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## **Research Projects for FY 2020**

### **Cross-sectional Research**

Research Title	Research Unit	Research Leader	Research Period
Comprehensive Research Related to the Development of Inclusive Education System in Japan - Proposal for (COMPASS) to support independent efforts in schools and local communities-	Inclusive Education System Team	HOSHI Yuko	FY 2016-2020
Comprehensive Research Related to Education Curriculums on Special Needs Education - Current conditions and issues for formulation and implementation of curriculums based on new Courses of Study -	Education Curriculum Team	YOKOKURA Hisashi	FY 2016-2020

### **Research on Specific Disability Categories**

Research Title	Research Unit	Research Leader	Research Period
Research on Improving Function as a Resource Center in Education for Students with Hearing Impairments - Community collaboration focused on infants -	Deaf and Hard of Hearing Unit	UNO Kounosuke	FY 2018-2020
Development of Support Kits for Teachers of Classes for Special Needs Education for Intellectual Disabilities - Focusing on lesson design -	Intellectual Disabilities Unit	WAKUI Megumi	FY 2019-2020
Research on Class Improvement Using Community Resources for Instruction and Support of Students with Physical/Motor Disabilities in Elementary and Lower Secondary School	Physical/Motor Disabilities Unit	YOSHIKAWA Tomoo	FY 2019-2020
Research on Effective Instruction and Support for Students with Developmental Disabilities with a View to Connections with Society - Focusing on the best approaches to specialized instruction in resource rooms based on the characteristics and developmental stages -	Developmental Disabilities and Emotional Disturbances Unit	KAIZU Akiko	FY 2019-2020

### Collaborative Research on Practices in Local Communities

Research Title	Research Unit	Research Leader	Research Period
Research on Understanding and Raising Awareness of Inclusive Education System	Promotion of Understanding taem	KUBOYAMA Shigeki	FY 2020
Research on Improving Joint Activities and Learning	Joint Activities and Learning Team	MAKINO Yasumi	FY 2020
Research on the Results and Outlook for Promoting Inclusive Education Systems in Local Communities	—	YOKOO Shun	FY 2020

### Entrusted Researches

Research Title	Entrusted Organization	Research Leader	Research Period
Developmental Research on Establishing a Support System for Deafblind Children/Students	Fast Retailing Foundation	HOSHI Yuko	FY 2019-2020
ICT Utilization Research for Special Needs Education Through the Magic Project	SoftBank Corp	AOKI Takamitsu	FY 2020

## Outlines of Research Projects for FY 2020

### Cross-sectional Research

#### Comprehensive Research Related to the Development of Inclusive Education System in Japan - Proposal for (COMPASS) to support independent efforts in schools and local communities-

**Research unit:** Inclusive Education System Team

**Research Leader:** HOSHI Yuko

**Researchers:**

YANAGISAWA Akiko(Sub-leader), KANEKO Takeshi, IKOMA Yoshio, NAMEKAWA Norihiro, HIROSHIMA Shinichi, NISHIMURA Takahiro

**Research period:** FY2016-2020

#### Abstract:

The construction of an inclusive education system is a key policy issue for the nation in the ratification of the United Convention on the Rights of Persons with Disability and the implementation of Act for Eliminating Discrimination against Persons with Disabilities. The research needs to be carried out that contributes to steadily advancing initiatives for the construction of

an inclusive education system in each communities and education sites. Due to this, the Comprehensive Research Related to the Construction of an Inclusive Education System in Japan (FY2016-FY2020) was carried out five years in the 4th phase of the medium-term goal period. In the final year of 2020, we revised the index of the school board version with cooperation from supervisors and research collaborators, and considered the utilization of it. As the study summation of the five years study, we considered the requirements for proactive practices toward the construction of an inclusive education system at school sites and the role of the school board. Additionally, we created a casebook that summarized the proactive practices to promote an inclusive education system in the kindergartens and schools which was research cooperation institutions and used the index.

### Cross-sectional Research

#### Comprehensive Research Related to Education Curriculums on Special Needs Education - Current conditions and issues for formulation and implementation of curriculums based on new Courses of Study -

**Research unit:** Education Curriculum Team

**Research Leader:** YOKOKURA Hisashi

**Researchers:**

WAKABAYASHI Kazusa(Sub-leader), KITAGAWA Takaaki (Sub-leader), YOSHIKAWA Tomoo, INOUE Hidekazu, KONISI Takamasa, KAMIYAMA Tsutomu

**Research period:** FY2016-2020

#### Abstract:

Over the five years from 2016 to 2020, we have carried out research under the main theme of Comprehensive Research Related to Education Curriculums in Special Needs Education. In 2020, based on the questions considered in the surveys conducted

in 2018 and 2019, we conduct surveys tailored to an elementary school and a lower secondary school and the elementary departments of special needs schools respectively. We consider the survey results with those of 2018 and 2019 to ascertain where each school is at in working on various issues raised by the Central Council for Education and curriculum composition and implementation based on the new Courses of Study. Furthermore, among the schools that we visited in 2018, we select schools that are working on research on curriculum composition and implementation based on the new Courses of Study, and, as researchers from NISE cooperate with the school research, clarify as case studies, specific initiatives for improving curriculum.

In 2020, we summarize the Comprehensive Research Related to

Education Curriculums in Special Needs Education that has been conducted over five years, including the results of research

conducted from 2016 to 2017.

### Research on Specific Disability Categories

## Research on Improving Function as a Resource Center in Education for Students with Hearing Impairments - Community collaboration focused on infants -

**Research unit:** Deaf and Hard of Hearing Unit

**Research Leader:** UNO Kounosuke

**Researchers:**

YAMAMOTO Akira (Sub-leader), YOKOKURA Hisashi

**Research period:** FY2018-2020

#### Abstract:

In this research, by surveying 1) the state of collaboration among organizations at special needs schools (hearing impairment), 2) the content and methods of guidance support and circumstances in localities that are constructing uninterrupted support systems from

an early stage, from the discovery of hearing impairment until the start of rehabilitation, we clarify the role that special needs schools (hearing impairment) fulfill for infants with hearing impairment in Japan. Furthermore, we support the initiatives of special needs schools (hearing impairment) by preparing leaflets that detail research results and initiatives of the schools and local municipalities, etc. The leaflets are made for managers at special needs schools (hearing impairment), and educate about the significance of infant educational counseling situated in special needs schools (hearing impairment).

### Research on Specific Disability Categories

## Development of Support Kits for Teachers of Classes for Special Needs Education for Intellectual Disabilities - Focusing on lesson design -

**Research unit:** Intellectual Disabilities Unit

**Research Leader:** WAKUI Megumi

**Researchers:**

MURAI Keitaro (Sub-leader), YOKOO Shun, SAKAMOTO Masayuki, KAMIYAMA Tsutomu, HIRANUMA Motoshi

**Research period:** FY2019-2020

#### Abstract:

The teacher for the special class for intellectual disabilities must organize the curriculum according to the actual situation of the students by referring to not only the regular curriculum but also the curriculum of the special school for intellectual disability. Besides, it is necessary to create instruction plans and lesson plans according to various actual conditions such as the status of intellectual disability, the number of students, and the grade of the students enrolled. Thus, teachers require a wide range of specialization. On the other hand, the rate of holding licenses for

teachers of special needs schools is low, and many teachers have less than three years of experience in special needs education (National Institute of Special Needs Education, 2014, 2018).

Therefore, in this research, we aimed to develop a "support kit" that summarizes materials and tools to support teachers of special classes for intellectual disabilities who have little experience in special needs education. We also considered special needs education support assistants and staff with mid-to-long-term experience and managers, etc., could work as a team when utilizing the kit. We developed guidance materials and tools that give easy-to-follow guidance on formulating curriculum and creating guidance plans, explicitly focusing on arithmetic and the Japanese language. This kit made teachers plan a teaching unit and classes as one set of guidance goals for teaching units and lessons, learning evaluations, etc.

## Research on Specific Disability Categories

## Research on Class Improvement Using Community Resources for Instruction and Support of Students with Physical/Motor Disabilities in Elementary and Lower Secondary School

**Research unit:** Physical/Motor Disabilities Unit

**Research Leader:** YOSHIKAWA Tomoo

**Researchers:**

KITAGAWA Takaaki (Sub-leader), IKOMA Yoshio, SUGIURA Toru

**Research period:** FY2019-2020

### Abstract:

In the guidance of children with physical/motor disabilities at diverse learning sites, consistent support from before entering school until after graduation that considers collaboration with fields related to health care, medical care, welfare, labor, etc., is particularly important. For the enrichment of the learning of children with physical/motor disabilities, as well as the structure within schools that includes the joint activities and learning being

carried out at many elementary and lower secondary schools, it is also important to improve classes while considering support and advice that utilizes community resources such as the resource-center function of special needs schools and the therapeutic care and education organizations that many children use from before they enter school.

Consequently, in this research, through questionnaires and case studies, we examine how to utilize guidance on activities to promote independence, and individual education support plans and individual guidance plans, make proposals for how to make lesson improvements that utilize community resources for the guidance and support of students with physical/motor disabilities at each school and board of education, and we contribute to the enrichment of future initiatives at places of learning.

## Research on Specific Disability Categories

## Research on Effective Instruction and Support for Students with Developmental Disabilities with a View to Connections with Society - Focusing on the best approaches to specialized instruction in resource rooms based on the characteristics and developmental stages -

**Research unit:** Developmental Disabilities and Emotional Disturbances Unit

**Research Leader:** KAIZU Akiko

**Researchers:**

ITO Yumi (Sub-leader), TAMAKI Munehisa, ENOMOTO Yoko, SASAMORI Hiroki, HIROSHIMA Shinici, INOUE Hidekazu, WAKABAYASHI Kazusa, TAKEMURA Yoko, ATSUMI Yoshikata(Special-Appointment Researcher)

**Research period:** FY2019-2020

### Abstract:

Characteristics of students with developmental disabilities are carried throughout one's whole life, but the condition changes.

Furthermore, with appropriate understanding and support, in many cases, the adaptive state improves. However, there are also children who don't receive appropriate understanding and support (students whose various original disability characteristics are seen as a primary disability), and suffer adaptive difficulties caused by environmental considerations, or so-called secondary disabilities. Accordingly, in this research, 1) while considering expertise in the fields of welfare and correctional education, etc., and not only in the field of school education, we categorize the risk factors and care factors and actual situations of students who, until now, at school and in local communities, have not received appropriate understanding and support and have fallen into a state of adaptation difficulty, or so-called secondary disabilities, 2) we

conduct surveys with resource rooms for students with developmental disabilities at primary, lower secondary and high schools nationwide, and with those teachers, and, based on the content of activities to promote independence, consider how the instruction carried out toward students with individual developmental disabilities (Learning Disabilities, Attention- Deficit Hyperactivity Disorder, Autism Spectrum Disorder) are

categorized, and examine whether there are differences in the instruction

based on the factors of students' characteristics and school stages (primary, lower secondary, high school). From those results, we aim to propose methods of instruction and support that prevent secondary disabilities.



## Collaborative Research on Practices in Local Communities

## Research on Understanding and Raising Awareness of Inclusive Education System

**Research unit:** Promotion of Understanding team

**Research Leader:** KUBOYAMA Shigeki

**Researchers:**

ITO Yumi (Sub-leader), UNO Kounosuke, OOSAKI Hirohumi, SUGIURA Toru, YAMAMOTO Akira, AOKI Takamitsu, SAKAMOTO Masayuki, TAKEMURA Yoko, TAMAKI Munehisa, FUJITA Masashi, HIRANUMA Motoshi

**Researcher of Collaborative Research on Practices in Local Communities:**

HASHIMOTO Masataka, ABE Hisanori, MURAMATSU Izumi, MATSUI Yasuko, WADA Chie, KIJIMA Kunihiro, TAKANO Kumiko, NISHIUCHI Kazuhiro, SUZUKI Miho, ENSHU Yukiyo, NISHIKOUJI Machiko

**Research period:** FY 2020

**Abstract:**

In order to construct an inclusive education system for the formation of a symbiotic society, it is important to gain understanding from all teachers, children and communities. In this research, working together with 10 cities and prefectures, through the practical examination of improvement of lessons, etc., via in-school training, communication from boards of education and others, the implementation of lessons for children on understanding disability, and construction of community systems, etc., we make specific proposals for methods that promote awareness and edification about Japanese inclusive education system.

