

NISE Bulletin

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Research Projects for FY 2015

Category	Research Title	Research Unit	Research Leader	Research Period
Specialized Research A	Medium-term Specific Research (Research on an Inclusive Education System) Research Related to Structuring for the Purpose of Development of an Inclusive Education System -Creation of Guidelines (Draft) for Research-	Perspective Unit	SASAMORI Hiroki	FY 2015
	Practical Research on Curriculums at School and Classes for Special Needs Education that Contribute to the Future Development of Special Needs Education	Promoting Unit	NAGANUMA Toshio	FY 2014-2015
	Medium-term Specific Research (Research on Application of ICT in Special Needs Education) Comprehensive Research on the Application of ICT for the Education of Children with Disabilities —The Collection and Organization of Examples of the Utilization of Assistive Equipment and Other Teaching Materials—	ICT/AT Unit	KANAMORI Katsuhiro	FY 2014-2015

Specialized Research B	Medium-term Specific Research (Research on Application of ICT in Special Needs Education) Research on Appropriate Digital Textbook Formats and the Utilization of Digital Textbook Data in the Education of Children with Visual Impairments —Based on Current Conditions and Issues in Japan and Surveys of Conditions Abroad—	Visual Impairments Unit	TANAKA Yoshihiro	FY 2014-2015
	Practical Research on the Enhancement of Course Instruction and Activities to Promote Independence in Education for Children with Hearing Impairments —A Quest for the Continuity and Sharing of Expertise from the Perspective of Teaching Materials Use—	Deaf and Hard of Hearing Unit	HARADA Kimihito	FY 2014-2015
	The Way of Organization of Education Curriculums Based Upon the Capabilities Required in the Future in Intellectual Disability Education -Focus on Aims and Contents of Subjects at Schools for Children with Intellectual Disabilities-	Intellectual Disabilities Unit	MATSUMI Kazuki	FY 2015-2016
	Research on Utilization of the Resource Center Functions of Special Needs Education Schools for the Education of Students with Physical/Motor Disabilities at Elementary and Junior High Schools —Taking the Needs of Elementary and Junior High Schools into Consideration—	Physical/Motor Disabilities Unit	TOKUNAGA Akio	FY 2014-2015
	A Research Related to the Educational Needs of Children with Chronic Illnesses in the Context of Development of an Inclusive Education System, Reasonable Accommodation, and Preparation of Fundamental Environments.	Health Impairments Unit	KUSAKA Naomi	FY 2014-2015
	Practical Research on the Role Played by “Language Classrooms” in the Development of an Inclusive Education System -Utilization of Speciality of Speech and Language Disorder Education-	Speech and Language Disorders Unit	MAKINO Yasumi	FY 2015-2016

Specialized Research B	Research on Activities to Promote Independence of Children with Autism Enrolled in Classes for Special Needs Education	Autism Unit	YANAGISAW A Akiko	FY 2014-2015
	Research on the Current Status and Future Form of Instructional Settings and Assistance for Children with Developmental Disabilities —A Focus on Surveys of Resource Room-based Instruction—	Developmental Disabilities and Emotional Disturbances Unit	UMEDA Mari	FY 2014-2015

Category	Research Title	Collaborating Institution	Research Leader	Research Period
Collaborative Researches	Preparation and Evaluation of In-School Tactile Guide Maps for Children with Visual Impairments	Waseda University	DOI Kouki	FY 2013-2015
	Research on the Development of Networks for Assistive Equipment Use in Special Needs Education —Development of Assistive Networks in Collaboration with Technical Colleges—	Institute of National Colleges of Technology, Japan; Sendai National College of Technology	KANAMORI Katsuhiro	FY 2013-2015
	A Field Survey of Hospital Schools at Pediatric Cancer Centers with an Analysis of Related Issues	National Center for Child Health and Development	NIIHIRA Shizsuhiro	FY 2014-2015

Outlines of Research Projects for FY 2015

Specialized Research A

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

Study Related to Structuring for the Purpose of Development of an Inclusive Education System

–Creation of Guidelines (Draft) for Research –

Research unit: Perspective Unit

Research Leader: SASAMORI Hiroki

Researchers:

KUBOYAMA Shigeki (Sub-leader), ITO Yumi, OKAMOTO Kunihiro, ISHIZAKA Tsutomu, MORIYAMA Takashi, SAWADA Mayumi, FUJIMOTO Hiroto, MAKINO Yasumi, SAITO Yumiko, IKOMA Yoshio, KOUA Ryoichi, TOKUNAGA Akio, OZAWA Michimasa, MATSUMI Kazuki, WAKUI Megumi, OSAKI Hirofumi, MURAI Keitaro, KAIZU Akiko

Research period: FY2015

Abstract:

This study consisted of three separate study projects concerning “Research into Inclusive Education Systems:

“Study on Consideration and Special Guidance to Children who Need Special Support in Developing an Inclusive Education System (FY2011- 2012);

“Research for Teacher’s Professional Standards and Development of Teacher Training Program in Inclusive Education System (FY2011-2012);

and, as a comprehensive summing up “Practical Study on Establishing a Support Regime for Developing an Inclusive Education System, Through the Practices in Schools and Communities in Model Projects (FY2013-2014);

And drawing up of “Structural Guidelines (draft) for Development of an Inclusive Education System in Schools and communities”.

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

Specialized Research A

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

Research unit: Promoting Unit

Research Leader: NAGANUMA Toshio

Researchers:

KUSAKA Naomi (Sub-leader), HARADA Kimihito, OZAKI Yuzo, KOBAYASHI Michiyo, KANEKO Takeshi, YANAGISAWA Akiko, KAMIYAMA Tsutomu, ATSUMI Yoshikata

Research period: FY2014-2015

Abstract :

In FY 2012–2013, a project in specialized research A on the theme, “Research on Curriculum Development and Implementation for Schools and Classes for Special Needs

Education” closely examined five points that had been cited as issues in the findings of a nationwide survey: schools for the special needs education that address multiple disabilities categories; classifications of curriculums and course systems; vocational education; joint activities and learning; and relationship between activities to promote independence and other fields and subjects. A survey of special needs education classes in three prefectures was also conducted in parallel with that project and identified current conditions and challenges in the field.

This study indicated the importance of aiming toward improvement by means of appropriate assessment of organization and actual implementing of education curriculums that meet the

broad variety of needs in the realm of schools for special needs education, and the necessity to consider “special education curriculums” in the context of classes for special needs education. Based upon these matters, this study aims toward the following matters concerning curriculums at schools and classes for special needs education.

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

In addition, we will indicate the viewpoints and methods for

assessment of education curriculums.

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

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

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

Specialized Research A

Medium-term Specific Research (Research on Application of ICT in Special Needs Education) Comprehensive Research on the Application of ICT for the Education of Children with Disabilities —The Collection and Organization of Examples of the Utilization of Assistive Equipment and Other Teaching Materials—

Research unit: ICT/AT Unit

Research Leader: KANAMORI Katsuhiro

Researchers:

UMEDA Mari (Sub-leader), MUNEKATA Tetsuya, NIIHIRA Shizuhiko, DOI Kouki, TANAKA Yoshihiro, YOKOO Shun, TAKEDOMI Hirofumi, TAMAKI Munehisa, SADAOKA Koji, ARAYA Yosuke, NISHIMURA Takahiro

Research period: FY2014-2015

Abstract:

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

disabilities.

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

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

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

Specialized Research B

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

Research on Appropriate Digital Textbook Formats and the Utilization of Digital Textbook Data in the Education of Children with Visual Impairments —Based on Current Conditions and Issues in Japan and Surveys of Conditions Abroad—

Research unit: Visual Impairments Unit

Research Leader: TANAKA Yoshihiro

Researchers:

SAWADA Mayumi (Sub-leader), KANEKO Takeshi, DOI Kouki, MUNEKATA Tetsuya

Collaborative Researcher: KANAMORI Katsuhiro

Research period: FY2014-2015

Abstract:

It is currently anticipated that digital textbooks and instructional materials for children will be introduced and come into widespread use. However, no decisions have been made with regard to effective methods for the utilization of digital data in textbooks for children with visual impairments or the formats of digital textbooks (e.g., hardware designs, features, and functions) for children that read braille. Given that state of affairs, this research project will (1) conduct a study of conditions in other countries

where advanced undertakings are already under way and provide recommendations for action in Japan, and (2) propose formats for digital textbooks aimed at children that read braille.

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

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

Specialized Research B

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

Research unit: Deaf and Hard of Hearing Unit

Research Leader: HARADA Kimihito

Researchers:

SADAOKA Koji, FUJIMOTO Hiroto

Research period: FY 2014-2015

Abstract :

The findings of NISE's nationwide survey of conditions pertaining to the retention and use of instructional materials at special needs education schools (hearing impairments) found that in many cases, such institutions prepared and retained such materials on their own. Accordingly, as expertise on curriculum

instructional methods for children with hearing impairments should be carried on and shared, we decided to shed light on these materials and how they are used.

For this research project, we intend to implement demonstration lessons in Japanese language, arithmetic and mathematics, and the study of activities to promote independence, with assistance from cooperating schools for the deaf. Through research meetings with the participation of university professors and other research collaborators and visits to collaborating research institutions, we will explore the selection and utilization of instructional materials that facilitate achievement of the goals of course curriculums and activities for the promotion of independence.

It is anticipated that the knowledge obtained through this research will be a useful addition to the reference literature for course instruction-related considerations, activities to promote.

independence, and supplemental course instruction not only at schools for the deaf but at elementary schools in which children with hearing impairments are enrolled.

Specialized Research B

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

Research unit: Intellectual Disabilities Unit

Research Leader: MATSUMI Kazuki

Researchers:

MEIKAN Shigeru (Sub-leader), WAKUI Megumi (Sub-leader), TAKEDOMI Hirofumi, MURAI

Keitaro, YOKOO Shun, KAMIYAMA Tsutomu, HANDA Ken

Research period: FY 2015-2016

Abstract:

The aim, the contents, and the method of each subjects are focused as a point of view about the capabilities required in the future (MEXT, 2014), at present. The Minister of Education, Culture, Sports, Science and Technology requested the Central Council for Education to discuss about the improvement of each subject for

children with intellectual disabilities. The purpose of this study is to analyse the aims, contents, and methods of each subjects for intellectual disability education in terms of the capabilities required in the future in order to consider how the way of education curriculums should be.

