

NISE A-21

ISSN 0389-9012

NISE Bulletin

Vol.21

July 2022

National Institute of Special Needs Education, Japan

About the NISE Bulletin

The NISE Bulletin reports on the results of the research activities, training operations, information gathering, awareness raising, and other business and topics conducted under the auspices of NISE¹ over the fiscal of the year.

This edition of the Bulletin constitutes the annual report for the 2021 fiscal year.

¹ The National Institute of Special Needs Education is referred to as “NISE” in this publication.

Contents

NISE's Activities

Research Projects for FY2021	1
Research Summaries from the Final Reports of the Research Projects in 2021	10
Activity Report of Each Department / Center	
(1) Activities of the Department of Policy and Planning	16
(2) Activities of the Department of Teacher Training	17
(3) Activities of the Department of Information and Support	18
(4) Activities of the Center for Promoting Education for Persons with Developmental Disabilities	19
(5) Activities of the Center for Promoting Inclusive Education System	20
Other Topics	21
 Recent Data on Education for Children with Disabilities in Japan	 32
 English Abstracts of the Research Papers from <i>Bulletin of The National Institute of Special Needs Education</i> or “国立特別支援教育総合研究所研究紀要”, Vol. 48, 2021 and Vol. 49, 2022	 44

Research Projects for FY2021

As the national center for special needs education, NISE conducts research into priority issues in education policy for children with special needs and practical research into priority issues faced on the ground in educational institutions on a national level, in order to contribute to developing an education system that addresses the individual education needs of each child with special needs.

In order for these research activities to proceed in a planned manner over the medium to long term, we have formulated a Basic Research Plan. This Basic Research Plan is periodically revised in line with the direction of national policy.

1. Types of Research Projects

We conduct priority issue research, disability-category-specific research, basic research activities, etc. strategically and systematically.

Categories		Characteristics of Research
Priority Issue Research		Research that transcends the boundaries of disability categories and contributes to the promotion of national policy of education for children with disabilities or the resolution of urgent issues in the field of education •Research on curriculums (policy contribution to the country) •Research on the enhancement of seamless support (responding to urgent issues in the field of education)
Disability-Category-Specific Research		Research that contributes to the resolution of urgent issues in each disability category
Others	Basic Research Activities	Fundamental research by theme-based research units and research units responding to specialized issues for each type of disability Basic and ongoing research activities such as annual basic surveys, surveys and analyses that contribute to the improvement of instruction, and dissemination of the results of these surveys and analyses
	Externally Funded Research	Studies funded by external funds such as MEXT/JSPS KAKENHI Grant
	Entrusted Research	Studies entrusted by an external organization

* Apart from the above, Categories include advanced and leading-edge research, research in response to government requests, and joint research.

2. Research Themes FY2021

1) Research on curriculums / Priority Issue Research

Research Title	Research Team	Principal Researcher	Research Period
Research on the formulation, implementation, evaluation, and improvement of curriculums based on the course of study	Education Curriculum Team	YOSHIKAWA Tomoo	FY2021-2022
<p>A survey that aims to understand the current situation and challenges, such as teaching the targeting competency and school system for curriculum management under the formulated and implemented curriculum based on the course of study in special needs education will be conducted.</p> <p>Additionally, case studies of the specific measures which reveal how a school process with the specific actions to formulate, implement, evaluate, and improve curriculums based on the course of study will be conducted in order to supplement the data from the survey.</p> <p>The results of this work are intended to serve as useful materials in proposing national policies and promoting measures in communities.</p> <p>In FY2021, researchers surveyed the state of curriculum management and the formulation and implementation of curriculums in prefectural and designated urban boards of education, municipal boards of education, elementary and lower secondary schools (classes for special needs education), and the elementary and lower secondary departments of special needs education schools. Researchers selected and performed case studies on schools conducting research from formulation and implementation to the evaluation and improvement of curriculums.</p>			

2) Research on the enhancement of seamless support / Priority Issue Research

Research Title	Research Team	Principal Researcher	Research Period
Research on enhancing instruction and support for students with disabilities using information and communications technology and assistive devices	ICT Team	MUNEKATA Tetsuya	FY2021-2022
<p>The government aims to implement individually optimized learning and support methods attuned to the abilities and aptitudes of each pupil, on the basis of an ICT environment provisioned through the GIGA School Program. Researchers will identify important points in the new challenges of programming education and the use of telepresence robots, methods for sharing the evaluation of learning with parents and guardians, and conducting lessons online and on-demand, as relates to making use of ICTs, ATs etc. as part of support methods.</p> <p>The aim of the project is to organize knowledge about responding to the new GIGA School environment in each disability category and to provide materials that put together this information in the form of a guidebook. The research will also take on challenges related to improving school structures and staff capacity for using ICT in partnership with local governments, as well as continuity of learning between home and school.</p> <p>In FY2021, researchers have started conducting interviews with schools recommended by prefectural boards of education as schools conducting leading practices, in order to identify the abilities required for teaching staff amidst the provision of one-to-one device ICT environment through the GIGA School Program.</p>			

Research on procedures of determining school for enrollment for children with disabilities	Enrollment Team	KUBOYAMA Shigeki	FY2021-2022
<p>Children with disabilities and their guardians have significant concerns and anxieties around school enrollments. It is necessary to constantly revise and improve procedures for deciding which schools pupils will be enrolled in, so that children and guardians can approach enrollments with peace of mind.</p> <p>In pursuit of this aim, researchers will conduct a written survey of prefectural and municipal boards of education across Japan to clarify the current state of, and challenges related to, procedures for deciding school enrollments. Researchers will then conduct investigative visits to boards of education identified as conducting distinctive measures based on the results of the written survey, in order to gather and identify positive examples related to procedures for deciding school enrollments. We will then holistically consider the survey results and provide information to national and local school administrations about procedures for deciding school enrollments as part of an inclusive education system.</p> <p>In FY2021, researchers ran the written survey about deciding school enrollments targeting municipal boards of education (comprehensive), and also visited and conducted information gathering at the two cities acting as research partnership institutions.</p>			
Research on how to promote career guidance and cooperation for the smooth transition of students with disabilities to society at upper secondary schools	Career Guidance Team	ITO Yumi	FY2021-2023
<p>Focusing on career guidance for students with developmental disabilities in upper secondary schools, we will conduct a questionnaire survey and an interview survey with the aim of clarifying career guidance that supports a smooth transition from school to society and how to promote cooperation necessary in the process. Based on the findings from each survey, we will compile and disseminate them as materials (guidebooks) that can be utilized at school sites.</p> <p>In FY2021, a preliminary interview survey was conducted to organize issues from cases where students had difficulties in career guidance. In addition, a questionnaire survey was conducted focusing on the career paths (companies, universities) of students with developmental disabilities after graduation from upper secondary school, and also on special needs education schools and related organizations (welfare and labor organizations) which are expected to cooperate with each other in providing career guidance. The survey was conducted to understand the situation and issues of members with disabilities in each organization.</p>			
Research on consideration in instruction of subjects for students with various educational needs in regular classes	Team for Instruction of Subjects	INOUE Hidekazu	FY2021-2022
<p>This research project aims to think through considerations that are responsive to the individual and propose “considerations for subject instruction for children with diverse educational needs,” from the perspective of guaranteeing an education that aims to fully provide holistic instruction in terms of both optimized individual learning for children with diverse educational needs and cooperative learning, within the scope of instruction in mainstream classes in elementary, lower secondary and high schools, while also paying due attention to classes that have put into practice supportive climates in schools and environments that form the basis of lessons that anyone can understand.</p> <p>In FY2021, researchers examined “considerations for subject instruction for children with diverse educational needs,” by searching the literature on leading research, to serve as the basic materials for Ministry of Education, Culture, Sports, Science and Technology projects such as the drafting of guidebooks by education centers from prefectures and designated cities across</p>			

Japan. Researchers also ascertained the educational policies of boards of education and practices in schools in cooperation with academics and other relevant parties.