## Collaborative Research on Practices in Local Communities

## Research on Improving Joint Activities and Learning

**Research unit:** Joint Activities and Learning Team

**Research Leader:** MAKINO Yasumi

**Researchers:**

SAKAI Naoki (Sub-leader), SAITOU Yumiko, OZAWA Michimasa, WAKUI Megumi

**Researcher of Collaborative Research on Practices in Local Communities:**

KUREBAYASHI Atomu, MIURA Chinatsu

**Research period:** FY 2018-2019

**Abstract:**

To promote the formation of an inclusive society and development of an inclusive education system, it is essential that all school teachers, students, parents, and communities understand the system. In this study, we collaborated with eight prefectural cities in FY 2018 and with seven in FY 2019, and carried out

written questionnaires concerning the actions and awareness of teachers, field surveys on initiatives at schools, etc. We will consider and define the concept of teachers who fully understand the purpose and significance of special needs education and the concept of schools where all teachers are such teachers and the schools can take an organizational response. We will also clarify what type of in-school training and other efforts are made to cultivate these types of teachers and schools. Furthermore, we will recommend how teachers and schools can explain the concepts of an inclusive society and an inclusive education system to students, guardians, and the community. The results of this study have been reported at the community practical research forum and the Japanese Association of Special Education, and other gatherings, to disseminate them to the specified research collaboration communities, and to schools and educational administrations nationwide so they can be implemented.

## Collaborative Research on Practices in Local Communities

## Research on the Results and Outlook for Promoting Inclusive Education Systems in Local Communities

**Research Leader:** YOKOO Shun

**Researchers:**

MURAI Keitarou, TSUCHIYA Tadayuki

**Research period:** FY 2020

**Abstract:**

The National Institute for Special Needs Education (NIES) conducted a five-year research project from FY 2016 to FY 2020 on the issues faced by communities and schools in order to build an inclusive education system.

The purpose of this study was to summarize the research results of the designated research communities that participated in the Community Practical Research from FY 2016 to 2019, and to make the following points.

- (1) To analyze how the research results contributed to the promotion of an inclusive education system in the region.
- (2) To clarify the significance of the regional practice research project.
- (3) To prepare materials to disseminate the results of the designated research area to other communities.

## Entrusted Research

## Developmental Research on Establishing a Support System for Deafblind Children/Students

**Entrusted Organization:** Fast Retailing Foundation

**Research Leader:** HOSHI Yuko

**Research period:** FY 2019-2020

**Abstract:**

Due to the rarity, diversity and dispersed nature of occurrence of children with deafblind, who are both visually and hearing impaired, the current circumstance is that teacher training and support systems have not been put in place. Despite diverse presenting conditions, they have in common that they cause a heavy impediment to receiving information and require much time and difficulty for communication acquisition and conceptual understanding. Therefore, teachers in charge of students with deafblind are required to have rich expertise, beginning with areas that are considered to be related to communication and information disabilities, which are caused by deafblind. However, due to the rareness of disability and because deafblind is seen as one category within multiple disabilities, the current situation is that, whether at the stage of teacher training or after becoming a teacher, there are almost no opportunities to learn about deafblind.

Based on the current circumstance of desired specialization and

teacher training, it was thought that a training system on the national level was needed for the training of teachers in charge of deafblind, and from 2016, concentrated training of teachers of children with deafblind was carried out. Furthermore, in 2017, based on a survey of actual conditions for students with deafblind at national schools for special needs education that clarified the number of enrolled such students, the degree of disability, communication methods and teachers' desired training content, from 2018, the Seminar on Practical Deafblind Education, and others, were held, and opportunities to provide information on specific guidance and understanding related to deaf blindness education were established. In 2019, the Seminar on Practical Deafblind Education was held, not only in Tokyo, but also in the Kinki region, and we invited a lecturer from the Perkins School for the Blind, who gave a public lecture. This created an opportunity to learn from the theory and practice of the Perkins School for the Blind, which has been at the center of deafblind education in the United States. Surveys carried out at these training events showed great desire and anticipation for continuous training related to deafblind education.

Based on the above, we aim to carry out research on a teacher

training system and content that aims to lay the groundwork for a support system for the diverse students with deafblind who are spread out across the nation, the utilization of community resources, and collaboration with related organizations, etc. In particular, in the current term, we will advance practical research into teacher training that utilizes the internet, and other methods.

Since 2016, we have carried out training in a variety of formats, such as that held at institutes and visiting training, training at registered schools, and seminars and public lectures that accommodated many more teaching staff, and we have examined

their effectiveness and problems. Regarding this training, all of it was highly evaluated by participants, but due to the spread of the new coronavirus, we are unable to conduct face-to-face teacher training, so we will consider how to hold teacher training online. Based on both the advantages and limitations of online training, through practical examination of how to conduct effective teacher training, we want to improve the quality of educational activities for students with deafblind and provide information and support to guardians. We also want to promote collaboration with related organizations.

### Entrusted Research

## ICT Utilization Research for Special Needs Education Through the Magic Project

**Entrusted Organization:** SoftBank Corp

**Research Leader:** AOKI Takamitsu

**Research period:** FY 2020

#### Abstract:

Since 2010, the University of Tokyo's Research Center for Advanced Science and Technology and the SoftBank Group have been conducting the Magic Project to utilize mobile information devices at schools and verify the effectiveness of that usage. By sharing with the public specific and effective examples of utilization gained from that work, we have aimed to increase

learning and social participation opportunities for children with learning difficulties. Over 10 years of research, we have accumulated certain results and practical examples, but regarding the spread of utilization outside of schools, which is one of our original goals, we have not made much progress. Accordingly, in this research, through the utilization of ICT in daily lives, particularly by actually utilizing devices to support real-life experiences like shopping and travel on public transport, we aim to examine how children with intellectual disabilities can enjoy rich social participation.

## **Research Summaries from the Final Reports of the Research Projects in 2020**

R1-01 (Cross-sectional Research)

### **Comprehensive Research Related to the Development of Inclusive Education System in Japan - Components for Promoting Inclusive Education System and Assisting Proactive Practices (COMPASS) (pilot scheme) -**

**[Research period]** FY2016-2020

**[Principal researcher]** HOSHI Yuko

**[Summary]**

The construction of an inclusive education system is a key policy issue for the nation in the ratification of the United Convention on the Rights of Persons with Disability and the implementation of Act for Eliminating Discrimination against Persons with Disabilities. The research needs to be carried out that contributes to steadily advancing initiatives for the construction of inclusive education system in education sites. Our institute carried out Comprehensive Research Related to the Construction of Inclusive Education System in Japan, which was conducted over the five years from 2016 to 2020.

We created the index (draft) in FY 2016 to FY 2017. Through the trial usage at research cooperation facilities in FY 2018, we revised this concept and improved items of the index. By way of this process, the index to identify issues and future direction for the promoting inclusive education system was developed. In FY 2019, we examined its usage methods and possibilities by using the revised index at research cooperation facilities. Furthermore, we collected the cases of proactive practices for the promotion of inclusive education system in kindergartens and schools, showed the point of them..

**[Keywords]**

inclusive education system, index, kindergartens and schools, proactive practices

R1-02 (Research on Specific Disability Categories)

### **Research on Instruction and Support for Lower Secondary Students with Speech and Language Disorders**

**[Research period]** FY 2018-2019

**[Principal researcher]** NAMEKAWA Norihiro

**[Summary]**

The low number of special needs classes for speech and language disorders and resource rooms for speech and language disorders (hereafter referred to as language classrooms) at lower secondary schools has been an issue for some time. Due to the commencement in April 2018 of special needs services in resource rooms at high schools, in the future, in order to realize continued, uninterrupted learning, improving the structure and the content of instruction and support that meet the needs of lower secondary school students with speech and language disorders. Accordingly, in this research, we carried out a national survey of teachers of language classrooms about the current circumstances of lower secondary school students with speech and language

disorders who attend language classrooms, and an interview survey of the students, to grasp the guidance and support that lower secondary school students with speech and language disorders require. Furthermore, based on practical example initiatives carried out at each school that make the most of their characteristics, we aimed to consider and establish policy for enriching the system and the instruction and support that lower secondary school students with speech and language disorders require.

**[Keywords]**

lower secondary school students with speech and language disorders, national survey of teachers of language classrooms, interview survey of lower secondary school students with speech and language disorders, initiatives carried out at each school that make the most of their characteristics

## R1-03 (Collaborative Research on Practices in Local Communities)

**Research on Educational Consultation and Determining School for Enrollment****[Research period]** FY 2018-2019**[Principal researcher]** MAKINO Yasumi**[Summary]**

Following the partial revision of the Ordinance for Enforcement of the School Education Act in September 2013, in deciding which school a child with disabilities will enter, the municipal board of education makes the decision after ensuring an opportunity to hear the thoughts of the child's guardians and of specialists in education, medicine and psychology, and after providing adequate information to the child and guardians about educational needs and the content and method of essential support, etc. The thoughts of the child and guardians are respected as much as possible, and in reaching agreement, a comprehensive judgement is made.

In this research, we clarify the current state and issues in various regions related to educational counseling and determination of school entrance following the partial revision of the ordinance for enforcement cited above, identify policy for resolving issues and points of concern, and knowledge that is worthy of reference, and through practical examination and surveys on educational counseling and decisions on school entrance in the designated research cooperation regions (Nagano Prefecture, Kashiwa City, Fujimi City, Sakaki Town) of this research, we aim to gather knowledge to enrich initiatives and issue resolution related to decisions about school entrance.

Surveys of each local municipality showed the actual state of preparations being carried out by each municipality for a counseling system, a committee of specialists on school entrance, the provision of information to the student and guardians, and the

hearing of opinions from guardians and specialists in regard to educational counseling and decisions on school entrance. Meanwhile, surveys of guardians showed that there are many issues from the point of view of whether the process and initiatives for deciding school entrance are sufficient for the students and guardians.

As well as indicating the importance of listening to the voices of users and guardians while advancing initiatives related to determination of school entrance, through practical examination and surveys conducted in designated research cooperation communities and examination and gathering of approaches for enriching initiatives related to educational counseling and determination of school entrance in each region, we identified areas for enriching initiatives and resolving issues related to determining school entrance and school counseling for school entrance, from the point of view of initiatives based on points of concern when reaching agreement, the content of information provided to guardians, access to specialists, specialization of counselors and teachers, schools' support structure, collaboration among each department, school and related institution, support of interaction among guardians, and a community's characteristic.

**[Keywords]**

educational counseling related to entering school, determination of school entrance, the provision of information to guardians, respecting the thoughts of the students and guardians, reaching agreement, a community's characteristics

## R1-04 (Collaborative Research on Practices in Local Communities)

**Research on Understanding and Raising Awareness of Inclusive Education System****[Research period]** FY2018-2019**[Principal researcher]** KUBOYAMA Shigeki**[Summary]**

For the creation of a symbiotic society and the construction of an inclusive education system, awareness and edification about Japanese inclusive education system is an important issue, but what kind of teachers and schools should we aim for, and, how should we work to achieve that—there appears to be no research

that specifically examines these questions. Accordingly, in this research as a whole, we aim to examine and make proposals about ways to conduct awareness and edification about the goal and significance of Japanese inclusive education system, mainly for teachers of regular classes in elementary and lower secondary schools. Ten cities and prefectures have participated in this research, which has been classified into three areas of research according to the research goal and content, etc.: 1) an in-school

training model, 2) board of education training, etc., 3) preparation of a community system.