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

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

Specialized Research B

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

Research unit: Physical/Motor Disabilities Unit

Research Leader: TOKUNAGA Akio

Researchers:

ARAYA Yosuke (Sub-leader), NAGANUMA Toshio,

KANAMORI Katsuhiko, IKOMA Yoshio

Collaborative Researcher: SAITO Yumiko

Research period: FY 2014-2015

Abstract:

In the context of promoting special needs education for developing an inclusive education system, utilization of the resource center functions of special needs education schools is expected to play an important role. Compared to special needs education schools, elementary and lower secondary schools have not devoted nearly enough study to center functions. A report, moreover, indicate that community contributions attributable to the resource center functions of special needs education schools for students with physical or motor disabilities have not been as

extensive as the contributions attributable to schools enrolled students with other disabilities. Accordingly, for the purpose of providing suitable guidance to students with physical or motor disabilities enrolled in elementary and lower secondary schools, this research will focus on the utilization of resource center functions by teachers in charge of regular or special needs classes in which such students are enrolled, shed light on approaches to utilization by elementary and lower secondary schools and support from special needs schools, present cases of good practices, and provide proposals for future orientations.

This research project will apply the following four approaches to study: (1) reviews of relevant literature; (2) surveys (e.g., full surveys of instructional practices at special needs education classes for students with physical or motor disabilities and the utilization of center functions ; sampling surveys of learning conditions for

students with physical or motor disabilities enrolled in elementary and lower secondary schools, including conditions in regular classes); (3) field surveys aimed at elementary and lower secondary schools in which students with physical or motor disabilities are enrolled, as well as special needs education schools that provide support to these schools; and (4) the study of relevant undertakings abroad.

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

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

Specialized Research B

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

Research unit: Health Impairments Unit

Research Leader: KUSAKA Naomi

Researchers:

MORIYAMA Takashi (Sub-leader), NIIHIRA Shizuhiro

Research period: FY 2014-2015

Abstract:

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

This research aims to reclassify the educational needs of children with chronic health conditions, shed light on educational accommodation to reflect those needs, as well as enhancement of “reasonable accommodation” and “preparation of fundamental environments” according to individual needs. In FY 2014, data for this research on “educational accommodation and needs” are gathered through field surveys of special needs schools (for children with health impairments). In FY 2015, expanded field surveys to target the classes for special needs education, etc. will be added. Through the analysis of the obtained information, these data from the surveys will be summarized educational accommodation for each educational need and will be reclassified on the basis of points of view (or the items) of “reasonable accommodation” and “preparation of fundamental environments.” The findings of this research will be assembled in a pamphlet “Educational Accommodation for the Educational Needs of Children with Health Impairments (tentative)”, and published for the use in-service trainings and workshops held by education boards and other organizations.

Specialized Research B

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

Research unit: Speech and Language Disorders Unit

Research Leader: MAKINO Yasumi

Researchers:

KUBOYAMA Shigeki (Sub-leader), KOBAYASHI Michiyo

Research period: FY 2015-2016

Abstract:

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

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

In the face of this situation, this study is aimed at consideration and preparation from the standpoint of utilization of speciality in

speech and language disorder education, in terms of two themes, the first of which is consideration and development of methods aimed toward maintenance and enhancement of speciality of teachers responsible for language classrooms, and the second of which is the role that language classrooms will play in development of inclusive education systems.

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

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

Specialized Research B

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

Research unit: Autism Unit

Research Leader: YANAGISAWA Akiko

Researchers:

OKAMOTO Kunihiro (Sub-leader), ISHIZAKA Tsutomu,
WAKABAYASHI Kazusa

Research period: FY 2014-2015

Abstract:

Even if children with autism enrolled in special needs education classes for children with autism/emotional disturbances are capable of learning the subject matter taught to children in the same school grade, in some cases they may face learning difficulties in regular

classes due to problems stemming from the characteristics of their disorders or cognitive. The importance of providing children with autism with activities to promote independence has been noted. On the other, the correlations between instruction of subject and activities to promote independence remain unclear in classes for special needs education for children with intellectual disabilities. It is necessary to marshal them.

First, this research will strive to present condition and issues for activities to promote independence of children with autism enrolled in classes for special needs education with questionnaire surveys (sampling surveys) aimed at teachers in charge of classes for special needs education. Next, key points to construct lesson of

activities to promote independence will be indicated through practices applied by collaborating schools. Additionally, the significance of activities to promote independence for children with autism will be considered.

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

Specialized Research B

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

Research unit: Developmental Disabilities and Emotional Disturbances Unit

Research Leader: UMEDA Mari

Researchers:

ITO Yumi (Sub-leader), SASAMORI Hiroki, KOUDA Ryoichi, KAIZU Akiko, TAMAKI Munehisa, NISHIMURA Takahiro, ATSUMI Yoshikata

Research period: FY 2014-2015

Abstract:

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

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

Collaborative Research

Research on the Development of Networks for Assistive Equipment Use in Special Needs Education

—Development of Assistive Networks in Collaboration with Technical Colleges—

Collaborative Institution: Waseda University

Research Leader: DOI Kouki

Researchers:

NISHIMURA Takahiro (sub-leader), KANAMORI Katsuhiko,
TANAKA Yoshihiro, SAWADA Mayumi

Collaborative Researcher: KANEKO Takeshi, OOUCHI Susumu

Research period: FY 2013-2015

Abstract:

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

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

Furthermore, we plan to verify whether similar indoor tactile guide maps can be produced with existing tactile map-producing equipment that has already been introduced into school systems. We will then evaluate the feasibility of producing instructional materials within the educational setting.

If this research demonstrates that such indoor tactile guide maps can be utilized effectively within educational settings, that finding can be expected to lead to future activities designed to enable the safe and spontaneous mobility of children with visual impairments at their schools.

Collaborative Research

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

Collaborative Institution: Institute of National Colleges of Technology, Japan; Sendai National College of Technology

Research Leader: KANAMORI Katsuhiko

Researchers:

DOI Kouki (Sub-leader), ARAYA Yosuke, NISHIMURA Takahiro

Research period: FY 2013-2015

Abstract:

Practical research on the utilization of assistive equipment is under way on a widespread scale nationwide with a focus on special needs education schools. To date, efforts by universities, technical colleges, technical high schools, and other educational institutions to develop assistive equipment in collaboration with special needs education schools as well as efforts in school support have been pursued as independent undertakings. To foster heightened levels

of research and endeavor in this area, it will be necessary for these institutions to explore related issues and develop needed systems that facilitate the sharing of information on equipment development and support.

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

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

Collaborative Research

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

Collaborative Institution: National Center for Child Health and Development

Research Leader: NIIHIRA Shizuhiro

Researchers:

MORIYAMA Takashi (Sub-leader), KUSAKA Naomi

Research period: FY 2014-2015

Abstract:

A March 2013 “Notice Concerning the Enhancement of Educational Opportunities for Children under Medical Treatment” (Ministry of Education, Culture, Sports, Science and Technology) stipulated measures to be taken by designated pediatric cancer centers for their hospitalized children. Hospital schools have been set up at pediatric cancer centers in individual prefectures and government-designated municipalities but vary significantly in

their established formats and actual operational status. This research project will comprise a survey chiefly of hospital schools at pediatric cancer centers and explore appropriate educational formats with an analysis of undertakings by individual classes and the challenges they face. As an aid to in-hospital class administration, the findings of this project will be shared with prefectures and government-designated municipalities that have set up such classes.

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

H26-A-01 (Specialized Research A)

Practical Study on Establishing a Support Regime for Developing an Inclusive Education System -Through the Practices in Schools and Communities in Model Projects-

[Research period] FY2013-FY2014**[Principal researcher]** SASAMORI Hiroki**[Summary]**

This research examines information critical for creating education systems in each region as a result of a promoted effort aimed at developing an inclusive education system. This is done through the implementation of activities such as the “Model Project for Inclusive Education System Development” created by the Ministry of Education, Culture, Sports, Science and Technology. Information critical for system creation was collected from eight points through regional and school-based case studies to serve to create a grand design for a national minimum curriculum, in other words, something which must be created so that the curriculum is the same regardless of region. The eight points were “visions for

system development,” “government organizational management,” “Early-stage support system (starting from infancy),” “educational consultations and deciding on school to be attended by students,” “reasonable accommodation and fundamental environmental improvement,” “utilization of regional resources,” “educational specialization,” and “social infrastructure formation.” Establishing specific low-order items for each of these eight points were organized using the following three items: Explanations, human resources, tools, systems, etc. taken into consideration to bring about functionality, and efforts in regional case examples used for reference.

[Keywords]

Inclusive education system, model project, system creation, grand design

H26-B-01 (Specialized Research B)

Research on Strategies to Promote Organized and Systematic Learning Evaluations in the Education of Children with Intellectual Disabilities -Through Case Studies in Special Needs Education Schools (Intellectual Disabilities)-

[Research period] FY2013-FY2014**[Principal researcher]** OZAKI Yuzo**[Summary]**

A report entitled “The Current State of Learning Assessments of Child-aged Students” released in 2010 by the Central Council for Education states that “learning assessments in all schools effectively relate to efforts designed for the improvement of educational guidance and the overall improvement of school curriculums, and that it is important to implement them appropriately using a plan-do-check-act (PDCA) method related to educational guidance. However, in a study conducted during a 2012 NISE Specialized Research D project titled “Examining the Status and Issues of Learning Assessments at Schools for Special Needs Education (Intellectual Disabilities) (Preliminary and Preparatory Research)” it was revealed that there were few schools

that implemented systematic efforts or worked to improve curriculums through means such as establishing a common point of view and sharing assessment periods and methods.

Therefore, the goal of this research was to reveal measures which promote systematic learning assessments in special needs education. The following four points were examined based on real-world data from partner research institutions and studies carried out thereby: 1. State of evaluation of learning attainments from various viewpoints, 2. Solutions for using learning assessments to improve educational guidance, 3. Solutions for using learning assessments to provide support to child-aged students, and 4. Promotion of systematic learning assessments.

This research made it possible to present issues related to evaluation of learning attainments from various viewpoints, integration of educational guidance and assessments, utilization of

learning assessments to support the development of child-aged students, and the development of a PDCA method for assessment planning to bring about the implementation of systematic learning assessments.

Furthermore, a statement of request for deliberation from the Minister of Education, Culture, Sports, Science and Technology provided to the Center Council for Education entitled “Status of Elementary and Secondary Education Curriculum Standards, Etc.” (Ministry of Education, Culture, Sports, Science and Technology,

2014) requested the examination of “fundamental ideas regarding government curriculum guidelines appropriate for the new age which unify educational goals, content and learning, guidance methods, and learning assessment status,” and it is thought that the promotion of learning assessment within the systematic learning assessment PDCA method created by this research will serve as a reference.