3) Disability-Category-Specific Research

Research Title	Research Team	Principal Researcher	Research Period
Research on lesson design and learning evaluation in education for children with intellectual disabilities	Learning Evaluation Team	YOKOO Shun	FY2021-2022
<p>In the education of pupils with intellectual disabilities, it is necessary to provide learning content and instruction that is appropriate for each individual's disability. Considering in order to achieve these goals, teachers are required to recognize whether the objectives and contents of the curriculum standards are being implemented in learning activities, and to evaluate whether students have acquired the qualities and abilities that they are expected to develop.</p> <p>The purpose of this study is to study the method of appropriate learning assessment in learning activities of students with intellectual disabilities, based on the actual understanding of each pupil's learning situation, and to present a good example of this method.</p> <p>In FY2021, we conducted a literature review of previous studies in Japan and abroad on the evaluation of the learning status of students with intellectual disabilities, as well as on the educational system. In addition, we studied the process of creating learning plans, and examined the implementation of learning plan creation and learning evaluation in collaboration with cooperating schools.</p>			

3. Basic Research Activity Report

1) Theme-based research units / Basic Research Activities

Research Unit Activity	Research Unit
Research into case studies into the use of ICT and other educational materials with a focus on types of disability and difficulties faced	ICT Unit
<p>This research aims to clarify the most effective ways to use tablet PCs for children with disabilities and children who require special consideration regardless of their disability status in the schools. Tablet PCs have been adopted to all schools on a one device per person basis as part of the GIGA School Program. For research purposes, we are gathering and analyzing case studies related to their use in addressing the difficulties faced by the children. In FY2021, we collected information about specific ways to utilize ICT through visits to sites of actual instruction and exchanges of information with educational staff performing said instruction. Further, as the case studies thus far are limited to specific disabilities, there is a need to gather more broadly about other disability categories as we advance.</p>	

Research on teachers' expertise in career education for pupils with disabilities	Career Unit
<p>The Career Unit aims to identify the expertise required of teachers who play a key role in promoting career education for pupils with disabilities in elementary, lower secondary, and high schools, and to produce information media (leaflets and on-demand contents) in easy-to-understand manner to aware and disseminate about the expertise.</p> <p>In FY2021, as a first step, information was collected and discussed on the expertise required for “support in making decisions about post-educational destinations” and “career development support” before entering society, focusing on the high school stage, while focusing on support for self-understanding. In addition, information on career education in general was collected as a research resource. Information on career education for various disability types and developmental stages was also collected and organized.</p>	
A nationwide survey related to special needs education in ECEC facilities	Infant Unit
<p>Early Childhood Education and Care Unit conducted a questionnaire in FY2021. The aim of the survey is to comprehensively understand the situation, including the enrollment status of children with disabilities in kindergartens, school system, and teachers' consciousness about special needs education, in order to provide information that could be utilized in educational administration in national and local governments and ECEC facilities. The subjects of the questionnaire were public and private early childhood providers, such as nurseries, certificated child centers, and kindergartens. In the process of considering the method, such as items, we received valuable advice from cooperated research partners and institutions. The data will be organized in FY2022.</p> <p>Other than the activity related to the survey, we have built relationships with cooperated researchers and kindergartens, including the kindergarten section in Kurihama Special Needs Education School for Children with Autism to consider the further cooperative research activities. Additionally, we have developed the cooperative relationships with educational administrations and related organizations through holding seminars.</p>	
Research into case studies with a view to fully providing for the learning of non-Japanese pupils with disabilities - Placing a focus on classes for special needs education in elementary and lower secondary schools -	Non-Japanese Unit
<p>In FY2021, the Non-Japanese Unit's research identified the present state of, and challenges involved in, the provision of instruction and support to non-Japanese pupils with disabilities in the classes for special needs education of elementary and lower secondary schools, with the aim of providing a fuller learning experience to such pupils. In particular, the research focused on judgments around whether such pupils needed to be in classes for special needs education and the state of special curriculum for such pupils.</p> <p>Regarding judgments around the place of learning of non-Japanese pupils with disabilities, researcher formulated points related to such pupils through the “survey on processes for deciding school enrollments for children with disabilities” implemented in the priority issues research that is the “research on processes for deciding school enrollments for children with disabilities,” and thus ascertaining the state of such learning sites and judgments.</p> <p>The unit also gathered case studies through visits to classes for special needs education under the jurisdiction of cooperative research institutions and local governments selected on the basis of knowledge gained from past information gathering in order to learn about the state of instruction and support for non-Japanese pupils with disabilities (including special curriculums).</p> <p>Going forward, the unit will identify the state of, and challenges faced in, providing instruction and support to non-Japanese students with disabilities in instructional systems and classes for special needs education under local governments characterized</p>	

by concentrated and dispersed residence.

2) Research units responding to specialized issues for each type of disability / Basic Research Activities

Research Unit Activity	Research Unit
In-person surveys and preparation of exhibition facilities related to education for pupils with multiple disabilities	Multiple Disabilities Unit
<p>Through a written survey conducted in 2019, the Multiple Disabilities Unit ascertained the overall state of education for pupils with multiple disabilities studying in special needs education schools and classes for special needs education in elementary and lower secondary schools across Japan. This research activity aims to gather and identify information about the challenges and specific measures related to the education of pupils with multiple disabilities by conducting in-person surveys of special needs education schools, classes for special needs education in elementary and lower secondary schools and related institutions that are conducting leading or distinctive measures in this area, from the perspective of maintaining and improving appropriate instruction, support and expertise in this area, on the basis of the results of the written survey. This year, the unit was able to conduct visits at four special needs education schools conducting hearings about the details of the survey conducted in 2019 and gathering information about the challenges and specific measures being implemented in these educational sites.</p> <p>At the research conference, the unit was also able to debate the particularities of multiple disabilities as opposed to other disability categories, hold detailed hearings about some of the questions from the interview survey and debate policies for the next financial year.</p> <p>The Multiple Disability Unit is continuing to maintain and update the displays in the Research Unit for Natural Living Environment and Snoezelen Room which it arranges and manages in a form where visitors can see the results of its past research in concrete form.</p>	
Examining methods for the continuation and improvement of expertise in education for the visually impaired	Visual Impairments Unit
<p>Based on past instructional practices in special needs education schools (visual impairment) and the knowledge of experts in the education of the visually impaired, as well as research in research institutions, the unit aims to organize expertise in the education of the visually impaired, including in response to multiple impairments. The unit has gathered information and conducted exchanges of views with stakeholders about the challenges in education for the visually impaired and the challenges in special education classes and partial inclusion classes for those with low vision in Kanagawa Prefecture.</p> <p>The unit has also drafted a booklet (draft) based on the basic content identified in education for the visually impaired containing information that can be used in special needs education schools other than elementary and lower secondary schools and schools for the blind, and that can be applied when schools for the blind provide support for local elementary and lower secondary schools. The booklet (draft) is intended to give an experiential understanding of what it means when pupils with visual impairments in elementary and lower secondary schools “can’t see properly” when it comes to considerations and provisions for learning, which can be hard to understand, by including simulation images that show how the visually impaired may see letters and colors, based on past knowledge gained from the education of the visually impaired.</p>	
Examination of survey content oriented towards a longitudinal survey of special needs education schools (hearing impairments) Research on the assessment of hearing and educational support for children with intellectual	Deaf and Hard of Hearing Unit