Overall, we have proposed three items regarding 1) what kind of teacher is one that sufficiently comprehends the goal and significance of special needs education (“It would be great to be like that teacher”), and seven items about 2) what kind of school is one that can systematically deal with children with disabilities (“It would be great to be like that school”). We have also made

proposals about 3) in order for board of education training, etc., to reach teachers of regular classes, what kind of content and method is best, and 4) how can we communicate the idea of an inclusive education system to children, guardians and communities.

**[Keywords]**

in-school training model, in-school system, lesson in understanding disability, It would be great to be like that school, It would be great to be like that teacher

R1-05 (Collaborative Research on Practices in Local Communities)

## Research on Developing Schools to Meet Various Educational Needs

**[Research period]** FY2018-2019

**[Principal researcher]** SAITOU Yumiko

**[Summary]**

Elementary, lower secondary and high schools are being required to develop schools that can meet the diverse educational needs of their enrolled students. In this research, as well as ways to resolve issues related to this school-development at designated research cooperation communities, we aim to identify ways to develop schools that meet diverse educational needs and fit together with Japanese education policy.

By assembling theoretical backgrounds, this research has confirmed the direction in aiming for school-development that ensures learning for children with diverse educational needs, while utilizing expertise in special needs education in school-development that centers on children’s learning. On that basis, while referring to the Multi-Tiered System of Supports (MTSS) that is gaining popularity in the U.S., we created a model for a multilayered support system that reflects Japan’s education system and school culture. The approach of a multilayered support

system was utilized at each designated research cooperation community in initiatives for the enrichment of guidance and support at high schools, collaboration with special needs schools in school-development at high schools, enrichment of in-school support systems at elementary and lower secondary schools, etc.

Furthermore, we visited four schools in various areas of Japan that are carrying out characteristic initiatives and put them together as case studies of the process of school-development. Regarding the perspectives and factors deduced from those examples that facilitate a multilayered support system, we organized them into the School-development Design Map (tentative title) and proposed that as materials that contribute to school-development at elementary, lower secondary and high schools.

**[Keywords]**

school-development, diverse educational needs, ensure learning, multilayered support system, schools that are functioning

R1-06 (Collaborative Research on Practices in Local Communities)

## Research on Reasonable Accommodation and Fundamental Environment Establishment at Schools

**[Research period]** FY2018-2019

**[Principal researcher]** YOKOO Shun

**[Summary]**

To provide teachers who support students with disabilities with expertise on how to consider reasonable accommodation and how to enrich the maintenance of environment, which forms the base of provision of reasonable accommodation in an inclusive education system, this research: 1) identifies how reasonable accommodation

is carried out in relation to student difficulties by analyzing the case studies in the inclusive database of practical examples; 2) clarifies the issues involved in carrying out reasonable accommodation and basic maintenance of environment, and the need for greater expertise at elementary and lower secondary schools, through interviews and questionnaires, etc.; and 3) aims to consider what methods are required to popularize the reality and general idea of reasonable accommodation and basic maintenance

of environment at elementary and lower secondary schools. Specifically, by confirming the general idea of reasonable accommodation and basic maintenance of environment and examining individual accommodation through the PDCA cycle, we proposed a model that connects to reasonable accommodation and

proposed training materials that utilize NISE's Inclusive Database.

**[Keywords]**

reasonable accommodation, enrichment of the basic maintenance of environment, individual accommodation, teacher training

## Exchange with the Korean National Institute for Special Education: Report on the Japan-Korea Pre-seminar

YANAGISAWA Akiko\* & HOSHI Yuko\*

(\*Center for Promoting Inclusive Education Systems, Officers for International Research and Co-operation)

**Summary:** Our institute has entered an exchange agreement with the Korean National Institute for Special Education (KNISE). We are deepening our interaction by inviting each other to events such as the international symposiums / seminars that we each organize, and through contributions to quarterly journal. This year, amid the COVID-19 pandemic, the Japan-Korea Pre-seminar was held online. We shared and discussed policy and the practices related to support for children with disabilities in Japan and South Korea. This article introduces the online learning support room for children with disabilities that KNISE established in order to assist remote lessons for children with disabilities and the flexible management of school sites where measures were in place to prevent the spread of the COVID-19.

**Key words:** Korean National Institute for Special Education (KNISE), COVID-19, remote lessons for children with disabilities, online learning

### I . About the Korean National Institute for Special Education

The Korean National Institute for Special Education (KNISE) is an organization that is directly under the Ministry of Education (equivalent to Japan's Ministry of Education, Culture, Sports, Science and Technology). As the central institute of special education in the Republic of Korea, it maintains a close relationship with educational sites and, through educational support customized to each stage of lifelong development, aims to "realize special education<sup>1</sup> that brings happiness to all."

KNISE is made up of four divisions (Division of General Affairs, Division of Planning and Research, Division of Training, Division of Information Support), four teams (Curriculum and Teaching Materials Team, Career and Vocational Education Team, Human Rights and Higher Education Support Team) and the National Center for the Promotion of Education for People with Disabilities. With the mission of "revealing the latent abilities of people with disabilities, enriching the specialization of special education and contributing to the creation of a social

environment that brings happiness to all," it carries out the following projects.

- 1) Surveys the actual conditions of special education and develops fundamental policy research and materials
- 2) Holds special education learning events and publishes an information magazine
- 3) Develops educational curriculum and textbooks for special education
- 4) Provides training to deepen expertise in special education
- 5) E-learning for children with disabilities and enhancement of computerization capabilities
- 6) Protection of human rights and support for higher education
- 7) Supports the career and vocational education of children with disabilities

The National Center for the Promotion of Education for People with Disabilities is in charge of surveys for the promotion of lifelong education for people with disabilities and developing teaching tools and materials, and the development and training of workers.



## II. Exchange with the Korean National Institute for Special Education

After KNISE was established in 1994, as a national center itself, what was at the time the National Institute of Special Education (currently the National Institute of Special Needs Education, or NISE) entered an exchange agreement with it in 1995.

### 1. Results of exchange with KNISE

After entering into the exchange agreement, the parties deepened their interactions by holding Japan-Korea seminars (organization of which alternates between the two countries), NISE and KNISE each inviting the other to the international symposiums and international seminars they hold, and by contributing to KNISE's quarterly publications (Table 1). Table 2 shows the achievements to date from the

exchange with KNISE.

From 2001 to 2012, the KNISE/NISE Seminar on Special Education was held each year. The seminar aimed to facilitate the implementation of education for children with disabilities by sharing and discussing issues and implementation results and policy related to the special needs education of both countries. The seminar was held 12 times before being interrupted.

### 2. Re-entering the exchange agreement

In 2019, the exchange agreement was re-entered (Figure 1) and both countries' exchange activities resumed in earnest. This led to the Japan-Korea Seminar being resumed.

**Table 1: Contributions to KNISE's quarterly journal**

Date	Topic	Authors
Nov. 2017	Trends in higher education for students with disabilities	OOUCHI Susumu, Visiting Researcher
Feb. 2018	Policy trends related to support and diagnostic standards for children with profound and multiple disabilities	SAITO Yumiko, Senior Chief Researcher
May 2018	Curriculum for children with profound and multiple disabilities	SAITO Yumiko, Senior Chief Researcher
Aug. 2018	Human rights education for children with disabilities	LEE Heebok, Researcher
Oct. 2018	Service trends related to the support of children with disabilities in Japan	LEE Heebok, Researcher
Feb. 2019	Case study of a science lesson at a Japanese elementary school: joint activities and learning between children with visual impairment and non-disabled children	HOSHI Yuko, Research Director
June 2019	Actual disaster prevention practice for children with disabilities in Japan: based on case studies at special needs education schools	LEE Heebok, Chief Researcher
Dec. 2019	Support for university students with disabilities	HOSHI Yuko, Research Director
June 2020	Initiatives at Japanese schools for the prevention of infection with the COVID-19	YANAGISAWA Akiko, Chief Researcher

Table 2: Results of exchange with KNISE

Date	Content of exchange
2001 to 2012	Annual Japan-Korea Seminar (held a total of 12 times)
Jan. 2016	KNISE researchers invited as panelists at the 1st NISE International Symposium on Special Needs Education
Feb. 2017	In order to share opinions about subsequent exchange, NISE Officers for International Research and Co-operation visited South Korea and proposed the resumption of exchange activities
July 2017	KNISE helped with selection of schools and information on schools, etc., when NISE carried out a field study in South Korea
Sept. 2017	Two KNISE researchers visited Japan to gather information on the actual conditions of special needs education in Japan
From Nov. 2017	Request from KNISE for periodic submissions to its quarterly journal (continuing)
Oct. 2018	NISE researchers dispatched to the international seminar organized by KNISE
Feb. 2019	KNISE researchers invited to the 4th NISE International Symposium on Special Needs Education
Mar. to Nov. 2019	Participation of NISE researchers as joint researchers in KNISE's "Comparative study of international trends related to curriculum for children with disabilities."
Oct. 2019	NISE researchers invited to the international seminar organized by KNISE
Oct. 2020	Japan-Korea Pre-seminar (held online)



Figure 1: Signing ceremony of the re-entering into an exchange agreement with KNISE

### III. The Japan-Korea Pre-seminar

This year, the first Japan-Korea Seminar, organized by KNISE, was due to be held, but the spread of infection of the COVID-19 prevented us from travelling to South Korea. Due to this, a pre-seminar was held online (Figure 2).

#### 1. Aim

To share and discuss policy initiatives related to assistance for children with disabilities in Japan and Korea during the COVID-19 pandemic, and case studies of support at schools.

## 2. Event date

2 p.m. to 4 p.m., Wednesday, October 28, 2020

## 3. Attendees

The attendees were as follows:

KNISE Director LEE Han-woo, Head of the Planning and Research Division, KIM Tae-jun, Research Officer LEE Dong-gun, Research Officer KIM Dong-gyu,



Researcher PARK Chan-yong, Specially Appointed Researcher LEE Heebok, President SHISHIDO Kazushige, Executive Director UMEZAWA Atsushi, Research Director HOSHI Yuko, Chief Researcher YANAGISAWA Akiko. (Other institute researchers listened in.)



Figure 2: The online pre-seminar between KNISE & NISE

## IV. Support and Guarantee of Learning for Children with Disabilities in South Korea During the Pandemic

In this article, based on the report made by KNISE at the Pre-seminar, we will explain initiatives to prevent COVID-19 infection in South Korea and the support given to children with disabilities at schools (mainly focusing on ensuring a place for the children to be and remote lessons).

### 1. Criteria related to the prevention of the spread of the COVID-19 in South Korea

In South Korea, the Central Disaster and Safety Management Headquarters (equivalent to Japan's Novel Coronavirus Response Headquarters) has set the warning levels for prevention of the spread of infection at three levels of social distancing. Schools hold both remote lessons and classes at school that avoid crowding, in line with those warning levels.

The criteria for the warning levels are as follows:

Level 1: Schools can decide for themselves whether to hold attend school or via remote lessons.

Level 2: They can decide whether to hold attend school at two-thirds density or hold remote lessons.

Level 3: Whether lessons are held attend school, remotely or cancelled, is decided on a national basis and carried out simultaneously.

The same response is sought from special schools and special classes<sup>2</sup>, but each school is able to respond flexibly according to their circumstances.

### 2. Flexible management at special schools and special classes

Special schools can take measures such as reducing lesson times from 45 minutes to 40 minutes, and extending lunchtime from 55 minutes to 100 minutes to prevent crowding. Also, lesson times are planned by using a block system.

One-on-one and one-on-two educational guidance is being carried out in special classes at primary schools, lower secondary schools and high schools based on school management guidelines and with the full application of infection prevention measures. Home-visit education by

teachers is being held concurrently.

### 3. Ensuring a place for children with disabilities

In February, the Ministry of Education formulated a policy related to the administration of care of schoolchildren outside of school hours during emergencies and put a system in place.