[Keywords]

Intellectual disabilities, learning assessments, integration of educational guidance and assessments, curriculum management

H26-B-02 (Specialized Research B)

Research on Development of Information Packages that Contribute to the Assessment, Establishment of Educational Goals and Contents, and Evaluation for Students with Severe and Multiple Disabilities

[Research period] FY2013-FY2014

[Principal researcher] SAITO Yumiko

[Summary]

The aims of this research are to gain an understanding of the actual conditions surrounding severely disabled children, establish goals and content for educational guidance, create an information package which provides important points and information necessary for the PDCA process for adequate assessments, guidance, and improvements in support, and verify the ease of use of such information and its usefulness in actual school environments. In this research, severely disabled children, for which the information package is designed for, are defined as “Children who have complex and varied needs, meaning that they require solid support.” In addition, we created PALETTE (tentative), an information package which aids in the creation and implementation of individual educational support plans, individual educational guidance plans, etc. from a person-centered planning perspective where education plans are created and implemented

designed to support children (and their families), who require solid support, now and in the future. Our partner research institution utilized PALETTE (tentative) for 1. School wide efforts, 2. Job training, human resource development, etc., and 3. Case studies and similar investigations. Devising ways to utilize the information package allowed it to play a helpful role in designing and implementing educational plans (individual educational support plans and individual educational guidance plans). In addition, the research was able to verify that the information package became a tool which prompted educators to reflect on matters and allows fellow faculty to share their understanding and policies pertaining to children. Furthermore, the research examined points to be improved regarding the information package for its future distribution.

[Keywords]

Children requiring solid support, person-centered planning, individual educational support plans, individual educational guidance plans

H26-K-01 (Collaborative research)

Practical Research on the Evaluation of Three-Dimensional Teaching Materials Fabricated with 3-D Printers for the Education of Children with Visual Impairments

[Research period] FY2013-FY2014

[Principal researcher] OOUCHI Susumu

[Summary]

This research was conducted by NISE as a collaborative research with Chiba Institute of Technology in FY2013 and FY2014 titled “Practical Research on the Evaluation of Three-Dimensional Teaching Materials Fabricated with 3-D Printers for the Education of Children with Visual Impairments” for examining the state of three-dimensional tactile teaching materials created using 3D printers for the education of children with visual impairments using the sense of touch. Section I, the introduction, discusses the background, purpose, and method of this research, and talks about how the report is organized. Section II talks about the significance of three-dimensional teaching materials used for the education of children with visual impairments. By showing examples of good practices of students who are visually impaired, it is specifically shown that three-dimensional tactile teaching materials are very important in the education of children with visual impairments. Section III provides general information about the

three-dimensional molding which is used to develop three-dimensional tactile teaching materials for the education of children with visual impairments. It then goes into great detail about the characteristics of 3D printers which use fused deposition modeling (hereinafter “FDM”), a 3D printing technique that is thought to become widely used at educational institutions in the future, and points to consider for their use. Section IV introduces three-dimensional tactile teaching materials for the education of children with visual impairments actually created with a 3D printer to serve as teaching material prototypes. Section V shows, through an experimental method, the importance of gaining a solid understanding about the special characteristics of each printer before selecting one from the perspective of creating tactile teaching materials. Although there are various 3D printers on the market, molding precision, surface texture, and other factors differ according to model. Sections II, III, IV, and V have been arranged in the form of a guidebook with easy to understand expressions.

[Keywords]

Visual impairments, tactile teaching materials, 3D printers, ICT

Report on International Symposium on Special Needs Education

On January 21, NISE held the “NISE International Symposium on Special Needs Education” at Hitotsubashi Hall (Chiyoda-ku, Tokyo) for purposes of discussing the current state and issues, and clarifying the future prospects, regarding the development of an inclusive educational system for elementary and secondary education. Experts from France’s National Higher Education Institute for Teacher Training and Research on Special Needs Education (INS-HEA) and the Korean National Institute for Special Education (KNISE) were invited. A total of 186 people participated, including educators, government administrators, researchers, child guardians, students, and more.

The program comprised a keynote speech followed by presentations from NISE and then reports and discussions by French, Korean and Japanese symposiasts.

In the opening ceremony, addresses were delivered by Mr. Kazushige Shishido (President, NISE) and Mr. Shinjiro Komatsu (Director-General, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology).



Mr. Masayoshi Tsuge (Professor, Tsukuba University; Committeeman, Cabinet Office Committee on Policy for Persons with Disabilities; President, Japan Academy for Learning Disabilities; Visiting Researcher, NISE) delivered the keynote speech. Based on the theme, “The UN Convention on the Rights of Persons with Disabilities and Perspective of Reasonable Accommodation in Educational Setting – Japanese Responses to Date and Future Prospects –” he spoke about three subjects: 1. The UN Convention on the Rights of Persons with Disabilities, and Japan’s related efforts (aimed at ensuring the rights of persons with disabilities); 2. Japan’s efforts to provide reasonable accommodations in education (in order to support assured learning and a fulfilling way of life); and 3. Japan’s future prospects

(towards a bright future for children with disabilities).



In presentations by NISE, Mr. Yorihiro Katsuno (Executive Director, NISE) spoke about “Actions of NISE for Development of an Inclusive Education System” while Ms. Yumiko Saito (Senior Chief Researcher, NISE) talked about “Situation of Education for Students with Disabilities in Foreign Countries.”



In the symposium, firstly, there were reports, by French, Korean and Japanese symposiasts, on the theme of “Current Policies and Challenges for Ensuring an Inclusive Education System in Elementary and Secondary Education in Each Country” Regarding the efforts and issues in France, Mme. Murielle Mauguin (National Higher Education Institute for Teacher Training and Research on Special Needs Education, France.(INS-HEA)) spoke about: 1. Current policies and measures for ensuring an inclusive educational system; 2. Current challenges in France; and 3. Measures to be taken for developing an inclusive educational system.



Regarding the efforts and issues in Korea, Mr. Kim Suk-Jin (Korean National Institute for Special Education (KNISE)) spoke about: 1. The laws and ordinances related to special education and integrated education; 2. The current status of special education and integrated education policies in Korea; and 3. The current state of KNISE's support for special education and inclusive education.



Regarding the efforts and issues in Japan, Mr. Hiroki Sasamori (Research Director, NISE) spoke about: 1. Current status of education for children with special educational needs; 2. NISE's research projects regarding development of inclusive education system; and 3. Current situation and issues with an inclusive educational system and to reasonable accommodation.



Following the reports, the symposiasts, together with keynote speaker Mr. Masayoshi Tsuge, engaged in discussions based on the contents of the reports. In the discussions, they exchanged information from their respective countries, about such subjects as how reasonable accommodation is described in educational plans, and how to train teachers who have expertise for developing an inclusive educational system. In the discussions, valuable suggestions were obtained from each country on issues which Japan will be focusing on in the future, such as children with disabilities being able to go on to college and other issues of higher education, and the problem of building consensus on reasonable accommodation.



Other Topics

Establishment of Portal Site for Special Needs Education Materials

The Portal Site for Special Needs Education Materials was established on March 30, 2015.

This web portal was established in response to a report from the Planning Conference for Improving Teaching Materials Designed for Students with Disabilities, which was established by the Ministry of Education, Culture, Sports, Science, and Technology, that stated that it is the duty of nations to “create a database for information exchange on a national level related to teaching materials, assistive devices, teaching methods, application examples, etc. which respond to conditions and special characteristics of disabilities.

Focusing on case studies and teaching materials/assistive devices, this web portal introduces information including research results related to teaching materials/assistive devices which respond to conditions and special characteristics of disabilities, and training course information.

Portal Site for Special Needs Education Materials

<http://kyozai.nise.go.jp/>



World Autism Awareness Day 2015

On Saturday, April 4th, 2015, the World Autism Awareness Day 2015 Symposium was held in Nadao Hall which is located in Kasumigaseki, Tokyo. Over 300 people from around Japan participated in the event. NISE took part in the planning of the symposium by serving as a co-organizer.

With the theme “Supporting each other together – Forming a large circle of individuals that come together,” the event consisted of two symposiums with mayors from four cities participating as symposiasts. During the first symposium, the mayors of Sanjo City (Niigata Prefecture) and Konan City (Shiga Prefecture) spoke about efforts for supporting childrearing starting from early stage. During the second symposium, the mayors of Soja City (Okayama Prefecture) and Kobe City (Hyogo Prefecture) spoke about efforts to support children in early adolescence and efforts for job assistance.

In addition, the World Autism Awareness Day Executive Committee in Japan held events on Thursday, April 2nd to promote awareness, including exhibitions and concerts at outdoor venues and theaters together with lighting up Tokyo Tower in blue.

Communities in Japan and around the world were lit up in blue in observance of World Autism Awareness Day.

World Autism Awareness Day Official Website

<http://www.worldautismawarenessday.jp/>



100th (Commemorative) Issue of the NISE E-mail Magazine

On July 5th, 2015, the 100th (commemorative) issue of the NISE E-mail Magazine was published, serving as a milestone. Issue No. 1 of this E-mail magazine was published in April 2007, which was when the special needs education system was started. Over a period of around eight years since that time, the publication has reached its 100th issue with more than 8,000 registered subscribers.

The 100th (Commemorative) Issue features messages from Keiji

Inoue, Director of the Division of Special Needs Education, Bureau of Elementary and Secondary Education, Ministry of Education, Culture, Sports, Science and Technology, and Hisashi Yokokura, President of the National Special Needs Education Schools Principal's Association in commemoration of the publication reaching its 100th issue.

NISE will continue to help promote special needs education through this E-mail magazine.

FY 2015 Workshop for Counseling and Support Staff for School Enrolment

NISE held the Workshop for Counseling and Support Staff for School Enrolment July 16-17, 2015. This workshop has been held yearly around this time since 2013 for the purpose of improving the professional skills of staff and enhancing counseling and support by conducting research conferences led by persons in leading positions related to counseling and support work performed by educational support committees (provisional name) in prefectures throughout Japan and in specified cities. 68 people from around the country, including supervisors of school education from local boards of education, participated in this year's workshop.

The first day of the workshop featured an presentation on the administrative and policy matters by the Ministry of Education, Culture, Sports, Science and Technology on the state of affairs surrounding the latest in special needs education, followed by a lecture presented by a NISE researcher titled "Creating a System which Supports Efforts Aimed at Developing Inclusive Education Systems – A Focus on Counseling and Support for School Enrolment." The second day of the workshop began with the presentation of topics under the theme "Creation of Systems and Organizations for the Realization of Counseling for School Enrolment through Consensus Building Involving Students, Guardians, Schools, and Boards of Education." "Efforts in

Yamaguchi Prefecture to Support Counseling for school enrolment in cities and towns - Focusing on the Roles of Special Needs Education Centers and Regional Coordinators" was presented as a prefectural level initiative, and "The state of affairs and issues related to the counseling system in Hamamatsu City" was presented as an ordinance-designated city initiative. Afterwards, prefectural and ordinance-designated city sectional meetings were formed where lively group discussions were held by each group while exchanging information on latest conditions and issues facing counseling and support for school enrolment in various regions.



positions and improving guidance practices in school dormitories.