disabilities and autism	
<p>Examination of survey content oriented towards a longitudinal survey of special needs education schools (hearing impairments): This financial year, the unit identified “questions that continue to need to be asked in the field of education for children with hearing impairments,” “questions that should be removed from the survey to match the changing times, or on the basis of the results of past longitudinal surveys” and “questions that need to be newly added to match the changing times,” in preparation for the longitudinal survey that is scheduled to be conducted in special needs education schools (hearing impairments) next financial year.</p> <p>Research on the assessment of the hearing and educational support for children with intellectual disabilities and autism: The unit, as part of its research cooperation with Kurihama Special Needs Education School for Children with Autism, University of Tsukuba, also observed lessons, and surveyed in writing the educational staff and guardians of children in order to gain basic materials for ascertaining the state of hearing of children with intellectual disabilities and autism and support methods for those children.</p> <p>Other research activities: Further, the unit also held the “FY2021 Regional Research Conference on Building a Seamless Support System and for Promoting Further Support for Children Who are Deaf or Hard of Hearing” with the aim of raising the level of expertise on persons responsible for consulting on infant education in special needs education schools (hearing impairments) across Japan as relates to early intervention for infants with hearing impairments and the aim of promoting coordination between health, medical, welfare and educational stakeholders. The unit also prepared lectures covering the results of its research into early support for children with hearing impairments, making them public for around three months as part of the on-demand lectures being held from this financial year.</p>	
Implementing the FY2021 national hard of hearing, speech and language disorder special class and partial inclusion field study	Speech and Language Disorders Unit
<p>This financial year, the unit requested responses from around 3,000 educational institutions across Japan comprising elementary and lower secondary schools that have implemented special needs classes for students who are hard of hearing, and who have language disorders, partial inclusion classes (hearing disorders) and partial inclusion classes (language disorders), as well as kindergartens that have implemented classrooms for the instruction of infants who are hard of hearing and who have language disorders. The unit implements this survey at five-year intervals, with this year being the 10th such survey. The survey covers current-day challenges (status of training aimed at improving expertise in each area etc.) in education for students with hearing and speech impairments, including basic statistical data (status of classes and classrooms established, number of staff, number of infants, children and students under instruction etc.), content and method of instruction, management of classes and classrooms, training and other matters. The survey also asks staff managing education for hearing and language impaired students to freely write what it is that they value in their work and what attracts or enthuses them about it. In FY2021, the unit identified and analyzed primarily numerical data, while in 2022 it will examine data including the free writing sections, before drafting a report. Going forward, based on the results of a national survey, the unit will bring together this material so that it can be used as basic material for solving pressing challenges in educational institutions.</p>	
Examination of the effectiveness of teaching methods, tools and materials that utilize ICT based on the disability characteristics of children with physical/motor disabilities in subject instruction or independence activities	Physical/Motor Disabilities Unit
<p>The degree and multiplicity of disabilities among infants and children with physical and motor disabilities is diversifying. The Physical/Motor Disabilities Unit must therefore seek to ascertain the manner in which these issues cause problems in learning and daily life and the degree to which the use of assistive means including ICT can alleviate these issues, and also</p>	

provide appropriate support and instruction. This research will also examine through case studies the effectiveness of teaching methods, tools and materials that utilize ICT based on the disability characteristics of children with physical/motor disabilities in subject instruction or independence activities, including on the basis of the GIGA School Program. This financial year, the unit has, insofar as has been possible, performed in-person visits to schools to gather data, in addition to online communication with research partners and schools, to ascertain specifics of in-practice examples and offer advice where needed.

Research activities related to support based on the educational needs of pupils with mental health conditions in elementary and lower secondary schools
- Coordination with support by special needs education schools (health impairments) acting as resource centers -

Health Impairments Unit

The Health Impairments Unit held the “Educational Support for Children with Mental Health Conditions (“Co-MaMe”) Seminar” face-to-face in 2019, then online in 2020 and 2021. In FY2019 and 2021, the unit cooperated in drafting a collection of case studies into the use of Co-MaMe published by the National Alliance for the Education for Children with Health Impairment (“Zenbyoren”), which is available on Zenbyoren’s website. Through such research activities, we discovered that there were schools among special needs education schools (health impairment) where leadership felt confused about providing support to pupils with mental health conditions due to a lack of understanding of their educational needs, and also that many pupils with mental health conditions were attending elementary and lower secondary schools. Based on the knowledge thus gained from past research, we moved forward with research with the aim of (1) raising the level of expertise among education staff in special needs education schools (health impairment), (2) providing support to education staff working with pupils with mental health conditions in elementary and lower secondary schools, utilizing special needs education schools (health impairment) as resource centers, and (3) working to improve, and devise ways of making it easier to use, Co-MaMe in elementary and lower secondary schools.

The Health Impairments Unit cooperates in collating the data gathered through NISE across all prefectures in Japan, classifying and analyzing the disease categories, based on the surveys that Zenbyoren periodically conducts covering the types of diseases that pupils in special needs education schools (health impairment) and classes for special needs education (health impairment) have. The unit performed longitudinal and comparative examinations of this year’s data combined with past data (since 1991), ascertaining disease categories and movements of pupils in special needs education schools (health impairment) and special needs classes for the health impaired across Japan.

Activities to spread the availability of the support kit for managers of special needs classes for intellectual disabilities

Intellectual Disabilities Unit

From FY2019 to 2020, the Intellectual Disabilities Unit developed a “support kit” that brought together tools and materials to support levelling up the expertise of staff managing special needs classes for the intellectually disabled who have less experience in providing special needs education, as part of the “Developing a Support Kit for Staff Responsible for Special Needs Classes for the Intellectually Disabled – Centering Lesson Creation” core research program. The support kit is designed with use by teams of special needs education support staff, mid-career and veteran staff and managers in mind. Going forward, our research unit activity will be to hold online seminars with the aim of spreading the support kit to staff responsible for special needs classes for the intellectually disabled and trainers in education centers across Japan, and promoting its use.

Promoting research results for raising the level of expertise of staff responsible for special needs classes for the autistic and emotionally disturbed

Autism Unit

This financial year, in addition to promoting collections of case studies and leaflets published as part of the fourth medium-term planning period, the Autism Unit also held the Levelling Up Expertise in Instructing Independence Activities for Children with Autism Seminar (“Levelling Up Expertise Seminar”) online for staff responsible for special needs classes for the autistic and emotionally disturbed in elementary and lower secondary schools (“staff”). The second Levelling Up Seminar had around 1,700 participants, allowing us to confirm that there is a high level of need for such training and what the challenges facing staff are.

The unit also ran a self-directed study group (online) covering instruction related to independence activities and subject instruction targeting staff who participated in the Levelling Up Expertise Seminars. As it is necessary to plan for coordination with instruction of independence activities in order to ensure learning in each subject, the unit will examine the relationship between instruction in independence activity time for children with autism and instruction in each subject in FY2022.

Research activities related to the nature of individual instruction and support responsive to the unique characteristics of developmental disabilities and educational needs

Developmental Disabilities and
Emotional
Disturbances Unit

Pupils with developmental disabilities are often placed in mainstream classes, while some leave the mainstream classroom to receive special support services located on site (“partial inclusion”). Instruction and support in the context of regular classes is called on to guarantee learning that aims to provide a full and unified learning experience that is both individually optimized and cooperative, based on both fully providing a system made up of “instruction in the collective” that pays heed to the learning environment and “individual instruction” that is responsive to unique characteristics and challenges, and on the GIGA School Program. Partial inclusion plays a variety of roles such as guaranteeing learning that exhibits continuity with the instruction and support in mainstream classes by performing instruction related to the provision of rational considerations, while performing instruction equivalent to the independence activities of special needs education schools.

As part of these research activities, this unit gathered information on (1) provision of information to mainstream classes through partial inclusion practices and (2) instruction and support informed by expertise that aims at social adaptation, while paying particular attention to individual instruction and support for pupils with developmental disorders in mainstream classes.

4. Entrusted Researches

Research Title	Entrusted Organization	Principal Researcher	Research Period
Research on Establishing a Support System for Deafblind Children/Students	Fast Retailing Foundation	-	FY2020-2021
ICT Utilization Research for Special Needs Education Through the Magic Project	SoftBank Corp.	AOKI Takamitsu	FY2020-2021

Research Summaries from the Final Reports of the Research Projects in 2021

R02-01 (Cross-sectional Research)

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

[Research period] FY2016-2020

[Principal researcher] HOSHI Yuko

[Summary]

After the ratification of the Convention on the Rights of Persons with Disabilities, a range of laws were revised and institutionalized, including the enforcement of the Act for Eliminating Discrimination against People with Disabilities and the revised Law Concerning Support of Persons with Developmental Disabilities, and the institutionalization of leaving the mainstream classroom to receive special support services located on site in schools such as high schools.