Regarding special schools, surveys were carried out online before the new school term began and, for those who wanted it, remote learning was provided concurrently with out-of-hours childcare. The personnel involved in the out-of-hours childcare were teachers who specialized in special education, after-school teachers and special education assistants.

It was actively and widely communicated that children with disabilities that were enrolled at kindergartens and primary schools, in particular, not be excluded from out-of-hours childcare services. Furthermore, payments were made to lower secondary schools and high schools for the provision and support of youth development and special needs education after-school activities services.

In July, a survey taken on the actual use of emergency out-of-hours childcare as a place for children to go found 7.8% usage at special schools, 37.3% at kindergartens and 9.5% at primary schools. The government is implementing policy that expands support and improved environments for out-of-hours childcare for children with disabilities.

### 4. Actual state of remote learning using ICT at special schools and special classes

In preparing to start the new semester online in April (in Korea the new term starts in March), the Ministry of Education surveyed schools (in the second semester, the survey was being carried out from October), who said that they wanted learning contents to be distributed and an order-made platform to be established. Due to that, in South Korea, 8.5 billion won (about 800 million yen) was invested to establish dedicated clouds and platforms

according to the type and severity of disability, and the development of learning contents that can be used according to disability is being pursued.

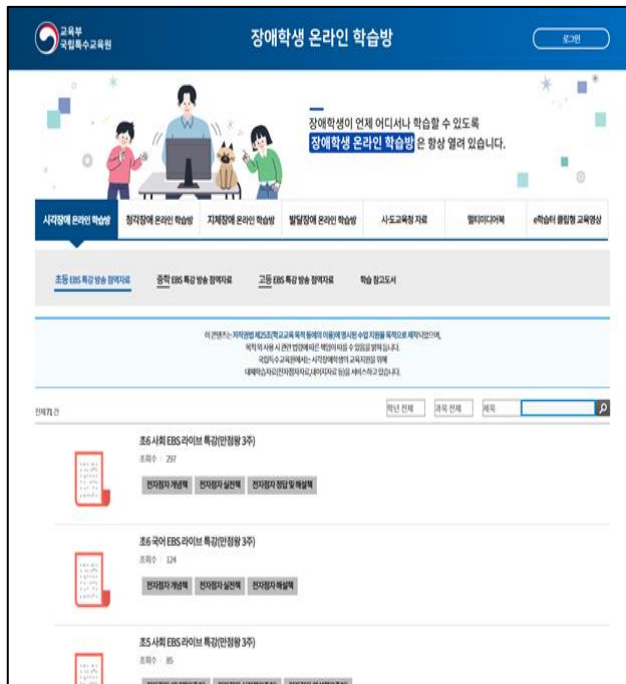
In South Korea, the start of the new semester at kindergartens, primary schools and lower secondary schools was delayed four times due to the spread of the COVID-19, before remote learning began on April 9..

As support for each type of disability within remote learning, Educational Broadcasting System (EBS is a public educational broadcaster in South Korea) is providing online lectures with Braille translation for children with visual impairment. For children with hearing impairment, it is providing real-time interpretation using written messages on cellphones, and learning contents with sign language and subtitles added. For children with developmental disabilities, the Remote Education Support Group was created and carries out learning assistance. However, for children who have difficulty with remote learning, lessons at school and home-visit education are being conducted concurrently, based on the thorough implementation of measures to prevent infection.

### 5. Opening of an online study room for children with disabilities

#### 1) Online study room that takes into account ease of access and urgency

At KNISE, based on the concurrent offering of remote lessons and at-school classes becoming long term, in order to minimize any absence of education for children with disabilities, the online study room for children with disabilities (hereafter called the Online Learning Support Room) (Figure 3) was established, formulated according to type of disability and curriculum. At this time, ease of access and the urgency of carrying out remote lessons were considered, and it was configured so as not to require logging in. From March to September, the Online Learning Support Room was accessed more than 2.8 million times, achieving a high usage rate.



**Figure 3: The learning support room for children with disabilities (from the KNISE Website)**

## 2) Provision of study materials according to type of disability and type of school

The Online Learning Support Room provides study materials under the disability categories of visual impairment, hearing impairment, physical disabilities, developmental disabilities, and the school categories of primary school, lower secondary school and high school.

Teachers of special education carry out remote lessons by creating a class on the existing online server, in line with remote lessons, and utilize the study materials and draft educational guidelines already uploaded to the Online Learning Support Room.

## 3) Development of study materials via cooperation and coordination with local and national governments

The Ministry of Education is in charge of creating the study materials and draft educational guidelines that appear on the Online Learning Support Room and KNISE implements it via coordination and cooperation with those in charge of special education at boards of education<sup>3</sup> in 17 cities and provinces.

It decided which local government would make study materials for which subject and which course, and

apportioned the work to them. Examples were required to make the study materials, and they were made by the Remote Education Support Group, which is made up of teachers with high ICT skills nationwide.

To carry out remote lessons for children with disabilities, including all subjects and courses at primary schools, lower secondary schools and high schools, as many as 14,000 study materials were required. Due to the urgency of carrying out remote lessons, study materials needed to be made in one month. They tried apportioning creation of study materials to the 17 cities and provinces, but at local governments, where there are few people who are involved in special education, it was difficult for them to meet the deadline. They therefore took into account actual conditions in those areas and distributed study materials that needed to be made. Each city or province's board of education distributed the study materials given to them to the schools under their jurisdiction, and they distributed them to each teacher as work was carried out through apportionment.

The Study Support Group was established to assist teachers in charge of special education in the creation of study materials and, so that the teachers could easily create them, KNISE put an input form on display.

## V. Summary

This article mainly introduced the support initiatives for children with disabilities amid the COVID-19 pandemic that KNISE reported at the Japan-Korea Pre-seminar.

In South Korea, KNISE and national and local government coordinated and cooperated to quickly develop study materials to guarantee the learning of children with disabilities. Furthermore, it is truly impressive that those materials were subdivided into type of disability, type of school, and type of subject and course. It goes without saying that, in encountering the difficulties of the COVID-19 pandemic for the first time, the teachers' anxiety must have been unfathomable. We would like to express our respect for the teachers and those involved at the boards of education of each city and province who,

under those circumstances, developed and created study materials in just one month.

In Japan, during the period of simultaneous closure, special needs schools, boards of education and education centers made study videos and teaching materials of their own to guarantee learning for children with disabilities. Regarding initiatives in this country to prevent infection of the COVID-19 at schools and to guarantee education for children with disabilities, they are described in 'The Latest Information from Foreign Countries and International Exchange,' by this institute's Center for Promoting Inclusive Education Systems.

While in both countries, schools applied imagination and creativity as they worked to guarantee learning for children with disabilities, the difficulty of providing remote learning to children with intellectual disabilities and developmental disabilities emerged as an issue. We hope that, by both countries sharing their experiences of how to guarantee learning for them, we can give something back to the schools.

Lastly, the Pre-seminar this year was held online, but it was such worthwhile time for both sides that the scheduled time of two hours seemed to pass in a moment. Next year, the first Japan-Korea Seminar (to be hosted by South Korea) is due to take place under the title 'Issues and Actual Conditions in Special Needs Education: Focusing on Conventions Related to the Rights of Individuals with Disabilities.' We hope that next year we can, at last, visit South Korea and hold a seminar face to face.

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### Notes

- <sup>1</sup> Under the Special Education Law related to people with disabilities, this is defined as education carried out in order to meet the educational needs of those receiving special education, by providing specially designed curriculum and services related special education.
- <sup>2</sup> Special school equates to Japan's special needs school, and special classes equates to Japan's special needs classes. However, in South Korea, the children receiving guidance in special classes are enrolled in regular classes and special classes also exist in high schools. These points differ to Japan.
- <sup>3</sup> In South Korea, beginning with the Ministry of Education, it is made up of boards of education of the eight cities (special cities, special autonomous cities, wide area cities) and nine provinces that control high schools and special schools, and the education support offices of each city, ward and county that controls kindergartens, primary schools and lower secondary schools.

### Appreciation

We would like to express our deep gratitude to everyone at KNISE and Dr. LEE Heebok (Specially Appointed Researcher of NISE) for their cooperation with preparations for the holding of the Japan-Korea Pre-seminar and the management of it on the day.



## Other Topics

### **Our visit to France's National Advanced Institute of Special Needs Education (INS-HEA)**

At the end of February 2020, as part of the research activities of our institute's Cross-sectional Research Education Curriculum Team, we visited France's National Advanced Institute of Special Needs Education (INS-HEA), with which we have an exchange agreement, as well as schools there. In order to examine policy that would lead to the enrichment and development of special needs education curriculum within Japan's inclusive education system, our goal this time was to ascertain the actual conditions of guidance and support for children with disabilities within French school education that is implemented based on the national curriculum. This report, while partially explaining France's school education system, shares some of the information gathered on the visit.

In France, as in Japan, guidance is carried out in line with the national curriculum. However, as well as the Ministry of National Education, Youth and Sport, which is equivalent to Japan's Ministry of Education, Culture, Sports, Science and Technology, also presiding over school education is the IME (Instituts médico-éducatif), which is a special education institute under the jurisdiction of the Ministry of Solidarity and Health. France signed the Convention on the Rights of Persons with Disabilities in 2007, and is implementing inclusive education. France's Education Code of Law says that "children and young people with disabilities are to be registered at the general school closest to their residence." Although children uniformly register with regular schools, that does not mean that they study at regular schools. Among children with disabilities, some attend only IME, which was just mentioned, and some attend both IME and regular schools. Furthermore, at the primary and lower secondary school level, in-school study units for

children with disabilities that are called ULIS (unités localisées pour l'inclusion scolaire) are set up, and along with the offering of individually tailored guidance, they take lessons in regular classes while receiving support. While it is similar to the system in Japan of special needs services in resource rooms for children with disabilities who are enrolled in regular classes, the guidance that is given is subject guidance, and there is no special guidance area set up like Japan's activities to promote independence. One needs to understand this in order to comprehend the system.

In France's school education, in order to carry out guidance that addresses the actual, individual circumstances of children with disabilities, a plan called a PPS (Projet personnalisé de scolarisation: personal plan for schooling) is created to ensure that guidance tailored to the individual is realized. However, because PPS was seen as being just a hollow framework, currently, as a step before creation of a PPS, a guide called GEVA-SCO (Guide d'évaluation des besoins de compensation en matière de scolarisation) is used to ascertain each child's actual situation and educational needs, and while coordinating with guardians and other related professions and institutes, a system was constructed that considers the support and guidance that is required in school education.

In Japan, too, we are required to create individual education support plans and individual guidance plans to enrich the guidance for children with disabilities. Now, how to increase the accuracy and application of them has become an issue, and during the journey home, we realized that both countries are facing similar issues.

### **FY2020 Workshop for Leaders Involved in Teaching Resource Rooms at High Schools**

On Friday, November 6, the Workshop for Leaders Involved in

Teaching Resource Rooms at High Schools was held online.

This Workshop is held with the aim of carrying out training to address urgent issues of special needs education policy and at schools, etc. Attendees include teaching staff in leadership roles at each prefecture. The system of special needs services in resource rooms at high schools began in 2018, and due to increased interest in recent years, this year saw the highest number of participants. After administrative explanation from the Ministry of Education, Culture, Sports, Science and Technology, an explanation of the research that this institute does and of initiatives from boards of education and from schools, participants separated into groups for some lively discussion.



Picture1: Instructors Research Workshop

## FY2020 Workshop for Leaders Promoting Joint Activities and Learning

On Friday, November 20, the Workshop for Leaders Promoting Joint Activities and Learning was held online.

Participants at this Workshop are in a position to promote exchange and joint study between infants and children with disabilities and those without them. Through the discussion of research, etc., this Workshop aims to promote the understanding of disabilities and joint study and exchange in each community.

In group discussion, participants shared information and ideas about initiatives in each community.



Picture2: Instructors Research Workshop

## FY2020 Practical Workshop for Physical Education and Sports Faculty at Special Needs Schools

On Friday, November 27, Practical Workshop for Physical Education and Sports Faculty at SpecialNeeds Schools was held online.