FY 2015 Workshop for Leaders of Guidance Practices in Dormitories of Schools for Special Needs Education

NISE held the Workshop for Leaders of Guidance Practices in Dormitories of Schools for Special Needs Education from July 23 to July 24, 2015. This workshop has been held yearly around this time since 2001 for the purpose of improving in each prefecture the professional skills of school dormitory guidance staff in leadership

71 people from around the country, including school dormitory guidance staff, participated in this year's workshop.

The first day of the workshop featured a presentation on the administrative and policy matters by the Ministry of Education, Culture, Sports, Science and Technology titled "Promotion of

Special Needs Education Administration,” followed by a lecture presented by a NISE researcher titled “Disaster-Prevention Measures for Creating Safe and Secure Schools.” The second day of the workshop began with lectures by participants pertaining to guidance practices in school dormitories, including “Thoughts on Career Education in School Dormitories – The Supports that Visualizes Students’ Lives after Graduation,” and “Guidance Plans for Individual School Dormitories” Initiative – Based on Four Years of Implementation.” These talks were followed by separate section meeting based lectures: Education for Visual Impairments,

Education for Deaf and Hard of Hearing, Education for Intellectual Disabilities, Education for Physical/Motor Disabilities, and Education for Health Impairments. The Senior Specialist for Special Needs Education, Ministry of Education, Culture, Sports, Science, and Technology, and principals/teachers from special needs schools (for intellectual disabilities and physical/motor disabilities) attended these separate section meeting based lectures as guidance advisors who participated in passionate debate until the workshop was brought to a close.

FY 2015 Children's Day for Visiting Kasumigaseki

A corner was set up where people could experience using educational materials and assistive devices designed to support children with developmental disabilities at the Children’s Day for visiting Kasumigaseki event July 29-30, 2015, which is held annually for the purpose of deepening the understanding of the policies of governmental departments and other organizations, while serving as an experience activity for children to learn more about society during summer vacation. The corner was also set up by NISE at the former Ministry of Education, Culture, Sports, Science and Technology building (6th floor, Lecture Hall No. 2). Since the theme of this year’s event was developmental disabilities, NISE brought and displayed items from the Information Center of Education for Persons with Developmental Disabilities for display which included educational materials, such as writing materials and software, assistive devices, and posters related to developmental disabilities.

There was also a corner set up at the main venue which was visited

by many children and their guardians. They had the opportunity to actually experience using educational materials and assistive devices, took photos of items on display, deeply listened to explanations. Guardians could be seen asking questions as well.



FY 2015 Workshop for Leaders of Education for Developmental Disabilities

NISE held the Workshop for Leaders of Education for Developmental Disabilities from July 30 to July 31, 2015. This workshop has been held yearly for the purpose of contributing to enhancing guidance and support at regional public organizations by improving specialized knowledge and skills through means including group discussions by educators in leading positions in each prefecture related to guidance and support for children with developmental disabilities. 107 people from around the country, including teachers from special needs schools and preschools, elementary schools, middle schools, and high schools as well as supervisors of school education from local boards of education, participated in this year’s workshop.

The first day of the workshop featured a presentation on the administrative and policy matters by the Ministry of Education,

Culture, Sports, Science and Technology titled “The state of affairs and issues concerning education for children with developmental disabilities” followed by a lecture presented by a NISE researcher titled “Creating a System which Supports Efforts Aimed at Developing Inclusive Education Systems – A Focus on Support for Children with Developmental Disabilities.”

On the second day of the workshop, two sectional meetings were formed in which topics were presented and group based discussions were held. With the theme “Continuous support from preschool to elementary school,” sectional-meeting 1 presented topics centering on “Continuous support from preschool to elementary school – Deeply connecting with children’s growth through efforts by preschool education centers.” With the theme “Continuous support from middle school to high school until

graduation,” sectional-meeting 2 presented topics centering on “Case examples of continuous support from middle school to high school until graduation – Supporting ‘Work’”. Later in group based discussions consisting of 6 to 8 people in each group participated in a lively information exchange centering on information and new

developments based on reports given by each participant. It was a good opportunity which allowed participants to look at efforts which should be taken in educational environments from various points of view.

FY2015 Workshop for Practical Use of Teaching Materials and Assistive Devices, etc for Special Needs Education

NISE held the Workshop for Practical Use of Teaching Materials and Assistive Devices, etc for Special Needs Education from August 17 to August 18, 2015. Designed for leaders in each prefecture, this workshop was held as an activity to promote the Portal Site for Special Needs Education Materials, which was newly created at the end of the 2014 fiscal year as a NISE project for the promotion of special needs education teaching materials. The first day of the workshop featured an administrative talk presented by the Ministry of Education, Culture, Sports, Science and Technology on the newest teaching materials and assistive devices used in special needs education followed by a special lecture presented by Kenryu Nakamura, professor at Tokyo University. On the second day, a workshop was conducted led by Hisashi Ogawa, lecturer at Hyogo University of Teacher Education. In addition, participants toured NISE's i-Library (room with special needs education devices and similar items on display), the

Information Center of Education for Persons with Developmental Disabilities, a Snoezelen room, and facilities of the Research Unit for Natural Living Environment.



NISE holds Research Exchange Meeting and Study Report Meeting with the National Institute for Educational Policy Research

NISE, together with the National Institute for Educational Policy Research (NIER), held a Research Exchange Meeting on August 28, 2015 in the first floor lounge of the former Ministry of Education, Culture, Sports, Science and Technology building.

This meeting included reports given on research activities conducted at both institutes, and an opinion exchange regarding common topics surrounding education, such as the future state of schools for developing an inclusive education system, future curriculums, guidance methods, and the state of training for guidance staff.

In addition, a Study Report Meeting was held after the Research Exchange Meeting was concluded. The Study Report Meeting included research topics related to the development of an inclusive education system completed in 2014, use of 3D printers, and reports on trend in foreign countries related to inclusive education systems. Participants consisted of principals and teachers from special needs schools, including researchers from the National

Institute for Educational Policy Research and the Ministry of Education, Culture, Sports, Science and Technology. At the same time, assistive devices and teaching materials related to reported research topics were displayed. Participants deeply listened to the talks given by researchers.



FY2015 Open Day

NISE held an Open Day event on November 7, 2015. 383 people, including educators, university students, guardians, and local citizens, participated in the event.

During this year's Open Day event, NISE introduced its research results and efforts taken, provided an opportunity for guests to experience various disabilities through simulations, displays and demonstrations of teaching materials, tools, and assistive devices for special needs education, introduced thoughts and support approaches on living environments for children with disabilities, conducted an exchange event with university students who plan on

becoming teachers called "NISE Cafe," mini lectures related to characteristics of developmental disorders. These are just some of the many activities of the day.

In addition, a screening of the film "Minna no Gakko (school for everybody)" and a blind soccer experience activity were held as newly planned activities. Many of the participants were crying after watching the film. Also, watching the participants who tried to play blind soccer, the fear of not being able to see as well as the importance of using one's voice could be felt.



FY 2015 Workshop for Leaders of Promoting Joint Activities and Learning

The Workshop for Leaders of Promoting Joint Activities and Learning was held at NISE for a two day period from November 19 to November 20, 2015.

This workshop is held annually for educators in the position of promoting exchange between students with disabilities and students without disabilities and joint learning in each region for the purpose of developing an inclusive education system. 70 people from around the country, including educators from special needs schools, elementary schools, and middle schools as well as supervisors of school

education from local boards of education, participated in this year's workshop.

The first day of the workshop featured a presentation on the administrative and policy matters by the Ministry of Education, Culture, Sports, Science and Technology, topic presentations on educational practices, and other activities. On the second day of the workshop, sectional-meetings were formed which held group discussions. During the group discussions, people enthusiastically exchanged information and opinions based on reports given by each participant.

World Autism Awareness Day 2015 in Yokosuka

On December 5, 2015, "World Autism Awareness Day 2014 in Yokosuka" was held under the joint sponsorship of the Special Needs Education School for Children with Autism affiliated by University of Tsukuba with support from Yokosuka City and the Yokosuka Municipal Board of Education.

This year, which marks the sixth year of the event, under the theme of "Let's learn about the world of autism - Let's expand small relationships" which was continued from last year, programs were carried out, including (1) Screening of the film "Simple Simon," (2) Mini lectures concerning understanding and ways to help people with autism as seen in scenes in the film; and (3) Messages

from students with autism from high school sections of special needs schools.

On the day of the event, about 190 participants, from small children and senior citizens, including the staff members, participated in the programs. In addition, students of Yokosuka



Municipal Yokosuka Sogo High School, which provides assistance each year, participated as volunteers. There were many first time participants at the event. Having these participants learn about and gain an understanding about developmental disabilities, including autism, is related to realizing a society where anyone, not only people with developmental disorders, can live happily.



Fiscal 2015 Tsujimura Award Ceremony and Memorial Lecture

The “Tsujimura Award” is given to people for their outstanding contributions or distinguished research in the field of special needs education. The award has been established in long commemoration of the posthumous influence of the late Yasuo Tsujimura who was the first president of the NISE and who exerted unstinting efforts toward promotion and development as Japan’s leading expert in the field of special needs education.

At the selection committee meeting held in November, Mr. Koji Nishikawa (Chairman of the Japanese Association of Education for Children with Physical Disabilities) was chosen as the recipient of the fiscal 2015 year “Tsujimura Award,” and on December 17, 2015, an award ceremony and memorial lecture were held at the NISE.

For the memorial lecture, Mr. Nishikawa gave a speech titled “Myself, NISE, and Education for Children with Physical

Disabilities,” which was an extremely valuable opportunity for the members of NISE.



FY 2015 Overseas Trip Report and Study Meeting Related to Education Policy Trends in Other Countries

“Overseas Trip Report and Study Meeting Related to Education Policy Trends in Other Countries” was held at NISE on December 18, 2015.

The purpose of the event is to share information gathered by

NISE staff from other countries, to learn about education policy trends in other countries, and provide an opportunity for deep discussions on where inclusive education system development is heading in Japan.

This is a two-part event. In the first half, a lecture was given by NISE Visiting Researcher Mr. Susumu Oouchi titled “Education of Children with Disabilities in Denmark.” In addition to addressing what was learned from the country and what the speaker would like to learn, the speech consisted of five topics: Diversity (Culture free of comparisons with others without being concerned about people being the same in various aspects. Individuality is valued.), Team Based Support (teamwork by paramedical staff plays a role in the education of children with disabilities), Consistent Support (consistency of support is easily maintained through team performance without personnel changes), Life Options (Providing choices to children with disabilities during their lives provides flexibility, makes their lives easier, and also helps in creating their careers), and Flexibility and Study Style (Development of individuals rather than competition is given importance in compulsory education. This will allow for the development of an inclusive education system in which children with various needs can easily function).