Amongst these processes, educational sites, and the boards of education that support them, are seeking to identify the status of initiatives to build inclusive education system in their respective regions, kindergartens, and schools. Due to the need for indicators to clarify the items that should be further addressed, this study, "Comprehensive Research Related to the Development of Inclusive Education System in Japan" (FY2016-2020) was undertaken.

In FY2018, we revised and improved our "Evaluation Index

(tentative plan)" for building an inclusive education system, which had been formulated between FY2016 and 2017, through trials at the kindergartens and schools of our research cooperation organizations as "COMPASS (tentative version)." In FY2019, we collected cases of independent efforts by research cooperation organizations and made a proposal for a kindergarten/school "COMPASS."

In FY2020, which was the final year of this research, we gained the cooperation of research cooperation organizations and regions that participate in "collaborative research on practices in local communities" and the like to make a number of revisions to "COMPASS" (tentative version) for boards of education, then to create "COMPASS" for boards of education, and examine its utilization. Moreover, we published a collection of case studies which summarized the examples of initiatives by kindergartens and schools that were collected in FY2019.

[Keywords]

Inclusive Education System, "COMPASS" for the Boards of Education, Independent Effort

R2-02 (Cross-sectional Research)

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

[Research period] FY2016-2020

[Principal researcher] YOKOKURA Hisashi

[Summary]

It is important to consider how a curriculum should be formulated, implemented, assessed, and reviewed, while having the aim of enhancing teaching in a range of different learning locations. In this research, taking into account the details of the Courses of Study announced in 2017, 2018 and 2019, a questionnaire survey was carried out and case studies were explored with the purpose of grasping the state of teaching children's attributes and abilities that need to be cultivated and the support circumstances for needed individual learning. In our survey of special needs education schools, we could grasp the organizational status of characteristic curriculums such as equivalent curriculums, curriculums for

intellectual disabilities, and curriculums focused on activities to promote independence, as well as issues, etc., related to teaching plans and learning evaluation for each subject, etc., for intellectual disabilities. Our survey of elementary, lower secondary, and upper secondary schools revealed the organizational status of special curriculums of teaching in classes for special needs education and of leaving the mainstream classroom to receive special support services located on site, as well as how teaching is devised to cope with possible difficulties during the course of learning in each subject in mainstream classrooms.

[Keywords]

Curriculum, Special Needs School, Special Needs Class, Leaving the Mainstream Classroom to Receive Special Support Services Located on Site, Mainstream Classroom

R2-03 (Research on Specific Disability Categories)

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

[Research period] FY2018-2020

[Principal researcher] UNO Kounosuke

[Summary]

In Japan, special needs schools for the deaf have been providing infant educational counseling to infants with hearing impairments and their guardians, since the mid-1960s. Currently, this continues as a part of the function as a resource center, however, management issues have been pointed out, for example, a rapid increase in the number of consultations by the spread of newborn hearing screenings.

Consequently, this research was carried out with the purpose of clarifying the roles that should be played by infant educational counseling at schools for the deaf for infants with hearing impairments and their guardians, in Japan.

A nation-wide survey carried out in FY2018 indicated that there are school differences in the circumstances of

institutional cooperation provided by infant educational counseling. It was revealed that key persons exist who are striving to clarify the roles of related organizations and to build systems for mutual cooperation between organizations through a survey of local governments that was carried out from FY2019 to FY2020. In addition, by patterning the support systems of each region, it was shown that there are discrepancies in the roles that infant educational counseling is required to play by regions.

For the future, we found that local governments should evaluate their support systems, including infant educational counseling, and review efforts to improve them.

[Keywords]

Lower Secondary School Students with Speech and Language Disorders, National Survey of Teachers of Language Classrooms, Interview Survey of Lower Secondary School Students with Speech and Language Disorders, Initiatives Carried out at Each School that Make the Most of Their Characteristics

R2-04 (Research on Specific Disability Categories)

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

[Research period] FY2019-2020

[Principal researcher] WAKUI Megumi

[Summary]

We have been developing "support kits" within which there are materials and tools to support the improvement of expertise of teachers of classes for special needs education for intellectual disabilities who lack experience. In a case study concerning PDCA lesson development for special needs classes for intellectual disabilities, a NISE lesson development support sheet was drafted, important points for lesson development were scrutinized, and the results of these were reflected in the support kits. In addition, with regard to the prototype support kit, an interview survey was carried out on

teachers that lack experience in education for children with intellectual disabilities and on teachers that have high expertise in education for children with intellectual disabilities, and a questionnaire survey was carried out on teachers that lack experience in education for children with intellectual disabilities and supervisors of school education at education centers and so on. The support kit was updated and improved based on the results of these surveys, and we achieved the complete version of the support kit "Sukett."

[Keywords]

Intellectual Disabilities, Special Needs Classes, Expertise Improvement, Lesson Development, Curriculum

R2-05 (Research on Specific Disability Categories)

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

[Research period] FY2019-2020

[Principal researcher] YOSHIKAWA Tomoo

[Summary]

In this research, after issues were summarized through a survey that had the aim of identifying the circumstances of

children and students enrolled in physical/motor disability special needs classes and the actual state of teaching, concrete

examples were introduced for how to improve classes using local resources in order to examine the ideal methods for improving classes for elementary and lower secondary school students with physical/motor disabilities.

From a survey of physical/motor disability special needs classes it was considered important that: (1) As many teachers have little experience in education for children with physical/motor disabilities, and opportunities for training related to education for children with physical/motor disabilities is not sufficient, methods are devised to provide information and knowledge that will lead to the improvement and enhancement of daily teaching, including understanding the facts behind characteristics, etc., for difficulties in visual perception, as well as difficulties in posture, exercise and movement that are easy to notice, and measures that are conducive to improving expertise, including ideal training methods, are reviewed. (2) There is a high need for utilizing

the function as a resource center of special needs education schools, and therefore, special needs education schools should devise ways to improve human and time constraints and request procedures. For example, they should consider building systems in which managers are assigned to give full-time community support.

As initiatives that can improve classes utilizing local resources, examples of class improvements utilizing local resources are presented, starting with special needs education schools that function as a resource center, and including those from boards of education, universities, and medical care facilities and institutions for therapeutic care and education.

In elementary and lower secondary schools, there is a need to examine the utilization of local resources based on actual regional conditions, and to improve classes so as to lead to the enhancement of the learning of children and students with physical/motor disabilities.

[Keywords]

Physical/Motor Disabilities, Elementary and Lower Secondary Schools, Local Resources, Class Improvement, Function as a Resource Center of Special Needs Education Schools

R2-06 (Research on Specific Disability Categories)

Research on Effective Instruction and Support for Students with Developmental Disabilities with a View to Connections with Society

- Focusing on the best approaches to specialized instruction in resource rooms based on the characteristics and developmental stages -

[Research period] FY2019-2020

[Principal researcher] KAIZU Akiko

[Summary]

Under the main purpose of preventing secondary disabilities, the present conditions of the actual state of various difficulties in accommodating for children and students with developmental disabilities, and their primary risk factors and protection factors, were analyzed and summarized in cooperation with related organizations in other fields that are endeavoring to support children and students with developmental disabilities, including not only school education but also medical care, welfare, and correctional education. When implementing this, we examined what kind of attitude is best for children and students in school education

settings, and what kind of teaching and support are necessary, in terms of new approaches for "specialized instruction in resource rooms," which is professional and effective teaching for children and students with developmental disabilities, so as to refine this analysis as more practical knowledge. As a result, it was suggested that there are at least six components related to children's difficulties and age groups in teaching that is equivalent to independence activities focused on developmental disabilities, and that "access to learning," "self-comprehension" and "feelings of trust" are important in preventing and reducing secondary disabilities.