This Workshop was attended by 37 teaching staff in leadership roles related to physical education and sports activities at special needs schools in various prefectures.

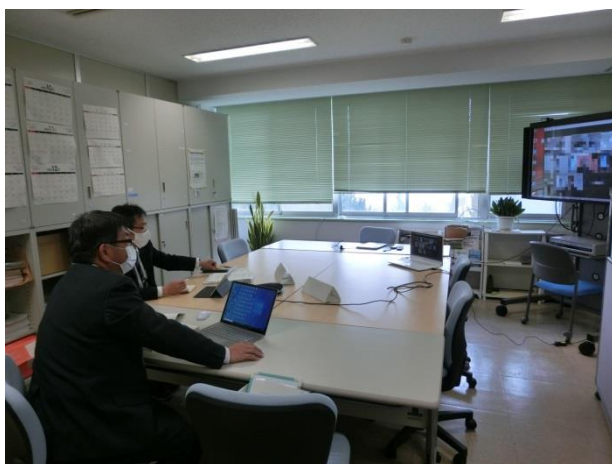
Through information exchange by participants, it aims to improve the expertise of physical education and sports instructions and to improve the nature and ability to cultivate independence and social participation of students with disabilities and the foundation

for lifelong study.

At the Workshop, Associate Professor at Osaka University of Health and Sport Sciences, SONE Yuji, gave a lecture titled 'Understanding disabled sports.'

Participants separated into six groups to discuss issues and initiatives in various regions. There was a lively exchange of information.





Picture3: Instructors Research Workshop

## FY2020 Inclusive Education System Dissemination Seminar

Under the theme of 'Predicting future developments based on domestic and overseas initiatives,' the seminar was held online on Saturday, November 28, 2020.

This seminar was made up of three parts:

1. Initiatives of Schools and Regions for the Further Enrichment of Inclusive Education System (Aomori Prefectural Board of Education, SHIMAZU Yuko; Kamaishi City Board of Education, WADA Chie; Saitama Prefectural Board of Education, WAKATSUKI Masako; Shizuoka Prefectural Board of Education,

WAKUDA Kinji; Tahara City Board of Education, SUZUKI Miho)

2. International Trends (Associate Professor at Saitama University, YAMANAKA Saeko; NISE Specially Appointed Researcher, LEE Heebok)

3. A lecture titled, 'Present Conditions and Future Hopes in Constructing an Inclusive Education System,' (Professor Emeritus at University of Tsukuba, ANDO Takao)

Almost 400 people attended this seminar.

## FY2020 Practical Workshop for Leadership at Dormitories of Special Needs Schools

On Friday, December 25, the Practical Workshop for Leadership at Dormitories of Special Needs Schools was held online, with NISE acting as the main venue.

This Workshop focusses on daily guidance to infants and children at special needs school dormitories. Dormitory instructors from various prefectures give presentations on their actual practices and participants share information. The Workshop aims to enrich the guidance given at dormitories.

Professor Emeritus at Utsunomiya University, IKEMOTO Kiyomasa, gave a keynote speech titled, 'Daily guidance in dormitory education: considered from the point of view of needs.' After that, participants separated into groups for discussion.

Groups discussed topics such as coordination between schools and guardians, and measures to prevent infection with the new

coronavirus.



Picture4: Instructors Research Workshop

## National Workshop for the Promotion of Further Support and Construction of a Support System for Uninterrupted Support for Children with Difficulty Hearing

From Friday, November 13 to Friday, December 11, together with the Ministry of Education, Culture, Sports, Science and Technology, the institute held the National Workshop for the Promotion of Further Support and Construction of a Support System for Uninterrupted Support for Children with Difficulty Hearing. The workshop showed lectures, etc., via video viewing on a specially established page on the NISE website, and used the web Workshop system ZOOM for lecture viewing and the presentation of practical reports, etc., in exchange meetings.

This was the first workshop on early support for children with

difficulty hearing to be held on a national scale, and 1,335 people from public health, medical care, social welfare and education participated. Managers and teachers in charge of educational counselling for infants and toddlers from all special needs schools (hearing impairment) participated. Among them, a number of schools had all their teachers participate as part of in-school training. Furthermore, staff at public health, medical care and social welfare organizations tuned in during their breaks. One of those bodies sent us a photo of a viewer dressed in a white doctor's gown.

## Practical Seminar for Deafblind Education

The Practical Seminar for Deafblind Education was held online over the three Saturdays of November 21, December 5 and December 12. This seminar, on the education of infants and children with both visual and hearing impairment, or deafblind, covered ascertaining the actual conditions of impairment, the difficulty caused by the impairment, priorities within educational

activities, interaction that boosts communication and the explanation of case studies. Participants included not only those from the field of education, but also from government, social welfare and medical care, as well as people from various occupations and positions, including students, guardians, etc. A total of about 340 people participated.

## FY2020 NISE Open Day

The NISE open Day for fiscal 2020 was held from Thursday December 24, 2020, to Monday, January 11, 2021, under the title, "A NISE first! Virtual Institute Open Day: using the web to discover hints for supporting children."

It was the first time NISE has held an open Day online, and it focused on how school education should respond to the 'new normal' caused by the coronavirus pandemic. It made publicly

available videos of examples of initiatives and daily adaptations, as well as adaptations to lesson instruction, according to type of disability. Comments from viewers included, "I was grateful for the sharing of the videos because they were easy to watch," and "It was helpful to have the various latest information summarized." The contents were viewed more than 5,000 times during the open Day period.

## Public Lecture on Deafblind Education (Completion Report) and Announcement of Publication of Pamphlet

A public lecture on deafblind education was held online on both Saturday, January 16 and Saturday, January 23. The first lecture was titled, 'Medical support for hereditary and juvenile, visual and hearing double impairment' and was given by an otorhinolaryngology doctor and head of the Hearing and Equilibrium Sense Research Department at the National Hospital Organization Tokyo Medical Center, Tatsuo Matsunaga. He spoke about initiatives for an integrated diagnostic system for deafblind, as well as the current support structure and issues. The second lecture was titled, 'Work and the utilization possibilities of ICT equipment: from the perspective of someone with deafblind,' and was given by Mr. Atsushi Mori, who has hereditary deafblind, about his learning in society and in education that led to his current employment, and about social participation through the use of ICT equipment.

A total of about 140 people from various backgrounds listened to the public lectures, including educators, administrators, welfare and medical staff, disabled persons, guardians, students and companies. There was great interest, with many participants expressing their thoughts on the lectures and hopes for the future, as well as an active question and answer session after the lectures.

At NISE, since 2017 we have held annual practical seminars on deafblind education with the aim of sharing information among instructors interested in, and those involved in, education of infants and children with deafblind in order to utilize it in daily living assistance and education activities. This time, we made the contents of the seminar and other information into a pamphlet for distribution to various schools for special needs education, etc. We also plan to post it on the NISE homepage for public viewing.

## Seminar on Education for Persons with Developmental Disabilities

Based on the 'Triangle' Project of Collaboration among Families, Education and Welfare, March 2018 Report, through collaboration in fiscal 2019 with the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the Ministry of Health, Labour and Welfare and the National Rehabilitation Center for Persons with Disabilities, NISE created a draft of the training curriculum to train teaching staff and welfare workers who support people with developmental disabilities to collaborate and work together to carry out support. In fiscal 2020, the Personnel Development Project was carried out in six collaborating regional governments nationwide (Akita Prefecture, Fukui Prefecture, Yamaguchi Prefecture, Tokushima Prefecture, Miyazaki Prefecture and Kawasaki City) as an initiative that utilized the draft core training curriculum.

At the practical seminar on education for persons with developmental disabilities, we shared the results of the Personnel Development Project initiatives with supervisor of school education, etc., from boards of education nationwide, and discussed, including through panel discussion, how to carry out

future training that helps improve practical instructional ability in education for people with developmental disabilities.

Ahead of the seminar, we made a video of the initiatives taken by collaborating local governments and made them available to view on our homepage. On the day of the seminar (Thursday, January 28, 2021), approximately 120 organizations from prefectures nationwide took part via Zoom webinar and YouTube. In the panel discussion that in the first half was about planning and evaluation of training, and in the second half was about implementation and evaluation of training, we introduced the initiatives of collaborating local governments and discussed collaboration between education and welfare, and personnel development. To finish with, based on these presentations and initiatives introduced at the seminar, the MEXT Senior Specialist for Special Needs Education and the Head of the Information and Support Center for Persons with Developmental Disorders gave advice to participating local governments regarding desired future initiatives.

In the results of a questionnaire about the event, almost all participants described it as very helpful or somewhat helpful.

## FY2020 Seminar on Educational Support for Students with Mental Illness (Co-MaMe)

On Saturday, January 16 and Saturday, January 30, NISE held the Seminar on Educational Support for Students with Mental Illness (Co-MaMe) organized by its Health Impairments Team. Online via Zoom, the seminar carried out discussion and presentations on multiphase and multistage support (Co-MaMe) for children with mental illness including mental disorders or psychosomatic diseases as well as secondary disabilities caused by developmental disabilities. The two seminars were attended by 280 people from elementary, lower secondary and high schools, schools for special needs education and boards of education, etc.

In a questionnaire given to participants after the event, many said that the seminar provided content that would be useful to them in the future. We would like to thank the many people who helped organize the event.

Using this seminar as an opportunity, from next year onward, also, we would like to take initiatives such as holding a Co-MaMe seminar, in order to help people, at schools and elsewhere, who are involved in providing support to children with mental illness.

## FY2020 Regional Practical Research Forum

Regional Practical Research Forum were held to discuss the research outcomes on practices in local communities and to disseminate the knowledge and results that have been obtained. In this fiscal year, these were held online and by on-demand streaming from February to March.

These saw the participation and attendance of around 50 to 250 people from communities across the country, including teachers at kindergartens, certified centers for early childhood education and care, nurseries, elementary schools, lower secondary schools, high schools, and special needs schools, and staff from prefectural and municipal boards of education. The local communities where these online forums took place also included active Q&A sessions (Elementary School Teacher)

• “Sharing diverse perspectives and ways of thinking make teachers consciously pay attention to students. As the expressions of students can change depending on the subject or activity, I think it was really good to be able to share with many other teachers.”

(Lower Secondary School Teacher)

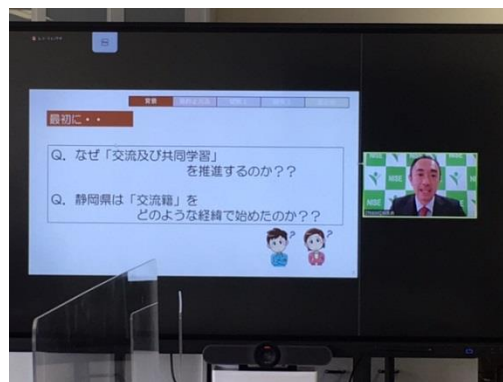
• “I was able to listen with deep interest about research on issues directly linked to local communities and schools for creating an inclusive society, and building an inclusive education system. I want to promote everything I learned to many communities and schools in the prefecture.”

(Education Center Supervisor of School Education)

through monitors. Many comments that expressed expectations or requests in regard to research on practices in local communities project were received through questionnaires completed by participants after each forum. Some of them are listed below (unedited):

• “I came to understand very well that promoting inclusive education is the foundation for creating an inclusive society. The burden on teachers is the nurturing of children who will be the ‘bearers of an inclusive society,’ and I learned that respecting others, working together, and recognizing our own merits are all concepts that are connected.”





Picture7: Regional Practical Research Forum (distributed by NISE)

In addition, the results of the eight themes which were tackled over a four-year period from FY 2016 to FY 2019 were each published as booklets under the title *Report on Research on Practices in Local Communities Project: Development of an Inclusive Education System in Local Communities*.