In the second half, reports focusing on overseas information were given one after the other by NISE staff. Reports on “Support at Shanghai Japanese School, HongQiao Campus in China” and “Participation in Conferences of Japanese Schools Located in France, North America, and the European Region, and Visit to National Higher Education Institute for Teacher Training and Research on Special Needs Education (INS-HEA) in France” provided content also linked to educational guidance

support conducted by the educational support section of NISE for guardians, teachers, etc. related to Japanese schools in other countries.

NISE’s Survey, International Research, and Co-operation section in Department of Policy and Planning works to frequently hold convenient briefing sessions at our institute for the purpose of rapidly sharing information when staff return to Japan from overseas. In contrast, overseas information reports and speeches related to education policy trends in other countries as introduced here are considered to be important. Therefore, we plan to hold continue holding such events once a year. We would like to continue creating opportunities for providing and sharing important information on overseas education.



FY 2015 National Institute of Special Needs Education Seminar

The FY2015 National Institute of Special Needs Education Seminar (hereafter, the “NISE Seminar”) was held over a period of two days, February 25 (Thursday) and 26 (Friday), 2016, at the National Olympics Memorial Youth Center; more than 800 people participated. Its theme was “Promoting Special Needs Education with the Aim of Developing an Inclusive Educational System – Focusing on utilizing Educational Resources that Support Practices of schools and communities.” On the first day, lectures and a symposium based on the theme were carried out. On the second day, NISE’s research activities and projects were explained and its research results were reported.

On the first day, Mr. Hidenori Miyazaki (Special Advisor, Toyo University) gave a detailed speech on providing reasonable accommodations in school education, while also outlining the Act related to Promoting Elimination of Discrimination due to Disabilities, which will be implemented April, 2016. In the symposium that followed, reports from the standpoints of school education, school administration, etc., were made about the

utilization of educational resources that support school and community efforts to develop an inclusive educational system. In this connection, a designated discussant pointed out that it is necessary to recognize the diversity of children, that it is necessary to perceive disabilities as arising from the interaction between the environment and social obstacles, and that, in order to provide reasonable accommodations, it is important to accurately understand, guide and evaluate the educational needs of each child while thinking about school administration and how it should be.

In the activities report on the morning of the second day, an explanation was provided of the research activities, research policy, research system, research subjects, and the method of disseminating the fruits of research, related to the 4th Medium-Term Objectives and Medium-Term Plan, which will be carried out starting in the fiscal year 2016. Moreover, new undertakings were introduced, including the Collaborative Research Project on Practices in Local Communities and the establishment of Center for Promoting Inclusive Education

System.

In the projects report, each of the following was explained: matters related to international research, the Portal Site for Special Needs Education Materials, the distribution of lectures via the Internet, and the ICT-Application Laboratory.

In the afternoon, research results were reported and question and answer sessions were conducted in sectional meeting style. The topic of each sectional meeting was as follows; Current status and

issues of curriculum of special needs education schools and special needs education classes revealed through questionnaire surveys and interviews; Examination of places of education and provision of supports for children with developmental disabilities with a focus on special support services in resource rooms; Issues and prospects of application of ICT for assuring reasonable accommodations.



Promotion of Special Needs Education for Developing an Inclusive Education System

Special Needs Education Division,
Elementary and Secondary Education Bureau,
Ministry of Education, Culture, Sports, Science and Technology (MEXT)

1 Current Situation of Special Needs Education

Children with disabilities, need to be given appropriate education with special consideration for the degree of each condition of disability and their individual educational needs, so that they can maximize their possibility, become independent, and take part in society. Therefore, special textbooks for them, faculties with expert knowledge and experience, and wheel chair accessible structure are in use at schools for special needs education and classes for special needs education at primary and secondary schools (which are hereinafter referred to as public schools). Also, In addition to special support services in resource rooms, each person's educational need is filled by disabled-friendly teaching methods such as achievement based teaching and teaching in small groups, and effective use of Special Needs Education Assistants¹ in the public school classes.

As of May 1st 2014, approximately 406,000 students belong to schools for special needs education, classes for special needs education of public schools and special support services in resource rooms². Among them, the students at the stage of compulsory education were about 339,000, or 3.3% of all students at the same educational stage. The number of students taking classes at schools for special needs education, in the public school classes, or by special support services increases year after year. And, the rate of students who weren't mentally challenged, but had a possibility of developmental disability is around 6.5% when the Ministry of Education, Culture, Sports, Science and Technology (MEXT) carried out research in 2012.

In recent years, the seriousness, overlap, and diversification of disabilities was increased. Demands for supporting students with

developmental disabilities such as Learning Disabilities (LD), Attention-Deficit/Hyperactivity Disorder (ADHD), high-functioning autism and requests for finding educational requirements from the early stage have been growing. In addition, the percentage of enrollment to high school level special needs education school increases, and students with disabilities have more chances after graduation. In consideration of all situations, the School Education Act was amended in June of 2006. And, previous school system for the blind, deaf and otherwise was converted into "special needs education school system" which can manage two or more types of disabilities in order to handle multiple disabilities. Schools for special needs education should give advice and support about the educational matters of students with disabilities by using their highly specialized knowledge and skills at the request of public schools, so that they play a role as a center system of special needs education (functioning as a resource center) in the community. Also in public schools, fosterage of special needs education for students with disabilities including development disabilities is specifically set by law.

Along with the issue of Revised Basic Law for Persons with Disabilities in August of 2011, the law set out that necessary measures such as better education content, methods and so on must be taken with the best effort possible to enable students with disabilities and other students to study together as much as possible. The purpose is to give people with disabilities good education suitable for their ages, abilities, and characteristics of their disabilities.

2 Actions for Fostering Special Needs Education

(1) Looking at the Future Direction of Special Needs Education

Treaty for the rights of people with disabilities (Convention on the Rights of Persons with Disabilities) was adopted at the General

Assembly in December of 2006 and took effect in May 2008. The Japanese government signed the treaty in September 2007 and ratified it in January 2014.

¹ Employees who assist school life and give learning support to children with disabilities in public schools.

² Offering extra class in public school for children with mild disabilities (excluding intellectual disability) to reverse their disabilities.

Recent Policy and Status on Special Needs Education in Japan

The government was trying to conclude the convention as soon as possible and was discussing how to adjust Japanese laws and regulations. In the field of education, our task was adapting to an inclusive education system. Therefore, the Special Committee of the Future Direction of Special Needs Education set by the Central Education Council considered the way to develop special needs education in order to establish the system. As a result, “Promotion of Special Needs Education to Build an Inclusive Education System Directed at Forming a Cohesive Society (made by The Subcommittee on Primary and Secondary Education)” was released in July 2012. The report states; ① creating an inclusive education system in order to realize a cohesive society, ②advising families about entering school and selecting a school, ③enhancing reasonable accommodation and an educational environment, ④ developing various places to study and partnerships between schools, ⑤raising the expertise of teacher and staff.

Based on the report, in August 2013, the Order for Enforcement of the School Education Act was revised. One of the details of the revision was to change the past scheme where children and students with disabilities had to attend schools for special needs education into a new scheme where Boards of Education in municipalities determine what schools students should attend from a comprehensive viewpoint including the status of their disability.

(2)Improving Support System Provided by Community and School -Support for Children Include Developmental Disability-

①System Improvement to Develop Special Needs Education

Revision of School Education Act became effective after April 1st of 2007. On the same day, MEXT gave a notification called “Fosterage of Special Needs Education (announced by Director-General Elementary and Secondary Education Bureau)” to promote the efforts of Each School and the Board of Education. In addition to support system improvement, it also mentioned basic idea and points of attention about special needs education.

Our nation pays part of expense as Project for the Promotion of Special Needs Education System for every school (from kindergarten to high school, school for special needs education, and so on.)

In this project, cooperation with relevant organizations, visiting and advising school, helping by specialized team, building up and opening training courses and more are conducted.

We summarized the points to prevent and deal with abuse to persons with disabilities in July 2012, and reported how to teach children under medical treatment in March 2013. The information was made public to the relevant organizations.

According to the research of improving status of special needs education in fiscal 2004, public schools almost perfectly arranges foundation such as establishment of “in-school committee³” to set up support system and appointment of “Special Needs Education Coordinator⁴.” And also, they steadily encourage making “individualized teaching plans” and “individualized education support plans.” Kindergartens and high schools are in progress, but are relatively behind compared to the schools.

②Allocation of Special Needs Education Assistant from Public Kindergartens to High Schools

In public schools, there are many different types of children with disabilities including developmental disability. With the above in mind, Japan has continued financial measures towards each municipality to let it allocate a “Special Needs Education Assistant” who assists school life and gives learning support to children with disabilities since 2007. The financial support expanded into kindergartens from 2009 and to high schools from 2011. We assist allocation of Special Needs Education Assistants by providing information like giving pamphlets which explain activity examples of the assistants to the Boards of Education.

The allocation number of Special Needs Education Assistants nationally increases. (Public kindergartens: about 5,600, public primary and secondary school: about 43,600, public high schools: around 480 assistants are allocated as of May 1st 2014.)

③Adaptation to severity and overlap of disability

Recently, disabilities of children who attend schools for special needs education become more severe and overlapped. It is required for us to appropriately respond to the issue. Considering these situations, Law was changed in June 2006 so that the school system for the blind, deaf and otherwise changed into the system for school for special needs education. The course of study⁵ for school for special needs education posted in March 2009 was also improved.

④“Medical Care” at School for Special Needs Education

There are pre-school children and pupils who need daily

³ Committee for Special needs education led by a principal in order to establish support system through the entire school

⁴ Specialized teacher who helps school to cooperate with related organizations (educational or medical institution) and gives parents educational advices.

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medical care at schools for special needs education, and they should be protected in order to have a safe school life.

Therefore, MEXT and Ministry of Health, Labour and Welfare (MHLW) have worked together and practically studied how to foster connections between schools for blind, deaf and otherwise (now called as special needs education school) and medical institutions since 1998.

On the other hand, the Certified Social Worker and Certified Careworker Act are partially revised because of “the Nursing Care Insurance Act for Strengthening the Basis of Nursing Service” (Act No.72 of 2011) which came into effect in June 2012. Due to this change, nursing care staff who took certain measure of training programs can also provide a medical care such as clearing phlegm blocked throats under certain conditions. Teachers in schools for special needs education used to provide medical care by ignoring the illegality. But, the new act makes them able to provide medical care institutionally.

In October 2011, MEXT began “the Medical Care Review Committee for Special Needs Education School” in order to consider whether schools for special needs education can provide safe and appropriate medical cares or not, and the committee put together its conclusion as a report in December. In response to it, MEXT notified the Boards of Education how to apply new act effectively to protect health and safety for children who need medical care.

⑤School Enrollment Support

In order to support the students with disabilities, there is a system to encourage school enrollment on special needs education based on “the Act Related to Encouragement of School Enrollment for Special Needs Education School.”