[Keywords]

Developmental Disabilities, Secondary Disabilities, Specialized Instruction in Resource Rooms, Activities to Promote Independence, Elementary, Lower Secondary and Upper Secondary Schools

R2-07 (Collaborative Research on Practices in Local Communities)

Research on Understanding and Raising Awareness of Inclusive Education System

[Research period] FY 2020 (1 year)

[Principal researcher] KUBOYAMA Shigeki

[Summary]

In order to build an inclusive education system for the formation of a cohesive society, the understanding from all teachers in all schools, children, guardians and local communities is indispensable, and research is required to propose more specific policies for this. Therefore, continuing on from the National Institute of Special Needs Education (2020), this research was aimed at clarifying (1) what kind of teachers "fully understand the purpose and significance of special needs education", (2) what kind of schools can make "systematic response" to children with disabilities and educate the concept of inclusive education systems, (3) how support, etc., should be provided by boards of education, and (4) how the concept of inclusive education systems can be conveyed to children. Research in the 10 prefectures and cities that

participated was classified into research on in-school training models, research on sharing the concept with schools, regions and so on, and research on regional system creation. Obtaining results in problem-solving for participating regions, the following recommendations were made to raise understanding of the concept of inclusive education systems; aiming for the integration of special needs education and regular education, finding and sharing the significance of individual support already put into practice by teachers in mainstream classes, assuming that the basis for education is to nurture children as supporters of a cohesive society, and making it important for boards of education to show communities the direction that education should take.

[Keywords]

Fostering Leaders of a Cohesive Society, Preface to National Curriculum Guidelines, Integration of Special Needs Education and Education in Mainstream Classroom, Classes to Understand Disabilities, In-school Training, and Creation of Community Systems

R2-08 (Collaborative Research on Practices in Local Communities)

Research on Improving Joint Activities and Learning

[Research period] FY 2020 (1 year)

[Principal researcher] MAKINO Yasumi

[Summary]

Joint activities and learning are important teaching activities as they are positioned to improve the basic

environment for building an inclusive education system. Prior research has provided us with knowledge including

methods to step up joint activities and learning, but many issues remain, such as improving the quality of putting them into practice and collaboration with guardians. Consequently, it is essential to accumulate research and practices pertaining to joint activities and learning to propel inclusive education systems.

In this research, along with surveying previous policies, research and practices related to joint activities and learning, we mention as issues that need to be tackled, grasping the awareness and feelings of guardians of children with disabilities, promoting friendship between children with disabilities and other children from local schools, and enhancing efforts within lower secondary schools (special needs classes and mainstream classes). The purpose of this research is to examine, organize, and provide perspectives for the enhancement of joint activities and learning and perspectives on efforts that need to be tackled in the future, through interviews with guardians and teachers, etc.

Interviews with guardians of children and students with disabilities has shown the importance of information sharing and common understanding of the actual situation of children and students, activity content, the aims of activities, and the wishes of guardians, together with their expectations for joint activities and learning. They have also showed the necessity for taking into account the opinions of not only the guardians of children and

students with disabilities but also the children themselves, and moreover the opinions of children in mainstream classes and their guardians.

In addition, in regard to promoting friendship between children with disabilities and other children from local schools and the improvements in the efforts made within schools at a lower secondary school level, which are also issues in designated research cooperation areas, interviews were carried out with teachers at special needs education schools responsible for promoting friendship between children with disabilities and other children from local schools, as well as questionnaire surveys were completed with teachers special needs class at lower secondary schools and interviews were carried out with these teachers and school principals. These elucidated perspectives on what should be tackled in order to create improvements.

Finally, as future issues, the following was flagged: accumulation of various practices; studies that include consideration for the feelings of children and students and their parents; investigations into the quality, results and evaluation of practices; development of secondary enrolment which children with disabilities have at classes other local schools; development of initiatives that utilize ICT and; enhancement of joint learning activities in schools.

[Keywords]

Joint Activities and Learning, Awareness and Opinions of Guardians, Promoting Friendship between Children with Disabilities and Other Children from Local Schools, Secondary Enrolment, Joint Activities and Learning at Lower Secondary Schools

Activity Report of Each Department / Center

(1) Department of Policy and Planning Activity Report

The role of the Department of Policy and Planning is to propose, coordinate, evaluate and otherwise generally support the promotion of research activities as relates to the research and survey work conducted at NISE. The department entered the fifth medium-term objectives period starting FY2021, constructing a new research structure and launching research in the following areas.

Priority issues research (five issues in FY2021)

Research that contributes to promoting national special needs education policies and solving urgent challenges on the ground in education, across disability categories (2-3 years).

Disability-Category-Specific Research (1 issue in FY2021)

Research that contributes to solving urgent challenges in each disability category (2 years in principle).

Basic research activities

Basic research in the per theme research units and per disability category research. Annual fundamental surveys, as well as survey and analysis contributing to the provision of fuller instruction, and also fundamental and intermittent research activities into the dissemination of the results thereof.

The Department of Policy and Planning supports the promotion of the research of each research team and research unit in partnership with the Ministry of Education, Culture, Sports, Science and Technology, local governments, principals' associations and prefectural education centers.

In addition to the above, the department will also be taking on the two following roles from this year.

The first is the onboarding of new fellows. Specifically, this is the onboarding of special research staff for one-year periods from cooperative research institutions recruited by public advertisement. Fellows joined NISE research teams and worked together with in-house research staff on research projects.

The second role has been to work more than before on developing and more fully conducting research activities in partnership with other institutions. Specifically, this has meant partnering with the Kanagawa Prefecture and Yokosuka City boards of education, where NISE is located, as well as universities, beginning with Hiroshima University.

The department has also worked to disseminate the results of NISE's research in easier to understand formats than ever before through research reports and leaflets published on the NISE website.

○ Latest Research Result List

https://www.nise.go.jp/nc/report_material/research_results_publications/result_list

(2) Department of Teacher Training Activity Report

NISE, in its capacity as a national center for special needs education, provides support for the development of leaders and improvement in quality of teachers, in order to contribute to advancing special needs education policy and educational practice in all prefectures and municipalities in Japan, on the basis of the results of the practical research work that NISE conducts.

As part of the training program aimed at the development of leaders, the department establishes courses and programs per disability category and holds special needs education specialist training that aims to improve the expertise and instructional capacity of teachers in those fields, as well as leaders training conferences and seminars that deal with urgent challenges faced in special needs education policy and on the ground in schools.

In FY2021 all special needs education specialist training programs were held online in response to measures to counter the spread of COVID-19.

Leaders training conferences, including conferences covering “ICT Utilization in Special Needs Education,” “Instruction Through Partial Inclusion in High Schools,” and “Joint Activities and Learning,” seminars including the “Seminar on Educational Practices for Persons with Developmental Disabilities,” the joint training program held in association with the National Association of Principals of Schools for Special Needs Education, the “Workshop for Leaders of Guidance Practices in Dormitories of Schools for Special Needs Education,” as well as the “Regional Workshops for Building a Seamless

Support System and for Promoting Further Support for Children Who are Deaf or Hard of Hearing” were held as a combination of on demand streams (for a limited period of time) and interactive online streams (one day).

The department's support for quality improvement consisted of supporting a broad range of staff in pursuing quality improvement, starting with teachers involved in the education of pupils with disabilities in prefectures and municipalities across Japan. Specifically, this took the form of a training program over the internet, the “NISE Learning Lab - Special Needs Education e-Learning -” (viewable via computer, tablet or smartphone). As of the end of FY2021, some 170 videos are available. These videos are provided in the categories of “General Special Needs Education,” “Expertise in Disability Categories,” and “Teaching for Learning Difficulties in Mainstream Classrooms.” The department has also prepared training programs, such as “If You Come to be in Charge of a Special Needs Class for Children with Intellectual Disabilities,” so that it can provide training to meet all needs. It has also prepared convenient features that can be used in trainings by all schools and education centers.

In addition to the above, the department also offers online accredited courses in education for persons with visual impairments, and persons with hearing impairments, to help increase the rate of teacher license acquisition at schools for special needs education.

