child.

The lectures by Mr. Steenen were informative.

Mr. Steenen returned to NISE in August to observe the LD, ADHD and HFA coordinator training and exchange of our research with his experience.

ARAI Chikako

Researcher, Department for Policy & Planning

The 24th Asia-Pacific International Seminar on Special Education was held from October 12th to 15th at the National Institute of Special Education, Japan

Since 1981, the National Institute of Special Education, Japan (NISE) has been holding international seminars by inviting to Japan representatives from the Asia and Pacific region countries recommended by their respective National Commissions for UNESCO, for the development of special education in the said region.

This year's theme of the Asia-Pacific International Seminar on Special Education was "Educational supports for children with multiple disabilities with sensory impairment, including deafblindness". At the beginning of this seminar we had two keynote speeches which were "Deafblindness and Neuroscience: Educational implications" by Dr. Jude Nicholas, Clinical Neuropsychologist, Vestlandet Resource Center for the Deafblind, Haukeland University, Norway and "Development of Deafblind Education in Japan and

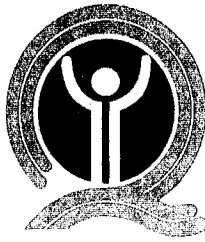
its Contribution to Education" by Ms. Megue Nakazawa, Chief Researcher, NISE Japan. The delegates from twelve countries reported their countries' situation and discussed related issues under this year's theme. The seminar finished with a great success and The publication was proposed by four countries - Japan, China, Korea and Malaysia.

The aim of the Journal is to strengthen and continue our relationships after seminar and collaborate research on education for the children with disabilities. All participants agreed with this proposal. The first volume will be published next autumn by edit of NISE. The details are carried on the next News Letter.

ARAI Chikako

Researcher, Department for Policy & Planning





From the Editors

We would like to thank all who contributed to this volume of newsletter. We hope to exchange more information with a number of people who are engaged in the education for children with special educational needs.

As already stated by our President, we marked a new step toward a better institute by the reform of organisation. We would also gradually innovate the style and contents of our newsletter under the new editors.

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

SASAMOTO Ken, TOKUNAGA Yutaka, ARAI Chikako

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NISE International Exchange Activities

<http://www.nise.go.jp/en/internationalexchange/internationalexchange.html> (in English)