The system is used for guarantee educational opportunities to students with disabilities. Considering with special circumstances about attending school for special needs education and class for special needs education in public school, the nation and local authorities pay whole or part of expenses which is required to attend school according to their financial capacity. For example, expense for transportation, textbook, boarding house, and so on. The purpose is to reduce parents' financial burden.

(3)Improving Educational Curriculum for Special Needs Education

About educational curriculum for special needs education in

schools for special needs education, primary and secondary schools, we investigated it based on a report from the Central Council for Education posted in January 2008. After that, the courses of study for primary and secondary school were published the same March, and the courses of study for high school and school for special needs education were issued following March.

The course of study for school for special needs education were updated from following points of view; ①updating its educational curriculum along with an improvement of educational curriculums for kindergarten, elementary, middle and high school, ②enhancement of teaching contents for each student to adapt severity, overlap and diversification of disability. ③enhancement of carrier education to promote students' independence and social participation.

Also, about special needs education in public schools, we specified that teachers provide students planned and organized teaching according to respective state of disability such as creating individualized teaching plans and individualized education support plans. Middle school and junior high school level special needs education school have fully carried out the new course of study since 2012.

① Adaptation for Severity, Overlap, and Diversification of Disability

In school for special needs education, in order to adapt for severity, overlap, and diversification of disability, we had regulated making individualized teaching plan, thinking out an educational curriculum for students with intellectual disability, and offering in-home or hospital visitation teaching to students who cannot go to school because of their disability. The new course of study for special needs education was issued in March 2009. It newly defines example methods such as cooperation between teachers and employment of outside experts. Also, the course of study states that faculty have to make individualized educational support plans in order to help students with related organization from the perspective of providing appropriate teaching for each students, as well as adding rule, “basics to interact with other people” as a content of “independent activity”.

② Carrier Education and Working Support Cooperating with Related Organization

It is very important for person with disability to be supported

⁵ National guideline books for making school curriculum

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for employment and achieve vocational independence in order to be independent and take part in society throughout his or her life. Nevertheless, among graduates of schools for special needs education high school division, ratio of the people who enter welfare institutions are reached 64%. At the same time, ratio of people who get job are still 28% in 2014. Thus, vocational independent rate is in harsh conditions. Possible factors are improvement of organizing school for special needs education's high school division, and the number of people who find employment is remaining flat although the number of students attended the high school division is increasing because of the growth of in-home or hospital visitation teaching caused by increasing severity and overlap of disabilities.

The new course of study describes several improvements due to enhancement of carrier education and working support; ① increasing opportunity for job experience such as long-term training at industrial fields, ② development of organizational framework at schools and cooperation with labour- and welfare-related institutions, ③ creating a new expert subject, "Welfare" in school for special needs education's high school division where students with intellectual disability go to. Now, MEXT studies development of carrier education in line with the purpose of the new course of study.

To foster employment of people with disabilities, a measure which unites institutions in the field of education, welfare, medical care and labour as one is required. For example, developing measures making smooth transition not only from welfare to employment, but also from school life to working life.

Therefore, MEXT cooperated with MHLW in March 2013 and issued a document to the Prefectural Boards of Education. The document fosters job support activities for children with disabilities by using various measures for labor organizations such as working support seminar and project fostering of people with disabilities' job experiment.

③ Development of Joint Activities and Learning⁶

Spending the time with children with disabilities and children without disabilities together is not only significant for all children to raise sociability and enrich humanity, but also very important opportunity to understand and get to know each other in a right way.

For that reason, former version of the course of study has

regulated to provide a time which both children can share, and every school has been taking necessary steps. And now, the new course of study adds regulation of making opportunity for joint activities and learning together based on The Basic Law for Persons with Disabilities. Besides, since 2010, MEXT have been taking on a practical research which fosters relationship and joint educational programs with public schools in the areas where school for special needs education exists and its students live. National Institute of Special Needs Education (NISE) develops human resources that will be leaders of each prefecture. It targets for teachers and teaches' consultants, and holds the Research Council for Leader to Foster Joint Activity and Learning.

(4) Improving Specialty of Teachers

The revised Basic Law for Persons with Disabilities issued in Aug 2011 states "Related to education for persons with disabilities, the nation and local authority (omitted) have to hire experts and enhance their qualifications, (omitted) foster development of the other environment." Now, further improvement of teachers' expertise is required. As of May 1st of 2014, among the teachers working at schools for special needs education, the ratio of teachers who have special needs education school teacher's license is 72.7%, so that raising the percentage is an urgent issue.

Therefore, MEXT requests the Prefectural Boards of Education to set a goal and make a plan for increasing the percentage. At the same time, we ask them comprehensive decision with deep thought about status of teacher's license holding ratio when they employ, train, and allocate teachers. Also, we have held leader training course which targets leaders of the Prefectural Boards of Education since 2006. Besides, NISE provides a variety of training programs in order to raise talented person to be a leader at each prefecture.

(5) Actions for eliminating discrimination against persons with disabilities

Based on the concept of the Treaty for the rights of people with disabilities, "Act for Eliminating Discrimination against Persons with Disabilities" was adopted in June of 2013. This act includes prohibition of discrimination on

⁶ Students with and without disabilities spending some time together as part of the school activities.

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the basis of disabilities and that of not providing reasonable accommodation. After that, fundamental policy about eliminating discrimination against persons with disabilities was made as a government decision in February of 2015. In addition, MEXT established response guideline in areas of activities under its control, which includes concrete examples of injurious discrimination and reasonable accommodation in November of 2015.

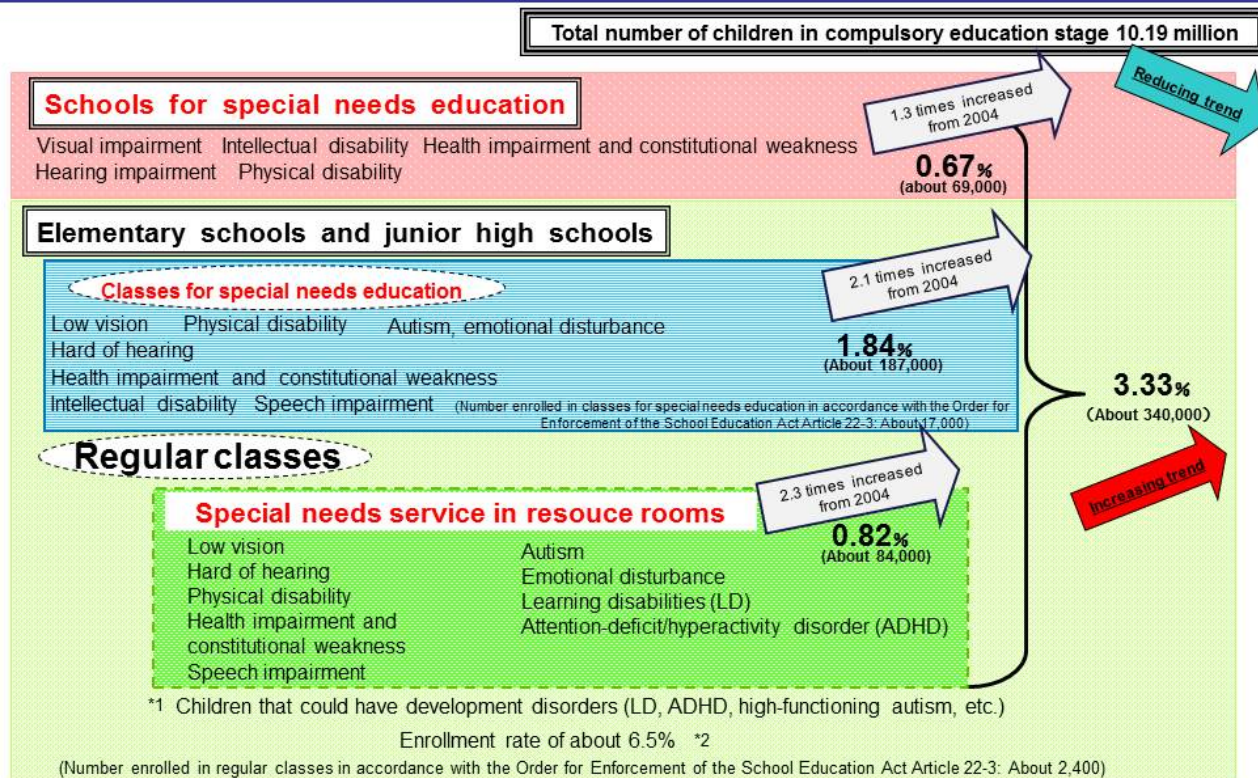
(6) Actions for establishing a system for special needs services in resource rooms in high schools

In high schools, special composition of course of study like in classes for special education and special support services in resource rooms at primary and elementary schools is not allowed within the present system. Therefore, MEXT began a conference to consider such measures as establishing a system for special support services in resource rooms in high schools from October of 2015. The conference is going to present a report by the end of 2015 fiscal year.

(7) Efforts by National Institute of Special Needs Education (NISE)

NISE, as the only national institute for special needs education, fosters specialized study and training about how to teach preschool children, school children, and adolescent with various disabilities which include developmental disability. Moreover, it establishes “information center for developmental disability education,” and the center offers educational information related to developmental disability and shows lectures for teachers to educators and parents through the internet.

Current Status of Special Needs Education (as of May 1, 2014)



*1 LD: Learning Disabilities, ADHD: Attention-Deficit/Hyperactivity Disorder

*2 This number is based on the judgment of many teachers including those responsible for classes in a survey carried out by MEXT in 2012, and is not based on the judgment of doctors.