(3) Department of Information and Support Activity Report

In NISE's fifth period medium-term targets, it is made clear in the third point of the item regarding improvement in services and operations provided to citizens that the organization will "more fully disseminate information about special needs education and provide support to local governments and schools." The item about provision of information regarding special needs education has as two of its pillars the promotion of strategic publicity and the promotion of activities to spur broad-ranging awareness and understanding among education stakeholders and citizens more broadly. The Department of Information and Support has established "information strategy" and "school education support and partnership" lines internally. Eight permanent staff, two guest research staff and one research assistant have worked to tackle these goals while cooperating across these lines.

As part of the "information strategy" line, which aims to provide effective information about education materials and education support devices related to special needs education, the department is operating the "Portal Site for Special Needs Education Materials," the "i-Library" and the "Tomorrow's Classroom (common name)," which is being newly prepared. In the fifth period, the department has been working towards improving the accessibility features of the website, and more fully disseminating information by utilizing tools with high publicity effectiveness, beginning with the internet.

The department has also implemented new initiatives, such as dividing the country into regional blocks in order to plan partnerships with related organizations and universities,

as well as running seminars promoting special needs education (this financial year targeting the Hokkaido, Tohoku, Chugoku and Kyushu blocks), and also disseminating information through leaflets aimed at raising awareness and understanding of special needs education to education staff with limited years of experience.

Raising awareness of special needs education, promoting cooperation and communication among boards of education, principals' associations and related institutions, partnerships with prefectural education centers and special needs education centers, and support for schools for Japanese students residing outside of Japan are important forms of support for local bodies and schools. For example, the department worked with the National Association of Principals of Schools for Special Needs Education to hold the Workshop for Leaders of Guidance Practices in Dormitories of Schools for Special Needs Education. From FY2019 it was entrusted by the MEXT Education Policy Bureau, International Education Unit with the work of running the advanced global human resources operation AG5 for overseas educational institutions (distance instruction related to special needs education in overseas schools for Japanese children) and partnered with the Japan Overseas Educational Service to take on research work.

The Department of Information and Support will continue to take on the challenge of working to more fully support each child's special education needs through the work of disseminating information.

○ Portal site for special needs education materials

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

○ i-Library

<http://forum.nise.go.jp/ilibrary/>

(4) Center for Promoting Education for Persons with Developmental Disabilities Activity Report

The Center for Promoting Education for Persons with Developmental Disabilities promotes increased awareness of the latest information about developmental disabilities and the direction of the government through publications on its website and display rooms, targeting a broad range of citizens, beginning with education staff at kindergartens, elementary schools, lower secondary schools and high schools, as well as guardians. The center also provides basic knowledge required on the ground in schools and information about instruction and support.

In FY2021, the department also worked to deepen understanding of developmental disabilities and more fully provide for improved practical instruction and support through the dissemination of the results of research related to education for the developmentally disabled, the holding of seminars on education practice, and measures to raise awareness and develop human resources in regional areas in partnership with boards of education and welfare agencies.

The center made progress on measures based on the “Home, Education and Welfare Cooperative “Triangle” Project Report (dated March 2018)” in partnership with the The Ministry of Education, Culture Sports, Science and Technology (MEXT), the Ministry of Health Labour and Welfare (MHLW) and the Developmental Disabilities Information Center of the National Rehabilitation Center for Persons with Disabilities (NRCD).

In FY2019, the center identified the expertise that parties would need to master to conduct support in partnership and cooperation among education staff and welfare-related parties involved in the support of persons with developmental disabilities. It also drafted a core

curriculum for training people occupying positions of educational leadership in regional areas. In FY2020, the center took on a “project to develop human resources aimed at levelling up the quality of education staff involved in providing support to the developmentally disabled.” In doing so, it worked with five prefectures and one city to examine the nature of training programs aimed at improving the expertise of education staff involved in providing support to persons with developmental disabilities utilizing the draft training core curriculum, and the nature of training related to partnership and cooperation between education and welfare-related parties. In FY2021, the center continued to work on the same project. The center worked with the local governments of six prefectures and three cities to put together the challenges involved in partnership and cooperation between education and welfare-related parties, and the nature of joint training programs related the human resource development. In January of 2022, the center reported on the results and challenges of the three years’ work at the Seminar on Educational Practices for Persons with Developmental Disabilities, working to disseminate these results to local governments across Japan.

On September 30, 2021, the “Developmental Disability Navi Portal” was published as a national portal site disseminating the latest information about developmental disorders. This site was created through a partnership between the MHLW, the MEXT, the NRCD and NISE, which run the site jointly. The site provides information about government policies and area-specific information covering education, medicine, health, welfare and labor.

(5) Center for Promoting Inclusive Education System Activity Report

The Center for Promoting Inclusive Education System was founded six years ago in 2016. From this financial year, entering the fifth medium-term objectives period, the center will work on developing three operations. These are (1) the “Collaborative Projects to Solve Local Issues” that addresses challenges faced by regions and schools in building an inclusive education system, (2) ascertaining international movements in inclusive education systems, gathering the latest information about overseas examples and research exchanges with overseas partners, and (3) providing information through an Database for Supporting Development of Inclusive Education System (“Inclu-DB”).

The Collaborative Projects to Solve Local Issues (a regional support operation for building inclusive education systems) has as its aim to make use of the results of Collaborative Research on Practices in Local Communities conducted until FY2020 and to contribute to building inclusive education systems in regional areas through cooperation between local government operations and NISE. This financial year, 13 towns and cities from 10 prefectures participated. In March of 2022, the center held a Collaborative Projects to Solve Local Issues reporting meeting, reporting on and exchanging views on the results of one year’s work. The center also plans to draft and disseminate a “Collaborative Projects to Solve Local Issues Report” that brings together an overview of the operation’s work in FY2022.

Information gathering on measures to build inclusive education systems abroad focused on seven countries: the USA, the Republic of Korea, Australia, the UK, Germany,

Finland and Sweden. The center specially appointed researchers from universities and other institutions who are specialists in each country’s education system to gather information and prepare materials on them, with the information thus gathered published in the NISE Journal.

The center is also making progress on promoting exchange with overseas research institutions working on special needs education. In particular, the center continued its exchanges with the National Institute of Special Education (ROK), with which it renewed its agreement on research cooperation and exchange in 2019. In November of this year, National Institute of Special Education (ROK) held the “Japan-ROK annual conference between the National Institute of Special Needs Education (Japan) and the National Institute of Special Education (ROK)” online. At this conference, both parties exchanged information and facilitated exchange among researchers about the status of education for children with disabilities in Japan and ROK and the work of both research facilities.

The Inclu-DB is published with the aim of providing a range of information about building inclusive education systems to a wide array of people. This year the center also added case studies, including 590 “Database for Practical Examples of “Reasonable Accommodations.” The database also continues to provide “case studies of joint activities and learning practice” and “remote lessons and video streaming in schools, measures for preventing the spread of COVID-19 in schools.”

○ Inclu-DB

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

FY 2021 Topics

1. Establishment of the West Japan Branch Hiroshima Office

NISE and Hiroshima University concluded a comprehensive partnership agreement on March 19 (Friday), 2021 with the aim of performing joint research, working to improve the quality of education staff in schools, promoting the exchange of researchers and support for regional areas in an organized and effective manner, and contributing to the development and promotion of Japanese special needs education, the construction and promotion of an inclusive education system and the development and promotion of associated fields.

Since April of this year, NISE has maintained a branch office in the Higashi-Hiroshima Campus of Hiroshima University, strengthening ties between the two organizations and promoting organized and wide-ranging partnership activities. This has allowed NISE to work more closely with the West Japan region on a variety of activities in order to solve the problems faced by prefectures, municipalities and schools in



Photo 1: Signing of the Comprehensive Partnership Agreement with Hiroshima University

West Japan. We expect that this will contribute to NISE being able to fulfill its mission of realizing an education system that meets the education needs of every child with a disability, to a greater level than before.