## FY2020 National Institute of Special Needs Education Seminar Commemorating the 50th Anniversary of NISE's Foundation

On Saturday, February 27, we held the 2020 National Institute of Special Needs Education Seminar Commemorating the 50th Anniversary of NISE's Foundation. The theme of this seminar was "Promoting Inclusive Educational Systems — Thinking about Special Needs Education of the New Age under the Objective of an Inclusive Society." This was the final presentation for the fourth medium-term objectives period.

This year, from the perspective of preventing the spread of the novel coronavirus infections, the seminar was streamed online. It consisted of live streamed content and on-demand content, with some of the live streamed content added to on-demand content later.

There was a live streaming of this fiscal year's award ceremony for the Tsujimura Award, which honors those individuals who have contributed to the development of special needs education in Japan, and also a commemorative lecture by the award winner, OSHIRO Masahiro of Okinawa Prefecture, in cooperation with the Okinawa Prefectural Board of Education and the Okinawa Prefectural

Education Center. Following that, HATTA Kazushi, Director of the Special Needs Education Division of the Elementary and Secondary Education Bureau of the Ministry of Education, Culture, Sports, Science and Technology, gave a briefing about their administration.

NISE President Kazushige Shishido gave a commemorative lecture entitled "The Future of NISE on Its 50th Anniversary—To Everyone Responsible for Special Needs Education of the New Age," to mark the 50th anniversary of NISE. He gave an explanation about the history of NISE since it was established, which took into account the changes that have happened on the road to special needs education, and presented a vision for NISE's future. In addition, there was a panel discussion under the theme of "Prospects for Special Needs Education in the Future—Together with Children," which brought together experts from within Japan. This panel included Shinya Yoshiyuki, Professor at Tamagawa University, Tomoe Yamanaka, Principal of Chofu City Tobitakyu Elementary School, and Shinichiro Kumagaya, Associate Professor

at the University of Tokyo's Research Center for Advanced Science and Technology, as well as Atsushi Umezawa, Executive Director of NISE. There were lively discussions, with the panelists sharing their opinions and ideas from their respectively different positions. Following this, we reported the results of research being undertaken at NISE, such as basic research (cross-sectional research) and research on practices in local communities. In the basic research (cross-sectional research) of "Comprehensive Research on Curriculums in Special Needs Education—Current Situation and Challenges for Organizing and Implementing Curriculums Based on New National Curriculum Guidelines," an explanation was given on the revised points of the national curriculum guidelines, and there was a report on the results of research on guidance for activities to promote independence, as

well as case studies on exchange and collaborative learning. In a report on the research results of the research on practices in local communities and the inclusive education system team, a summary was given about efforts that have been promoted in cooperation with local communities over a five year period starting in fiscal year 2016, the state of efforts towards the development of an inclusive education system, and about Inclusive COMPASS, an initiative to identify challenges and future courses of action.

On-demand streaming consisted of videos on basic research (research by type of disability), poster presentations, and introductions to teaching materials which had been uploaded to a special page of the NISE website. Participants of the seminar were able to watch these materials up until Friday, March 26.



## Recent Data on Education for Children with Disabilities in Japan

Statistical data are collected as of May 1, 2019

**(1) Overview of schools for special needs education (criterion for establishing schools)** - totals for national, public and private institutions -

Type	Number of schools		Number of schools established by department				Number of schools with upper secondary dept. classes for multiple disabilities	Number of classes	Number of children enrolled					Number of full-time teachers	Number of full-time staffs
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total		
Total	1,146	(111)	165	980	967	1,002	804	36,353	1,438	44,475	30,374	68,147	144,434	85,336	14,082
Total of Schools for Specific Disability only	887	(97)	135	729	717	757	570	25,089	1,331	30,781	21,371	49,302	102,785	59,849	10,472
(1) Visual impairment	62	(1)	41	59	58	53	46	1,122	176	511	447	1,333	2,467	2,957	1,341
(2) Hearing impairment	85	(7)	80	78	72	58	48	1,738	1,042	1,761	1,046	1,425	5,274	4,315	1,288
(3) Intellectual disabilities	561	(64)	9	420	416	503	341	17,379	82	23,251	16,582	42,878	82,793	41,175	5,853
(4) Physical/motor disabilities	122	(11)	5	117	118	109	107	3,885	31	4,465	2,572	2,987	10,055	9,163	1,676
(5) Health impairment	57	(14)	-	55	53	34	28	965	-	793	724	679	2,196	2,239	314
Total of Schools for two or more Disabilities	259	(14)	30	251	250	245	234	11,264	107	13,694	9,003	18,845	41,649	25,487	3,610
(1)+(3)	2	(-)	2	2	2	1	1	84	9	198	112	11	330	171	48
(1)+(5)	1	(-)	1	1	1	1	1	15	2	3	6	18	29	37	25
(2)+(3)	11	(-)	9	11	11	10	8	258	41	261	186	488	976	659	154
(3)+(4)	148	(10)	4	141	141	142	136	6,909	13	8,676	5,734	12,689	27,112	15,651	2,068
(3)+(5)	15	(-)	1	14	13	15	14	637	1	852	570	1,228	2,651	1,439	157
(4)+(5)	32	(3)	4	32	32	28	27	1,173	8	1,275	758	918	2,959	2,610	443
(1)+(4)+(5)	1	(-)	1	1	1	1	1	33	1	21	18	24	64	84	18
(2)+(3)+(4)	3	(-)	3	3	3	3	3	210	14	221	145	387	767	466	109
(3)+(4)+(5)	27	(-)	-	27	27	26	25	1,174	-	1,373	854	1,953	4,180	2,652	356
(2)+(3)+(4)+(5)	3	(-)	1	3	3	3	3	126	4	135	77	151	367	276	22
(1)+(2)+(3)+(4)	1	(-)	1	1	1	1	1	91	5	103	49	118	275	177	6
(1)+(2)+(3)+(4)+(5)	15	(1)	3	15	15	14	14	554	9	576	494	860	1,939	1,265	204

\*Calculated according to School Fundamental Statistics (Ministry of Education, Culture, Sports, Science and Technology, or MEXT).

\*This table is classified by the type of disabilities that each school specifies according to their school regulations.

\*The numbers of schools in parentheses represent branch schools. They are included in the total.

**(2) Number of schools for special needs education, number of classes, number of children enrolled based on disability categories established** - totals for national, public and private institutions -

	Number of schools	Number of classes	Number of children enrolled				
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total
Visual impairment	82	2,135	200	1,490	1,138	2,255	5,083
Hearing impairment	118	2,879	1,123	3,106	1,774	2,172	8,175
Intellectual disabilities	786	31,501	242	40,653	27,439	63,651	131,985
Physical/motor disabilities	352	12,363	99	13,359	7,896	9,740	31,094
Health impairment	151	7,553	22	7,219	4,883	6,739	18,863

Source: School Fundamental Statistics (MEXT)

\*In this table, the number of schools, classes and children enrolled were counted based on disability category respectively, so that these numbers were multi-counted if they are related to two or more disabilities.

**(3) Number of classes for special needs education, number of children enrolled, number of teachers in charge, number of ordinary schools in which classes for special needs education are established**

- totals for national, public and private institutions -

	Elementary schools		Lower secondary schools		Compulsory education schools		Total	
	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children
Intellectual disabilities	19,994 (42.9%)	90,462 (45.3%)	9,010 (45.7%)	38,105 (49.4%)	158 (45.4%)	700 (47.8%)	29,162 (43.8%)	129,267 (46.5%)
Physical/motor disabilities	2,341 (5.0%)	3,552 (1.8%)	794 (4.0%)	1,119 (1.5%)	15 (4.3%)	26 (1.8%)	3,150 (4.7%)	4,697 (1.7%)
Health impairment	1,768 (3.8%)	2,900 (1.5%)	742 (3.8%)	1,135 (1.5%)	8 (2.3%)	13 (0.9%)	2,518 (3.8%)	4,048 (1.5%)
Low vision	387 (0.8%)	447 (0.2%)	149 (0.8%)	179 (0.2%)	1 (0.3%)	1 (0.1%)	537 (0.8%)	627 (0.2%)
Hard of hearing	916 (2.0%)	1,357 (0.7%)	371 (1.9%)	528 (0.7%)	7 (2.0%)	8 (0.5%)	1,294 (1.9%)	1,893 (0.7%)
Speech and language disorders	570 (1.2%)	1,350 (0.7%)	133 (0.7%)	197 (0.3%)	4 (1.1%)	12 (0.8%)	707 (1.1%)	1,559 (0.6%)
Autism/ Emotional disturbance	20,614 (44.2%)	99,496 (49.9%)	8,518 (43.2%)	35,849 (46.5%)	155 (44.5%)	704 (48.1%)	29,287 (43.9%)	136,049 (48.9%)
Total	46,590	199,564	19,717	77,112	348	1,464	66,655	278,140
Number of teachers in charge	49,741		21,643		369		71,753	
Number of schools established	16,460		7,948		80		24,488	

Source: School Fundamental Statistics (MEXT)

\*One section is based on study by the Special Needs Education Division of MEXT.

\*The secondary schools are not included here. There are no special classes in those schools.



**(4) Number of children receiving special needs services in resource rooms** - totals for national, public and private institutions -

Type	Elementary schools	Lower secondary schools	Upper secondary schools	Total
Speech and language disorders	39,106 (33.5%)	556 (3.3%)	29 (3.7%)	39,691 (29.6%)
Autism	21,237 (18.2%)	4,051 (24.2%)	347 (44.1%)	25,635 (19.1%)
Emotional disturbance	15,960 (13.7%)	3,091 (18.4%)	104 (13.2%)	19,155 (14.3%)
Low vision	191 (0.2%)	27 (0.2%)	4 (0.5%)	222 (0.2%)
Hard of hearing	1,775 (1.5%)	423 (2.5%)	9 (1.1%)	2,207 (1.6%)
Learning disabilities	17,632 (15.1%)	4,631 (27.6%)	126 (16.0%)	22,389 (16.7%)
Attention deficit hyperactivity disorder	20,626 (17.7%)	3,933 (23.5%)	150 (19.1%)	24,709 (18.4%)
Physical/motor disabilities	82 (0.1%)	38 (0.2%)	4 (0.5%)	124 (0.1%)
Health impairment	24 (0.0%)	15 (0.1%)	14 (1.8%)	53 (0.0%)
Total	116,633	16,765	787	134,185

Source: Survey of actual conditions of special needs services in resource rooms (MEXT).

\*For elementary schools, includes the first half-year curriculum for compulsory education schools, and for lower secondary schools, includes the second half-year curriculum for compulsory education schools and the first half-year curriculum at secondary education schools.

\*The percentage of the total is shown in parentheses.

**(5) Number of students enrolled at schools for special needs education, in classes for special needs education and attending special needs services in resource rooms** - totals for national, public and private institutions -

	Kindergartens, combined schooling and daycare certified child centers, kindergarten dept. of special needs schools	Elementary schools, Elementary dept. of Schools for special needs education	Lower secondary schools, Lower secondary dept. of Schools for special needs education	Upper secondary schools, Upper secondary dept. of Schools for special needs education	Total
Number of children	1,842,228	6,440,317	3,278,467	3,252,168	14,813,180
Schools for special needs education	1,438 (0.08%)	44,475 (0.69%)	30,374 (0.93%)	68,147 (2.10%)	144,434 (0.98%)
Classes for special needs education	-	200,561 (3.11%)	77,579 (2.37%)	-	278,140 (1.88%)
special needs services in resource rooms	-	116,633 (1.81%)	16,765 (0.51%)	787 (0.02%)	134,185 (0.91%)
Total	1,438 (0.08%)	361,669 (5.62%)	124,718 (3.80%)	68,934 (2.12%)	556,759 (3.76%)

Source: School Fundamental Statistics (MEXT), Survey of actual conditions of special needs services in resource rooms (MEXT)

\*For elementary schools, includes the first half-year curriculum for compulsory education schools, and for lower secondary schools, includes the second half-year curriculum for compulsory education schools and the first half-year curriculum at secondary education schools, and for upper secondary schools, includes second half-year curriculum at secondary education schools.