(Numbers are as of May 1, 2014 apart from *2)

Recent Data on Education for Children with Disabilities in Japan

Statistical data are collected as of May 1, 2014

(1) Number of schools for special needs education, number of classes, number of children enrolled, number of teachers and staffs - 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
Total	1,096	34,017	1,586	38,168	30,493	65,370	135,617
Total of Schools for Specific Disability only	860	24,204	1,441	27,416	22,049	48,586	99,492
(1) Visual impairment	65	1,217	196	595	427	1,794	3,012
(2) Hearing impairment	88	1,793	1,140	1,937	1,233	1,622	5,932
(3) Intellectual disabilities	514	15,996	69	18,830	16,572	40,939	76,410
(4) Physical/motor disabilities	130	4,216	36	5,149	3,032	3,449	11,666
(5) Health impairment	63	982	—	905	785	782	2,472
Total of Schools for two or more Disabilities	236	9,813	145	10,752	8,444	16,784	36,125
(1)+(3)	1	56	14	124	94	-	232
(1)+(5)	1	18	-	7	3	22	32
(2)+(3)	10	238	53	177	147	403	780
(3)+(4)	141	6,353	8	7,273	5,620	11,905	24,806
(3)+(5)	13	539	-	601	546	1,025	2,172
(4)+(5)	23	873	13	909	573	731	2,226
(1)+(4)+(5)	1	35	2	28	24	25	79
(2)+(3)+(4)	1	58	5	59	50	68	182
(2)+(3)+(5)	1	38	18	40	21	60	139
(3)+(4)+(5)	26	919	4	916	777	1,469	3,166
(2)+(3)+(4)+(5)	1	50	3	48	38	94	183
(1)+(2)+(3)+(4)	1	86	8	92	59	121	280
(1)+(2)+(3)+(4)+(5)	16	550	17	478	492	861	1,848
Total of teachers & staffs							93,508
Number of teachers							79,280
Number of staffs							14,228

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

(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	85	2,248	215	1,778	1,197	2,560	5,750
Hearing impairment	118	2,813	1,248	3,093	1,882	2,370	8,593
Intellectual disabilities	725	29,041	237	34,004	27,372	59,931	121,544
Physical/motor disabilities	340	12,090	141	13,562	8,291	9,820	31,814
Health impairment	145	7,490	17	7,503	5,480	6,955	19,955

*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		Total	
	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children
Intellectual disabilities	16,369 (46.0%)	62,591 (48.5%)	8,271 (50.2%)	32,230 (55.5%)	24,640 (47.3%)	94,821 (50.7%)
Physical/motor disabilities	2,016 (5.7%)	3,205 (2.5%)	780 (4.7%)	1,159 (2.0%)	2,796 (5.4%)	4,364 (2.3%)
Health impairment	1,142 (3.2%)	1,992 (1.5%)	480 (2.9%)	781 (1.3%)	1,622 (3.1%)	2,773 (1.5%)
Low vision	317 (0.9%)	365 (0.3%)	92 (0.6%)	106 (0.2%)	409 (0.8%)	471 (0.3%)
Hard of hearing	652 (1.8%)	1,029 (0.8%)	266 (1.6%)	410 (0.7%)	918 (1.8%)	1,439 (0.8%)
Speech and language disorders	458 (1.3%)	1,460 (1.1%)	103 (0.6%)	148 (0.3%)	561 (1.1%)	1,608 (0.9%)
Autism/ Emotional disturbance	14,616 (41.1%)	58,376 (45.2%)	6,490 (39.4%)	23,248 (40.0%)	21,106 (40.5%)	81,624 (43.6%)
Total	35,570	129,018	16,482	58,082	52,052	187,100
Number of teachers in charge	38,122		18,030		56,152	
Number of schools established	15,986		7,784		23,770	

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

*Special needs education classes for Autism/Emotional disturbance was substituted for ones for Emotional disturbance since 2009.

(4) Number of children receiving special needs services in resource rooms, number of teachers in charge, number of ordinary schools in which resource rooms are established - public institution -

	Elementary schools	Lower secondary schools	Total
Speech and language disorders	34,071 (45.2%)	304 (3.6%)	34,375 (41.0%)
Autism	11,363 (15.1%)	1,977 (23.6%)	13,340 (15.9%)
Emotional disturbance	7,783 (10.3%)	1,609 (19.2%)	9,392 (11.2%)
Low vision	160 (0.2%)	30 (0.4%)	190 (0.2%)
Hard of hearing	1,796 (2.4%)	385 (4.6%)	2,181 (2.6%)
Learning disabilities	9,554 (12.7%)	2,452 (29.2%)	12,006 (14.3%)
Attention deficit hyperactivity disorder	10,593 (14.1%)	1,620 (19.3%)	12,213 (14.6%)
Physical/motor disabilities	35 (0.05%)	5 (0.06%)	40 (0.05%)
Health impairment	9 (0.01%)	4 (0.05%)	13 (0.02%)
Total	75,364	8,386	83,750
Number of teachers in charge	5,553	905	6,562 *1
Number of schools established	3,693	645	4,413 *2

*1 The data includes 104 teachers of schools for special needs education.

*2 The data includes 75 schools for special needs schools.

(5) National demographic data for schooling of children

		Compulsory education stage (elementary and lower secondary)		All stages (kindergarten to upper secondary)	
Number of children enrolled (all)		10,193,001	(100.0%)	15,162,936	(100.0%)
Number of children receiving special needs education		339,511	(3.3%)	406,467	(2.7%)
Breakdown of above	Enrollment in special schools	68,661	(0.7%)	135,617	(0.9%)
	Enrollment in classes for special needs education	187,100	(1.8%)	187,100	(1.2%)
	Number accessing resource rooms	83,750	(0.8%)	83,750	(0.6%)
Number of children postponed or exempted schooling because of Health impairment/Growth retardation		48	(0.0005%)		
Breakdown of above	Health impairment/Growth retardation	48			
	Enrolled in children's facilities/corrective institutions	40			
	Multiple nationality	3,010			
	Others	506			

*The number of children enrolled in schools for special needs education and special classes include all national, public and private institutions while those of resource rooms came from the data of public institution only.

(6-1) 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 –

① Elementary and lower secondary department

	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total (%)	31.0	36.6	38.3	43.8	45.1	44.6	43.4	43.5	43.3	43.1	42.8	42.5	41.2	41.2	41.1	40.1	39.1	38.2	37.7
Visual impairment		26.6	30.9	35.4	41.9	43.3	43.8	42.3	44.5	46.4	46.0	47.0	48.8	46.5	44.3	45.1	41.0	42.2	41.9
Hearing impairment		12.7	12.7	15.7	17.9	17.4	17.9	17.9	18.4	19.4	18.8	19.6	26.1	24.9	24.7	24.8	25.0	25.7	26.1
Intellectual disabilities		34.1	34.0	37.2	37.6	36.7	34.9	34.9	34.3	34.3	34.3	35.9	34.9	34.5	34.2	33.3	31.9	31.1	30.6
Physical/motor disabilities		53.9	59.9	71.4	75.0	74.9	74.4	74.8	75.3	75.4	75.3	66.1	64.5	63.8	63.8	61.7	59.7	58.0	57.2
Health impairment		33.3	33.0	31.4	32.5	34.1	35.9	37.9	38.5	39.5	39.3	44.4	44.8	45.5	45.5	43.3	43.1	43.8	43.6

*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.

② Upper secondary department

	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total (%)			15.6	18.8	23.9	23.2	23.0	23.1	22.4	22.4	22.0	22.1	21.3	21.0	19.9	19.5	19.0	19.0	18.5
Visual impairment			7.2	8.0	7.6	7.9	8.3	8.0	7.5	7.7	7.9	8.1	15.8	15.6	15.4	16.8	16.0	17.2	18.1
Hearing impairment			5.3	6.0	7.9	7.3	7.2	8.0	8.9	9.5	7.9	8.0	18.8	18.3	16.9	15.9	15.5	16.3	16.8
Intellectual disabilities			9.0	13.6	17.9	17.1	16.5	16.8	16.2	16.5	16.3	17.8	17.4	16.8	15.9	15.6	15.1	15.1	14.6
Physical/motor disabilities			32.3	51.1	60.5	59.5	60.8	60.8	59.6	58.1	57.9	46.9	43.7	41.8	40.3	37.9	36.4	35.7	34.6
Health impairment			28.8	30.6	45.1	45.0	44.5	44.5	41.6	44.2	39.5	39.5	37.7	39.1	33.9	31.6	31.2	32.1	32.3

*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.

(6-2) 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 and lower secondary dept.		Upper secondary dept.		Total	
	Number of children	Enrolment rate	Number of children	Enrolment rate	Number of children	Enrolment rate
Total	25,896	38.6	12,063	18.9	37,959	29.0
(1) Visual impairment	488	46.2	229	11.9	717	24.1
(2) Hearing impairment	654	20.4	217	13.1	871	17.9
(3) Intellectual disabilities	9,077	26.1	4,624	11.5	13,701	18.3
(4) Physical/motor disabilities	6,700	77.6	2,464	67.7	9,164	74.7
(5) Health impairment	590	33.4	316	38.9	906	35.2
(1)+(3)	43	20.9	-	-	43	20.9
(1)+(5)	7	63.6	1	5.3	8	26.7
(2)+(3)	89	23.5	22	5.0	111	13.5
(3)+(4)	5,538	47.6	2,793	25.6	8,331	37.0
(3)+(5)	292	27.5	175	18.0	467	23.0
(4)+(5)	1,177	90.1	520	84.7	1,697	88.4
(1)+(4)+(5)	41	83.7	21	84.0	62	83.8
(2)+(3)+(4)	59	56.2	22	31.4	81	46.3
(2)+(3)+(5)	13	19.7	1	1.6	14	11.0
(3)+(4)+(5)	673	38.3	377	25.9	1,050	32.7
(2)+(3)+(4)+(5)	19	22.4	21	31.3	40	26.3
(1)+(2)+(3)+(4)	110	75.3	54	45.8	164	62.1
(1)+(2)+(3)+(4)+(5)	326	35.2	206	24.1	532	29.9

*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'.

(7) 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 -

		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
Schools for special needs education	Total	9,648 (100.0%)	9,494 (98.4%)	7 (0.1%)	1 (0.01%)	75 (0.8%)	71 (0.7%)
	Visual impairment	178 (100.0%)	177 (99.4%)	-	-	-	1 (0.6%)
	Hearing impairment	440 (100.0%)	440 (100.0%)	-	-	-	
	Intellectual disabilities	7,005 (100.0%)	6,911 (98.7%)	4 (0.06%)	-	45 (0.6%)	45 (0.6%)
	Physical/motor disabilities	1,638 (100.0%)	1,603 (97.9%)	-	-	16 (1.0%)	19 (1.2%)
	Health impairment	387 (100.0%)	363 (93.8%)	3 (0.8%)	1 (0.3%)	14 (3.6%)	6 (1.6%)
Classes for special needs education		17,342 (100.0%)	16,318 (94.1%)	355 (2.0%)	145 (0.8%)	524 (3.0%)	

*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.

② Situations after graduation from upper secondary department of schools for special needs education

- totals for national, public and private institutions -

		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
Schools for special needs education	Total	19,576 (100.0%)	418 (2.1%)	381 (1.9%)	5,557 (28.4%)	12,565 (64.2%)	655 (3.3%)
	Visual impairment	352 (100.0%)	99 (28.1%)	10 (2.8%)	62 (17.6%)	148 (42.0%)	33 (9.4%)
	Hearing impairment	440 (100.0%)	177 (40.2%)	25 (5.7%)	159 (36.1%)	65 (14.8%)	14 (3.2%)
	Intellectual disabilities	16,566 (100.0%)	70 (0.4%)	259 (1.6%)	5,145 (31.1%)	10,636 (64.2%)	456 (2.8%)
	Physical/motor disabilities	1,790 (100.0%)	42 (2.3%)	51 (2.8%)	116 (6.5%)	1,480 (82.7%)	101 (5.6%)
	Health impairment	428 (100.0%)	30 (7.0%)	36 (8.4%)	75 (17.5%)	236 (55.1%)	51 (11.9%)

*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.