2. World Autism Awareness Day 2021 Event (Joint)

April 2 of every year is designated by the UN General Assembly as World Autism Awareness Day. The Japan Organizing Committee, made up of related bodies including NISE, held the “World Autism Awareness Day ONLINE 2021 – People Shining and Shining a Light on Autism,” with the aim of promoting understanding of autism. The event was held in the form of video broadcasts, from the perspective of wishing to prevent the spread of infection of COVID-19, with video broadcasts commencing on April 2

(Friday), 2021.

Through the event, viewers were presented with “Story Time,” an interactive online storytelling experience from Sesame Street and “*Hattatsu Dekoboko Aru Aru*,” an awareness raising video made by Setagaya City to promote understanding of developmental disorders. The event also conveyed the wonderful power that sports can offer to people with autism.

3. Onboarding Fellows

From this financial year, NISE has been taking on education staff from prefectural and municipal boards of education operated special needs or elementary and lower secondary schools as special research staff, with the aim of partnering with prefectures and designated cities to perform research while getting information from on the ground in schools.

Special research staff participate in research into priority issues and per disability category special research undertaken by NISE as members of each respective team, working on research to solve issues faced in the various regions.

The environment for such staff has been designed such that in addition to their research activities, they also work on self development through participation in

NISE specialist training lectures and study groups.

This financial year, six staff from the five local governments of Aomori, Saitama, Nagano and Shizuoka Prefectures, as well as from Yokohama City, have been seconded to NISE. These staff are members of two units in the priority issues research category, the research team on “formulation, implementation, evaluation and improvement of curriculums based on the course of study” and the research team on “instruction and support for students with disabilities using ICT etc.,” and one unit in the per disability category special research category, the “research team on lesson design and learning evaluation in education for children with intellectual disabilities.”

4. Implementation of Workshop for Leaders of Guidance Practices in Dormitories of Schools for Special Needs Education

On July 21 (Wednesday), 2021, NISE held the FY 2021 Workshop for Leaders of Guidance Practices in Dormitories of Schools for Special Needs Education both online and on demand.

The event saw 74 residential instructors recommended by prefectural boards of education from across Japan eagerly listening to lectures and participating in exchanges of views.

In the on-demand broadcast in advance of the event Koji Shimada, Deputy Director of the Ministry of Education, Culture, Sports, Science and Technology, Elementary and Secondary Education Bureau, Special Support Education Division, gave an administrative explanation on the theme of “Directions in Special Needs Education,” covering the nature of special needs education in a new era, reforms to the course of study and the greater provision of ICT environments in schools.

On the day, NISE ran the workshop online. A keynote

address by Atsushi Kanno, honorary professor at Tokyo Gakugei University, entitled “Instruction that Fosters the Abilities Residential Students Need to ‘Be Independent and Participate in Society’” was followed by 10 workshops divided by research unit, covering visual impairment education (two units), hearing impairment education (two units), intellectual disability education (four units), motor impairment and health impairment education (two units).

The workshop welcomed eight school principals recommended by the National Association of Principals of Schools for Special Needs Education as advisors. Each workshop saw a lively exchange of information and views on the practices and challenges involved in residential instruction across regions, with a focus on the themes of “Instruction that Fosters the Ability Residential Students Need to ‘Be Independent and Participate in Society.’” The event saw lively discussions about the challenges and attempts to deal

with them faced on a daily basis by residential instructors, including the diversification of residential students (in terms of degree and multiplicity of disabilities, and age range of students), the declining numbers of residential students coming in,

implementing emergency evacuation drills, use of mobile phones and smartphones by residential students and measures to prevent the spread of COVID-19, with the sessions ending as a great success.

5. Running of the Workshop for Leaders Involved in ICT Utilization in Special Needs Education

On August 23 (Monday), 2021, the FY2021 Research Conference for Instructors on ICT Utilization in Special Needs Education was held online. This research conference aimed at more fully providing an inclusive education system, and set as its goal promoting the utilization of ICT in special needs education across all regions through discussions by education staff in instructional positions on the utilization of ICT needed for providing appropriate instruction and support to infants and pupils with disabilities.

This financial year 96 education staff and supervisors of school education from special needs education schools and elementary, lower secondary and high schools from across Japan participated.

Last year the event was switched, at short notice, to being held online as a measure to prevent the spread of COVID-19. Due to both NISE, the convenor, and participants lacking sufficient experience with holding remote meetings, this was a period where we were searching for the best way to hold such events.

Learning from last year's experiences, we have tried various measures this year to provide for a richer online workshop experience. Firstly, we used a special page on the NISE website to provide materials on demand that participants could freely view leading up to the day of the event. We allowed for a period when

each participant could individually check in advance the explanation of the aims and purpose of the research workshop, explanations of research related to ICT, explanations of MEXT's administration and information about the use of ICT.

The afternoon program began with speeches from Yukihiro Sato, Supervisor of School Education Responsible for ICT Education, Saitama Education Bureau, Prefectural Schools Division, ICT Education Promotion Section, and Tomohito Yamazaki, Special Needs School Instructor at Human Development Department of Toyama University, entitled "Introducing Measures Taken in Saitama: Measures in Prefectural Special Needs Schools" and "Conveying Emotion and Enjoying Our Time" respectively, covering measures in boards of education and schools that stand out as leading measures for the promotion of the use of ICT.

By thus sharing basic information on demand in advance then conveying the situation on the ground across regions on the day, we were able to ensure there was sufficient time in afternoon for area specific discussions. Through the area specific discussions, we received advance reports on the measures taken in the participating schools and regions, on the basis of which we were able to hold fuller discussions.

6. Presenting the Results of NISE Research in Online Seminars

While the spread of COVID-19 has rendered it difficult to hold face-to-face lectures and presentations, seminars that utilize online meeting systems have come to be socially accepted. NISE has thus also come to hold online seminars with the aim of promoting the utilization of the results of its research.

On August 6 (Friday) and August 20 (Friday), 2021, NISE held the FY2021 Levelling Up Expertise for Special Needs Class Staff Working with the Autistic and Emotionally Disturbed Seminar. On August 17 (Tuesday), December 16 (Thursday), 2021, and February 17 (Thursday), 2022, NISE held the Sukett

Online Seminar for staff responsible for special needs classes for the intellectually disabled. On August 25 (Wednesday), FY2021, NISE held a briefing covering registering for and using “NISE Learning Lab.” On December 2 (Thursday) of that year, NISE used the “NISE Learning Lab” to hold a consultation meeting about the planning and management of training. Further, on January 29 (Saturday), 2022, NISE worked energetically to hold the Co-MaMe Seminar for education staff involved in the support of pupils with mental health conditions.

7. Launch of the Developmental Disability Navi Portal

The Developmental Disability Navi Portal is a website operated as a joint project of the Ministry of Education, Culture, Sports, Science and Technology, NISE (Center for Promoting Education for Persons with Developmental Disabilities), the Ministry of Health, Labour and Welfare, and the National Rehabilitation Center for Persons with Disabilities (Information and Support Center for Persons with Developmental Disorders). We published it on September 30 (Thursday), 2021.

This website was made on the basis of the basic principles of the revised Law Concerning Support of

Persons with Developmental Disabilities implemented in August 2016 and the “‘Triangle’ Project Report on Cooperation Between Home, Education and Welfare: Towards Happier Families with Disabled Children” (March 2018) (“The Triangle Project Report”).

The website lists information primarily for disabled persons themselves and their families intended to promote sufficient mutual understanding of the thoughts and measures of the people involved in the fields of education, medicine, health, welfare and labor that support those people’s lives.

○Developmental Disability Navi Portal

<https://hattatsu.go.jp/>



Image: Developmental Disability Navi Portal

8. Holding a 50th Anniversary of NISE Commemoration Ceremony Among Other Events

Since its founding in 1971, NISE has continued on its journey thanks to the support and cooperation of

countless educational institution stakeholders. On October 1, 2021, NISE reached the day of the 50th anniversary of its founding.