**(Reference) Number of school-age children not attending school**

Number of Children postponed or exempted schooling because of Health impairment/ Growth retardation		30
Number of Children postponed or exempted schooling because of other reasons	Enrolled in children's facilities/corrective institutions	21
	Multiple nationality	3,616
	Others	346

**(6) Situation at schools and classes for special needs education and special needs services in resource rooms, by stage of compulsory education (Number of children, schools, and classes)**

Type		Number of children			Number of schools		
		Elementary dept.	Lower secondary dept.	total	Elementary dept.	Lower secondary dept.	total
Schools for special needs education	(1) Visual impairment	511	447	958	59	58	117
	(2) Hearing impairment	1,761	1,046	2,807	72	71	143
	(3) Intellectual disabilities	23,251	16,582	39,833	382	385	767
	(4) Physical/motor disabilities	4,465	2,572	7,037	108	107	215
	(5) Health impairment	793	724	1,517	43	40	83
	(1)+(3)	198	112	310	2	2	4
	(1)+(5)	3	6	9	1	1	2
	(2)+(3)	261	186	447	11	11	22
	(3)+(4)	8,676	5,734	14,410	134	134	268
	(3)+(5)	852	570	1,422	14	13	27
	(4)+(5)	1,275	758	2,033	29	29	58
	(1)+(4)+(5)	21	18	39	1	1	2
	(2)+(3)+(4)	221	145	366	3	3	6
	(3)+(4)+(5)	1,373	854	2,227	27	27	54
	(2)+(3)+(4)+(5)	135	77	212	3	3	6
	(1)+(2)+(3)+(4)	103	49	152	1	1	2
	(1)+(2)+(3)+(4)+(5)	576	494	1,072	14	14	28
	total	44,475	30,374	74,849	904	900	1,804

Type		Number of children				Number of classes			
		Elementary schools	Lower secondary schools	Compulsory education schools	total	Elementary schools	Lower secondary schools	Compulsory education schools	total
classes for special needs education,	Intellectual disabilities	90,462	38,105	700	129,267	19,994	9,010	158	29,162
	Physical/motor disabilities	3,552	1,119	26	4,697	2,341	794	15	3,150
	Health impairment	2,900	1,135	13	4,048	1,768	742	8	2,518
	Low vision	447	179	1	627	387	149	1	537
	Hard of hearing	1,357	528	8	1,893	916	371	7	1,294
	Speech and language disorders	1,350	197	12	1,559	570	133	4	707
	Autism/Emotional disturbance	99,496	35,849	704	136,049	20,614	8,518	155	29,287
	Total	199,564	77,112	1,464	278,140	46,590	19,717	348	66,555

Type		Elementary schools	Lower secondary schools	total
special needs services in resource rooms	Speech and language disorders	39,106	556	39,662
	Autism	21,237	4,051	25,288
	Emotional disturbance	15,960	3,091	19,051
	Low vision	191	27	218
	Hard of hearing	1,775	423	2,198
	Learning disabilities	17,632	4,631	22,263
	Attention deficit hyperactivity disorder	20,626	3,933	24,559
	Physical/motor disabilities	82	38	120
	Health impairment	24	15	39
total		116,633	16,765	133,398
Total number of children (Special needs education schools, classes, and special needs services in resource rooms)		Elementary school/dept. total	Lower secondary school/dept. total	Total
		361,669	124,718	486,387

Source: School Fundamental Statistics (MEXT)

\* One section is based on study by the Special Needs Education Division of MEXT.

\* There are no classes for special needs education at secondary education schools.

\* The number of schools for special needs education and the number of students is calculated according to school fundamental statistics (MEXT).

\* As student numbers are determined according to the disability categories served by each school, figures differ to those shown in 2(5) Schools for special needs education (criterion for establishing classes) disability classification class and number of enrollments (totals for national, public, and private institutions).

\* The number of students enrolled in special needs services in resource rooms, at elementary schools, includes the first half-year curriculum for compulsory education schools and, at lower secondary schools, includes the second half-year curriculum for compulsory education schools and the first half-year curriculum for secondary education schools.

**(7) The number of children belong to the classes for children with multiple disabilities counted by disability categories and their enroll rates among all children in the schools - total for national, public and private institutions -**

	Elementary dept.		Lower secondary dept.		Upper secondary dept.		total	
	Number of children	Enrolment rate	Number of children	Enrolment rate	Number of children	Enrolment rate	Number of children	Enrolment rate
Total	15,709	35.3%	9,298	30.6%	11,965	17.6%	36,972	25.9%
(1) Visual impairment	241	47.2%	184	41.2%	234	17.6%	659	28.8%
(2) Hearing impairment	483	27.4%	213	20.4%	247	17.3%	943	22.3%
(3) Intellectual disabilities	5,270	22.7%	3,365	20.3%	4,482	10.5%	13,117	15.9%
(4) Physical/motor disabilities	3,870	86.7%	2,145	83.4%	2,299	77.0%	8,314	82.9%
(5) Health impairment	323	40.7%	211	29.1%	258	38.0%	792	36.1%
(1)+(3)	37	18.7%	15	13.4%	1	9.1%	53	16.5%
(1)+(5)	2	66.7%	3	50.0%	3	16.7%	8	29.6%
(2)+(3)	54	20.7%	44	23.7%	47	9.6%	145	15.5%
(3)+(4)	3,407	39.3%	1,945	33.9%	2,756	21.7%	8,108	29.9%
(3)+(5)	159	18.7%	108	18.9%	225	18.3%	492	18.6%
(4)+(5)	925	72.5%	527	69.5%	597	65.0%	2,049	69.4%
(1)+(4)+(5)	19	90.5%	14	77.8%	19	79.2%	52	82.5%
(2)+(3)+(4)	76	34.4%	37	25.5%	69	17.8%	182	24.2%
(3)+(4)+(5)	506	36.9%	283	33.1%	451	23.1%	1,240	29.7%
(2)+(3)+(4)+(5)	58	43.0%	24	31.2%	44	29.1%	126	34.7%
(1)+(2)+(3)+(4)	68	66.0%	34	69.4%	47	39.8%	149	55.2%
(1)+(2)+(3)+(4)+(5)	211	36.6%	146	29.6%	186	21.6%	543	28.1%

\*Calculated according to School Fundamental Statistics (MEXT).

\*This table is classified by the type of disabilities which each school specifies according to their school regulations.

\*The enrollment rates were calculated as 'the number of children belonged to the classes for children with multiple disabilities' divided by 'the total number of children in the school'.

**(8) Trend of the enrollment rates belong to the classes for children with multiple disabilities counted by disability categories among all children in the schools - totals for national, public and private institutions –**

	Elementary dept. & Lower secondary dept.						Upper secondary dept.					
	Visual impairme nt	Hearing impairme nt	Intellectu al disabilitie s	Physical/ motor disabilitie s	Health impairme nt	total	Visual impairme nt	Hearing impairme nt	Intellectu al disabilitie s	Physical/ motor disabilitie s	Health impairme nt	total
	%	%	%	%	%	%	%	%	%	%	%	%
1995	35.4	15.7	37.2	71.4	31.4	43.8	8.0	6.0	13.6	51.1	30.6	18.8
2000	41.9	17.9	37.6	75.0	32.5	45.1	7.6	7.9	17.9	60.5	45.1	23.9
2001	43.3	17.4	36.7	74.9	34.1	44.6	7.9	7.3	17.1	59.5	45.0	23.2
2002	43.8	17.9	34.9	74.4	35.9	43.4	8.3	7.2	16.5	60.8	44.5	23.0
2003	42.3	17.9	34.9	74.8	37.9	43.5	8.0	8.0	16.8	60.8	44.5	23.1
2004	44.5	18.4	34.3	75.3	38.5	43.3	7.5	8.9	16.2	59.6	41.6	22.4
2005	46.4	19.4	34.3	75.4	39.5	43.1	7.7	9.5	16.5	58.1	44.2	22.4
2006	46.0	18.8	34.3	75.3	39.3	42.8	7.9	7.9	16.3	57.9	39.5	22.0
2007	47.0	19.6	35.9	66.1	44.4	42.5	8.1	8.0	17.8	46.9	39.5	22.1
2008	48.8	26.1	34.9	64.5	44.8	41.2	15.8	18.8	17.4	43.7	37.7	21.3
2009	46.5	24.9	34.5	63.8	45.5	41.2	15.6	18.3	16.8	41.8	39.1	21.0
2010	44.3	24.7	34.2	63.8	45.5	41.1	15.4	16.9	15.9	40.3	33.9	19.9
2011	45.1	24.8	33.3	61.7	43.3	40.1	16.8	15.9	15.6	37.9	31.6	19.5
2012	41.0	25.0	31.9	59.7	43.1	39.1	16.0	15.5	15.1	36.4	31.2	19.0
2013	42.2	25.7	31.1	58.0	43.8	38.2	17.2	16.3	15.1	35.7	32.1	19.0
2014	41.9	26.1	30.6	57.2	43.6	37.7	18.1	16.8	14.6	34.6	32.3	18.5
2015	41.0	26.5	30.1	56.0	43.0	37.2	19.1	17.4	14.5	34.4	31.0	18.3
2016	41.4	27.1	29.5	55.4	43.2	36.5	18.5	16.9	14.1	33.3	31.0	17.9
2017	40.6	27.8	28.9	54.0	43.4	35.9	18.7	18.0	14.1	32.2	31.1	17.8
2018	40.8	28.8	27.8	53.5	42.6	35.0	19.9	18.5	14.0	32.3	30.6	17.8
2019	38.4	28.7	26.2	52.0	41.3	33.4	20.7	18.7	13.7	32.2	30.6	17.6

\*Calculated according to School Fundamental Statistics (MEXT).

\*The ratios are calculated by the type of major disability of the child after 2007, though they were calculated by the type of school they belonged to until 2006. Furthermore, in previous cases, case count might be doubled or more for the child with multiple disabilities.

## (9) Situations after graduation

## ① Situations after graduation from lower secondary department of schools for special needs education or classes for special needs education of lower secondary regular schools

- totals for national, public and private institutions -

【March 2019 graduates】

Type		Number of graduate students	Number of students who entering higher education	Number of students who entering training institutions	Number of students who entering work life	Number of students who entering institutions or medical institutions	Others
Lower secondary dept. of Schools for special needs education	Total	10,130 (100.0%)	9,952 (98.2%)	50 (0.5%)	2 (0.02%)	57 (0.6%)	69 (0.7%)
	Visual impairment	167 (100.0%)	166 (99.4%)	1 (0.6%)	-	-	-
	Hearing impairment	396 (100.0%)	396 (100.0%)	-	-	-	-
	Intellectual disabilities	7,649 (100.0%)	7,532 (98.5%)	45 (0.59%)	2 (0.03%)	31 (0.4%)	39 (0.5%)
	Physical/motor disabilities	1,585 (100.0%)	1,539 (97.1%)	2 (0.1%)	-	24 (1.5%)	20 (1.3%)
	Health impairment	333 (100.0%)	319 (95.8%)	2 (0.6%)	-	2 (0.6%)	10 (3.0%)
Total lower secondary school classes for special needs education		22,645 (100.0%)	21,338 (94.2%)	479 (2.1%)	192 (0.8%)	636 (2.8%)	

Source: School Fundamental Statistics (MEXT).

\*Total of graduates who entered upper secondary school, the second-half curriculum of secondary education schools, or the regular course or literary course of the upper secondary department of special needs schools, or a specialized training college.

\*The total for educational training institutions shows students who graduated to special training schools (upper secondary curriculum), special training schools (general curriculum), and public employment skills development facilities, etc.

\*The total for those who entered or started attending social welfare institutions shows child welfare institutions, institutions that support the disabled, and medical organizations.

\*Others is the sum of students helping out at home, those who entered schools overseas, those whose life path was undecided, those who were unspecified or who passed away, etc.