(8-1) Trend of the enrollment rates in upper secondary department of schools for special needs education 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 -

[As of March in each year]

		1980	1985	1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
		59.7	61.4	67.2	77.5	90.1	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
	Visual impairment	89.6	92.5	90.8	91.4	94.4	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
	Hearing impairment	94.8	96.8	95.6	95.2	95.4	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
	Intellectual disabilities	49.9	56.7	66.8	81.2	94.5	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
	Physical/motor disabilities	71.9	74.5	78.1	84.6	94.1	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
	Health impairment	24.0	22.8	28.5	31.0	42.9	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
Classes for special needs education		11.5	25.9	39.7	52.1	62.2	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

(8-2) 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	1980	1985	1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
		42.7	33.0	35.7	29.2	22.0	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
	Visual impairment	30.2	25.5	27.6	18.3	12.6	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
	Hearing impairment	49.7	48.5	47.6	37.0	31.4	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
	Intellectual disabilities	57.9	37.8	40.7	33.4	25.5	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
	Physical/motor disabilities	24.5	19.2	20.2	13.0	6.5	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
	Health impairment	5.8	8.5	18.6	18.0	8.0	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

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

	Prefectures	Number of schools	Number of children
2001	All the prefectures	261	895
2002	All the prefectures	269	1,012
2003	All the prefectures	266	1,038
2004	All the prefectures	257	936
2005	All the prefectures	249	934
2006	All the prefectures	235	923
2007	All the prefectures	248	929
2008	All the prefectures	248	948
2009	All the prefectures	244	942
2010	All the prefectures	248	894
2011	All the prefectures	238	931
2012	All the prefectures	235	949
2013	All the prefectures	238	940
2014	All the prefectures	235	929

(10) Expenditure of school education per one child - public institution -

[FY 2012]

Public	Expenditure of school education	
Schools for special needs education	7,264,104 Yen	Expenditure per child enrolled in schools for special needs education is 8.0 times as high as those of children in ordinary elementary schools 6.9 times as high as those of students in ordinary lower secondary schools
Elementary schools	912,818	
Lower secondary schools	1,054,908	

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. 42, 2015.

1. YANAGISAWA Akiko (2015). Comprehensive approach to infants with autism spectrum disorder and prospects for their education and support, *Bulletin of The National Institute of Special Needs Education*, Vol. 42, pp.1-12, 2015

Comprehensive approach to infants with autism spectrum disorder and prospects for their education and support

YANAGISAWA Akiko

Abstract: A comprehensive approach to infants with autism spectrum disorders is introduced, and the ideal methods of educating and supporting such children in the future are suggested. This approach consists of the following features: (1) Targets for guidance and support are determined based on the comprehensive assessment of all developmental areas of infants with autism spectrum disorder; (2) Adults including parents and teachers share the emotions of infants with autism spectrum disorder and urge infants to be spontaneous in interactive situations; (3) The cooperation and the participation of the family is essential; and (4) Flexibility in applying different methods without adhering to a specific technique, or methodology. It is suggested that adapting the ideas and the framework of the comprehensive approach would be useful for developing education and support for infants with autism spectrum disorders in Japan.

2. KUSAKA Naomi (2015). Current status and issues in Education for children with health impairments, a review of an investigation in fiscal 2013, *Bulletin of The National Institute of Special Needs Education*, Vol. 42, pp. 13-26, 2015.

Current status and issues in Education for children with health impairments, a review of an investigation in fiscal 2013

KUSAKA Naomi

Abstract: Results of the national survey on the rate of illnesses at Schools for Special Needs Education, which is conducted every other year by the Zenbyocho (National Society of Principals in Special Needs Education Schools for Children with Health Impairments) provides important data on the current condition of students at Special Needs Education Schools for children with health impairments. This paper reviewed the results of the investigation conducted in fiscal 2013, examined changes in students enrollment, and investigated this topic, as well as the present status of education for children with health impairments. Results indicated that students' enrollment might have been highly affected by short, infrequent, hospitalizations that have resulted from recent medical advances. It would be necessary to examine different learning situations, including regular classes in primary and junior high schools, to identify more details about the education of students with health impairments. Moreover, it was suggested that utilization of the data collected by the national survey on the rate of illnesses in Schools for Special Needs Education would be useful for developing an Inclusive education system and for facilitating cooperation among related agencies. This would help to clarify the significance of education for students with health impairments and to flexibly deal with such students, as well as to ensure that such students have an opportunity to receive an education.

Key words: Education for Students with Health Impairments, The National Survey on the Rate of Illnesses in Schools for Special Needs Education, The National Survey on the Establishment of Education for Students with Health Impairments

3. ITO Yumi, TSUGE Masayoshi, UMEDA Mari, ISHIZAKA Tsutomu, TAMAKI Munehisa (2015). Roles and issues in resource rooms: 2012 MEXT supplementary survey on children with developmental disabilities, *Bulletin of The National Institute of Special Needs Education*, Vol. 42, pp. 27-40, 2015

Roles and issues in resource rooms: 2012 MEXT supplementary survey on children with developmental disabilities

.ITO Yumi, TSUGE Masayoshi, UMEDA Mari, ISHIZAKA Tsutomu, TAMAKI Munehisa

Abstract: Findings of a survey conducted by the Ministry of Education, Culture, Sports, Science and Technology in December 2012 indicated that 6.5% of all children enrolled in regular school classes could be having developmental disabilities. We used a questionnaire and an interview to inquire teachers about their impressions regarding these survey results, and about the roles and issues concerning resource rooms for students with developmental disabilities. The results indicated that many teachers felt that over 6.5% of children enrolled in regular school classes needed educational support. Moreover, it was suggested that resource room teachers were expected not only to teach students, but also to support guardians and to assist the whole school, including other teachers. Furthermore, various other issues including cooperating with class teachers; supplementary teaching for learning delayed students, and obtaining the understanding of other children, which are related to the setting and the administration of the resource room were indicated. It was also suggested that resource rooms have a significant function in supporting children.

Key words: Developmentally Disorder, Normal Class, Resource room, Supplement Investigation

4. SHOUJI Michiyo (2015). Communication methods and teaching materials for teaching Japanese at elementary special needs schools for hearing impaired children, *Bulletin of The National Institute of Special Needs Education*, Vol. 42, pp. 41-50, 2015

Communication methods and teaching materials for teaching Japanese at elementary special needs schools for hearing impaired children

Abstract: A questionnaire survey was conducted during fiscal year 2012 by the Department of Education for Children with Hearing Impairment in the National Institute of Special Needs Education (NISE) at all special needs schools for hearing impaired children in Japan. Children taking part in Japanese language classes in the elementary school section participated in the study. Teaching materials were used for providing information and for dealing with language delays caused by hearing impairments. As the grade progressed the use of finger spelling as a communication method in the class increased. This survey indicated that children were examining the content they had learned in Japanese, and were trying to understand it. Based these results, critical factors in using teaching materials at special needs schools are reviewed.

Key words: Hearing Impairment, Japanese Language Class, Teaching Materials, Elementary Sections

5. WAKUI Megumi, KAMIYAMA Tsutomu, OZAKI Yuzo, TAKEDOMI Hirofumi, MATSUMI Kazuki, KIKUCHI Kazufumi, KUDO Takeshi (2015). Issues and problems Facing Teachers in Special Needs Education for Intellectually Disabled Schoolchildren, *Bulletin of The National Institute of Special Needs Education*, Vol. 42, pp. 51-66, 2015.

Issues and problems Facing Teachers in Special Needs Education for Intellectually Disabled Schoolchildren

WAKUI Megumi, KAMIYAMA Tsutomu, OZAKI Yuzo, TAKEDOMI Hirofumi,
MATSUMI Kazuki, KIKUCHI Kazufumi, KUDO Takeshi

Abstract: A nation wide survey was carried out to identify difficulties and issues faced by teachers conducting special needs education for children with intellectual disabilities in elementary and junior high schools. Results indicated no significant differences between veteran and novice teachers. Moreover, a need to build school and community networks to support such teachers in the future, and a need to discuss methods of teaching disabled children on a daily basis were identified. Furthermore, training on "How to teach group lessons in a population composed of a wide variety of children," and "teaching tools and materials" were identified as particularly significant needs.

Key words: Intellectual Disabilities, Special Needs Education Classroom Teachers, Nation-Wide Survey, Teachers' Difficulties

6. MUNEKATA Tetsuya (2015). Japanese research on Education Technology for children with special needs: Review from 2007 to 2013, *Bulletin of The National Institute of Special Needs Education*, Vol. 42, pp. 67-84, 2015.

Japanese research on Education Technology for children with special needs: Review from 2007 to 2013

MUNEKATA Tetsuya

Abstract: Research on Special Education Technology, published since 2007 were retrieved from the CiNii database, which is the most comprehensive research database in Japan, by using keywords based on previous research. The author found 270 papers published in 30 professional journals, 80% of which were in the top 12 journals. These papers were examined and 112 papers related to the use of ICTs were identified. The papers were classified into following five categories based on the classification in previous studies on inclusive education and the use of ICTs: (1) Promoting equity in educational opportunities; (2) Access to ICT as an entitlement; (3) Development and testing of ICT solutions; (4) Inclusion; and (5) Training of educational staff in general and special ICTs. Several implications for the future are discussed.

Key words: Special Needs Education, ICT, Educational Technology, Inclusive Education System, Review

7. OOUCHI Susumu, FUJIWARA Noriko (2015). Teacher training and roles of regular schoolteachers resulting from inclusive education in Italy, *Bulletin of The National Institute of Special Needs Education*, Vol. 42, pp. 85-96, 2015.

Teacher training and roles of regular schoolteachers resulting from inclusive education in Italy

OOUCHI Susumu, FUJIWARA Noriko

Abstract: In order to advance the formulation of inclusive education, every school teacher should improve their understanding of education for children with disabilities and learn the basic methods of teaching based on a child's disabilities. In Italy, 40 years have passed since the inclusive education system was inaugurated. During this time, the education and teacher training systems have been amended to enhance inclusive education. We have traced the history of the inclusive education system in Italy, and here, we have reported on the training system for elementary and secondary schoolteachers for inclusive education, and on curriculums in university teacher-training courses. We conducted interviews with administrative officers of the Ministry of Education, Universities and Research (MIUR), as well as with teachers in the faculty of education in Roma Tre University. Results indicated that the teacher training system in Italy has been recently reorganized. Currently, elementary and secondary schoolteachers are trained only through courses conducted in universities. Correspondingly, terms have been extended, and the training curriculum has been improved. In the context of inclusive education, academic disciplines and practical teaching related to special needs education are included in ordinary elementary school teacher training courses conducted at universities. This research indicated that in Italy, training to enhance the qualification of all elementary school teachers regarding special needs education is being conducted from the stage of teacher training in universities.

Key words: Italy, Inclusive Education, Special Needs Education, Teacher Training, Elementary School, Middle School

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