Other than graduates of lower secondary classes for special needs education, students who entered or started attending social welfare institutions are also included.

\*Upper columns are for the number of students and lower columns are for its share (%) to the total. The total of all the rates above does not reach 100% because of the round off.

\*Lower secondary school includes the second-half curriculum of compulsory education school. There are no classes for special needs education at secondary education schools.

## ② Situations after graduation from upper secondary department of schools for special needs education (regular course)

- totals for national, public and private institutions -

【March 2019 graduates】

区分		Number of graduate students	Number of students who entering higher education	Number of students who entering training institutions	Number of students who entering work life	Number of students who entering institutions or medical institutions	Others
Upper secondary dept. of Schools for special needs education (regular course)	Total	21,764 (100.0%)	377 (1.7%)	326 (1.5%)	7,019 (32.3%)	13,199 (60.6%)	843 (3.9%)
	Visual impairment	269 (100.0%)	89 (33.1%)	12 (4.5%)	36 (13.4%)	115 (42.8%)	17 (6.3%)
	Hearing impairment	433 (100.0%)	145 (33.5%)	12 (2.8%)	212 (49.0%)	55 (12.7%)	9 (2.1%)
	Intellectual disabilities	18,931 (100.0%)	79 (0.4%)	249 (1.3%)	6,601 (34.9%)	11,294 (59.7%)	708 (3.7%)
	Physical/motor disabilities	1,760 (100.0%)	43 (2.4%)	20 (1.1%)	103 (5.9%)	1,522 (86.5%)	72 (4.1%)
	Health impairment	371 (100.0%)	21 (5.7%)	33 (8.9%)	67 (18.1%)	213 (57.4%)	37 (10.0%)

Source: School Fundamental Statistics (MEXT)

\*Total for graduates who entered university (undergraduate), junior college (regular course), correspondence education section of a university or junior college, or broadcast-based university (complete course), university or junior college (special course), upper secondary school (non-degree course), or the upper secondary department of a special needs school (non-degree course).

\*The total for educational training institutions shows students who enrolled in special training schools (upper secondary curriculum), special training schools (general course), or public employment skills development facilities, etc.

\*The total for those who entered or started attending social welfare institutions shows child welfare institutions, institutions that support the disabled and medical organizations, etc.

\*Others is the sum of students helping out at home, those who entered schools overseas, those whose life path was undecided, those who were unspecified or who passed away, etc.

\*Upper columns are for the number of students and lower columns are for its share (%) to the total. The total of all the rates above does not reach 100% because of the round off.



**(10-1) Trend of the enrollment rates in upper secondary department of schools for special needs education** - totals for national, public and private institutions -

[As of March in each year]

Type		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Lower seconda ry dept. of Schools for special needs education	Total	% 90.7	% 92.0	% 91.3	% 92.1	% 92.7	% 94.2	% 93.7	% 94.7	% 95.0	% 95.6	% 95.8	% 95.8	% 95.8	% 96.3	% 96.5	% 96.7	% 96.3	% 96.4
	Visual impairment	92.5	95.4	94.2	95.3	93.6	96.3	99.4	97.6	98.4	97.6	97.6	98.0	95.5	94.6	96.0	96.3	94.9	95.2
	Hearing impairment	94.5	93.8	96.6	94.6	96.9	96.0	92.0	96.9	94.2	95.7	91.1	93.1	91.1	93.8	95.5	92.4	93.0	93.9
	Intellectual disabilities	94.4	95.8	95.1	95.8	96.9	97.4	97.0	97.8	97.5	98.2	98.5	97.9	98.3	98.5	98.4	98.3	98.1	98.1
	Physical/motor disabilities	95.5	95.0	94.3	95.5	94.6	96.7	96.7	96.9	95.9	96.3	97.4	97.1	96.9	97.0	97.7	97.4	96.0	95.8
	Health impairment	46.4	42.9	45.3	45.0	47.7	49.9	50.0	50.4	52.4	53.1	51.5	53.9	51.7	55.9	55.4	57.6	59.5	62.8
	Classes for special needs education of lower secondary regular schools	64.9	73.1	62.6	64.6	64.8	65.5	70.2	69.7	70.0	67.3	66.5	65.2	63.4	61.4	58.5	55.1	50.3	47.8

\* Calculated according to School Fundamental Statistics (MEXT)

\*Until 2007, aggregated by type of school (visual impairment = school for the blind, hearing impairment = school for the deaf, intellectual disability = schools for children with intellectual disabilities, physical/motor disability = school for children with physical/motor disability, health impairment = schools for children with health impairment). From 2008, aggregated according to students' main disability.

**(10-2) Trend of the rates of the students who going to the work from the upper secondary department of schools for special needs education (regular course)** - totals for national, public and private institutions -

[As of March in each year]

Type	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2018
Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	20.5	19.4	20.4	20.5	22.7	23.1	24.3	23.7	23.6	24.3	25.0	27.7	28.4	28.8	29.4	30.1	31.2	32.3
Visual impairment	13.3	11.9	11.9	17.0	14.4	12.4	15.3	19.1	21.4	16.3	10.9	13.4	17.6	16.2	15.5	11.6	16.2	13.4
Hearing impairment	29.3	25.5	31.5	34.4	32.4	35.4	42.4	35.1	33.5	34.5	32.7	37.3	36.1	38.5	39.8	43.2	39.0	49.0
Intellectual disabilities	23.7	22.4	23.2	23.2	25.3	25.8	27.1	26.4	26.7	27.4	28.4	30.2	31.1	31.5	32.1	32.9	34.0	34.9
Physical/motor disabilities	6.6	6.0	6.4	6.1	7.7	7.7	11.8	11.0	9.7	12.0	10.5	7.1	6.5	5.8	5.5	5.1	6.0	5.9
Health impairment	6.1	10.1	13.0	10.3	15.4	18.5	16.4	12.1	11.0	12.2	14.6	18.0	17.5	14.4	16.0	15.8	19.7	18.1

\*Calculated according to School Fundamental Statistics (MEXT)

\*Until 2007, aggregated by type of school (visual impairment = school for the blind, hearing impairment = school for the deaf, intellectual disability = schools for children with intellectual disabilities, physical/motor disability = school for children with physical/motor disability, health impairment = schools for children with health impairment). From 2008, aggregated according to students' main disability.

**(11) The status of homebound education in the upper secondary department of schools for special needs education** - national, public and private institutions –

Fiscal Year	Number of schools	Number of children
2002	269	1,012
2003	266	1,038
2004	257	936
2005	249	934
2006	235	923
2007	248	929
2008	248	948
2009	244	942
2010	248	894
2011	238	931
2012	235	949
2013	238	940
2014	235	929
2015	237	857
2016	240	841
2017	234	806
2018	231	869
2019	235	822

\*Calculated according to School Fundamental Statistics (MEXT)

**(12) Expenditure of school education per one child** - public institution - [FY 2017]

	Elementary schools	Lower secondary schools	schools for special needs education
FY2017	943,442 yen	1,117,781 yen	7,201,348 yen

Source: Survey on Local Educational Expenditures (MEXT)

\*School education expenditure is expenses (personnel expenses, educational activities costs, administrative expenses, building costs, etc.) spent on school educational activities at public kindergartens, combined schooling and daycare certified child centers, elementary schools, lower secondary schools, compulsory education schools, schools for special needs education, upper secondary schools (full-day, part-time, correspondence), secondary education schools, special training schools, each type of school and specialized training colleges.

**English Abstracts of the Research Papers from *Bulletin of The National Institute of Special Needs Education* or “国立特別支援教育総合研究所研究紀要”, Vol. 47, 2020.**

1. LEE Heebok, IJIMA Anna, MURAKAMI Erika and KATO Atsushi (2020). Development of forming relationships with teachers in child with Autism Spectrum Disorder: from records made over eight months, Vol. 47, pp.1-11, 2020

**Development of forming relationships with teachers in child with Autism Spectrum Disorder: from records made over eight months**

LEE Heebok , IJIMA Anna, MURAKAMI Erika and KATO Atsushi

**Abstract:** The development of a child (A) with autism spectrum disorder (ASD) and the process of forming relationships between A and A's teachers was examined. This study mainly analyzed the following records made over eight months. The teacher attempted to identify the interests and focus of attention of A that evoked pleasant emotions in A (happiness and joy, among others). An attachment formed between A and the teacher as a result of accumulating these experiences. A regarded the teacher as a secure base and shared emotions with the teacher by looking at the teacher and laughing together. Furthermore, A started to interact with the teachers in other classes, and as a result, the objects of A's interactions increased. The formation of attachment to the teacher changed the quality of A's play. As play changed from a type of sensory play to a type of interactive play with the teacher. These findings indicated that attachment formation is the basis of the development of an ASD child.

**Key words:** Autism spectrum disorder, relationship, attachment, development

2. KITAGAWA Takaaki and YOSHIKAWA Tomoo and IKOMA Yoshio (2020). Awareness of the problems of the teacher in charge of teaching children with physical disabilities who are enrolled in elementary and junior high schools, *Bulletin of The National Institute of Special Needs Education*, Vol. 47, pp. 11-20, 2020.

**Awareness of the problems of the teacher in charge of teaching children with physical disabilities who are enrolled in elementary and junior high schools**

KITAGAWA Takaaki and YOSHIKAWA Tomoo and IKOMA Yoshio

**Abstract:** Children with physical disabilities learn at diverse places, as the construction of an inclusive education system is currently being promoted. Given this situation, it is a pressing issue to improve the education for children with physical disabilities who are enrolled in elementary and lower secondary schools. Using face-to-face interviews, this study aimed to reveal the teaching difficulties and issues facing the classroom teachers and the subject teachers in providing children with physical disabilities who are enrolled in elementary and lower secondary schools with courses and other types of instruction. At the same time, the study aimed to obtain basic data necessary to allow schools for special needs education to support elementary and lower secondary schools effectively as resource centers. As a result, it was found that understanding students' condition and having teachers grasp the background and factors of students' difficulties was an issue in both the regular class group and the group of classes for special needs education. In the future, it will be necessary to conduct research aimed at improving teaching and enhancing programs to promote independence based on disability characteristics such as the physical and cognitive aspects of students with physical disabilities.

**Key words:** Elementary and lower secondary school, regular classes, class for special needs education, physical disabilities, issues with course instruction

3. SAITO Yumiko, OZAWA Michimasa (2020). A deliberation on the future of joint activities and learning in elementary and junior-high schools in Japan: suggestions from the development of measures of Least Restrictive Environment (LRE) and practice of Multi-Tiered System of Supports (MTSS) in the U.S., *Bulletin of The National Institute of Special Needs Education*, Vol. 47, pp. 21-28, 2020

**A deliberation on the future of joint activities and learning in  
elementary and junior-high schools in Japan: suggestions from the  
development of measures of Least Restrictive Environment (LRE) and  
practice of Multi-Tiered System of Supports (MTSS) in the U.S.**

SAITO Yumiko, OZAWA Michimasa

**Abstract:** The purpose of this study is to have a view of a new framework or future direction of joint activities and learning in elementary and junior high schools, which is one of the core educational measures for developing and promoting an inclusive education system in Japan. In order to draw on the experience of the U.S., forty years' historical transition of education based on the provision of a Least Restrictive Environment (LRE) was reviewed, and as today's school practice, the development of the Multi-Tiered System of Supports (MTSS) in Kansas was discussed, including the results of a field investigation. Based upon the historical transition of interpretation of the LRE and educational practice and the picture of today's schools in the U.S., this study attempts to obtain a view of the framework or future direction that will assure "joint learning of children with and without disabilities" in elementary and junior high schools, or even "joint learning of all children with various educational needs in schools" in Japan.

**Key words:** Joint activities and learning, Least Restrictive Environment (LRE), curriculum, Multi-Tiered Systems of Supports (MTSS), inclusion

## **Editorial Board**

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**National Institute of Special Needs Education, Japan**  
5-1-1 Nobi, Yokosuka, Kanagawa, 239-8585 Japan