Photo 2: 50th Anniversary of NISE Commemoration Ceremony

On October 1 (Friday), there had been plans for a commemorative ceremony, lecture and tree planting, but due to the expected landing of Typhoon 16, the commemorative ceremony was moved to an online format, while the commemorative lecture and tree planting were rescheduled for October 22 (Friday). For the commemorative lecture, we welcomed Akiko Horiguchi, CEO of Oki Workwel, to talk about measures for the employment of disabled persons and support for disabled persons. A Kawazu sakura tree was also planted before the entrance to NISE to commemorate the occasion.

9. Holding a Special Exhibition at MEXT's "Information Plaza"

At the MEXT "Information Plaza" special exhibits room, NISE held a special exhibition from October 1 (Friday) to November 5 (Friday), 2021.

The exhibition presented the development and the work of the organization from its founding to the present in the form of poster panels and visuals.

NISE also displayed guidebooks and support materials and equipment used on the ground in schools, as well as books bringing together the results of NISE's latest research.



Photo 3: NISE's exhibition at the "Information Plaza"

10. Conclusion of a Partnership and Cooperation Agreement with the Kanagawa Prefecture Board of Education

NISE and the Kanagawa Prefecture Board of Education concluded a partnership and cooperation agreement on October 20 (Wednesday), 2021, with the aim of contributing to the greater provision of special needs education in public schools in Kanagawa Prefecture and to the drafting and implementation of national policies related to special needs education through survey research activities and education staff

training.

At the signing ceremony, Kanagawa Prefecture Board of Education Superintendent Jiro Kiritani and NISE President Kazushige Shishido signed the agreement. Shishido said of the agreement, "on the basis of this agreement, I believe that we will be able to contribute to solving problems faced by schools and boards of education across Japan using the results of

practical and empirical research conducted together with the special needs education schools under the jurisdiction of Kanagawa Prefecture, on a greater level than before,” while Kiritani said “it heartens me that we have concluded this partnership and cooperation agreement with the research institute, which I believe will be indispensable in preparing the educational environment, raising the level of expertise of each education staff member responsible for special needs education, and improving quality.”

The signing of this agreement will not only be beneficial to both NISE and the Kanagawa Board of

Education, but is also expected to further contribute to achieving the mission of the institute, which is to bring about education that meets the education needs of each child with a disability.



Photo 4: The signing ceremony

11. National Institute of Special Education (ROK) 27th International Seminar Lecture

On October 13 (Wednesday), 2021, Information and Support Department Chief Researcher Takamitsu Aoki gave a report detailing a case study where, through the effective use of tablet PCs, special needs education recipients were able to participate in mainstream

classes in the same way as other students to the “National Institute of Special Education (ROK) 27th International Seminar Lecture” organized by the National Institute of Special Education (ROK).

12. Holding the Japan-ROK annual conference between the National Institute of Special Needs Education (Japan) and the National Institute of Special Education (ROK)

On November 4 (Thursday) 2021, NISE(Japan) and NISE(ROK) worked together to hold the “Japan-ROK annual conference between NISE (Japan) and NISE (ROK)” online.

The theme of this year's conference was the “Current Status and Challenges of Inclusive Education Systems in Both Countries.”

The National Institute of Special Education (ROK) served as host for the 53 participants from both countries.

At the conference, participants introduced their respective institutions' work and initiatives to each

other along with the current situation of special needs education in each country using video interview footage of teachers engaged in special needs education, which was taken at the “National Institute of Special Education (ROK) 27th International Seminar Lecture”.

Both countries' participants also gave presentations to each other on topics related to the theme of the conference and engaged in a lively exchange of views on the school enrollment system for children with disabilities.

The next conference will be hosted in Japan. NISE(Japan) will continue to actively collaborate with

overseas research institutions in collecting information.

13. Holding the Workshop for Leaders of Promoting Joint Activities and Learning

On November 19 (Friday) 2021, the Workshop for Leaders of Promoting Joint Activities and Learning was held online at NISE. This research workshop aimed to promote joint activities and learning and greater understanding of disabilities across regions through research discussions by education staff in a position to promote joint activities and learning among infants and pupils with and without disabilities in all prefectures across Japan, with a view towards providing for a fuller inclusive education system.

This financial year 86 education staff from special education schools and elementary, lower secondary and high schools and supervisors of school education from across Japan participated.

Ahead of the event, an on-demand broadcast explaining the latest administrative policies of the Ministry of Education, Culture, Sports, Science and Technology and an introduction to NISE's research work was made available.

On the day, the following three measures were presented first of all in the online video: (1) Wakuda, Instruction Group Leader, Special Needs Education Section, Shizuoka Prefecture Board of Education explained measures to issue and distribute secondary rosters and guidebooks as an administrative means to promote joint activities and learning, (2) Matsumoto, teacher at the Miyazaki Prefecture Kobayashi Kosumosu Support School (chief researcher) went over a case study of his school, which has established

elementary, lower secondary and high school divisions annexed to elementary, lower secondary and high schools as a measure to promote joint activities and learning between different schools, and (3) Shintaku, Supervisor of School Education at the Ishikawa Prefecture Komatsu City Board of Education Komatsu Educational Research Center and School Education Section presented the results of the "Inclusive Education System Building Model Project (Joint Activities and Learning)" (2013 to 2016), which was run at the direction of the Ministry of Education, Culture, Sports, Science and Technology, as those results pertained to the promotion of joint activities and learning in mainstream and special needs classes held in schools.

At the subsequent per group and per subject discussions, participants split into a total of 13 groups, engaging in a lively discussion and exchange of views about the reports and latest information on the basis of reports submitted by each participant.

Lastly, the Ministry of Education, Culture, Sports, Science and Technology Senior Specialist for Special Support Education Fukakusa, the Ministry of Education, Culture, Sports, Science and Technology Senior Specialist for Special Support Education Horinouchi, and Implementation Working Group Head for this Research Conference Megumi Wakui shared prepared critiques.

14. Holding the NISE 50th Anniversary Commemoration Online Research Institute Open House

From December 3 (Friday) 2021 to January 31 (Monday) 2022, we presented the research and

operations of NISE, Japan's national center for special needs education, in the form of an on-demand video broadcast on the theme of "Being along with a child: Special Needs Education that Brings Smiles to All." The event also featured unique online content that was elaborately designed to spread the word about NISE and special needs education far and wide. The content included unveiling "Local Collaboration! Presenting NISE Facilities," a video presenting NISE's facilities with narration from Kanagawa Prefectural Iwato School for Children with Disabilities students, Yokosuka Sogo High School students and users of the after-hours day services in Yokosuka, the opening of the "NISE Kid's Room," which featured videos that explained in easy-for-children-to-understand language

the "inventions" that help disabled adults and children and the "inventions" all around them.



Photo 5: NISE Kids' Room

15. Report on the Holding of the FY 2021 Regional Workshops for Building a Seamless Support System for Children who are Deaf and Hard of Hearing and for Promoting Further Support

From July last financial year, NISE once again held the "Regional Research Workshops on Building a Seamless Support System for Hard of Hearing Children and for Promoting Further Support (lectures broadcast through on-demand video, reports on projects through live broadcast, regional exchange sessions)." The event had approximately 1,300 participants from regions all across Japan, exceeding the previous year's number. Participants came from a range of backgrounds starting with those involved in health, medical, welfare and education services, but also including members of interested organizations and students studying education for the hearing impaired at universities and other institutions.

Firstly, through the on-demand lectures, we opened a lecture series from this financial year adding lectures that showcased participant voices, guardian voices and lectures reporting the results of the institute's research. The content of the lectures conveyed what participants

and guardians wanted in a support structure for children with hearing impairments. The event also features three live broadcasts of project reports and regional exchanges.

The project reports featured reports on leading measures for early support for children with hearing impairments from the health and welfare bureaus of Ishikawa Prefecture, Gifu Prefecture and Kitakyushu City. Representatives carefully answered questions, providing a useful case study for reference for other local governments.

This financial year's regional exchange covered the Kanto, Chubu and Kyushu/Okinawa regions. Representatives had the chance to exchange information about the results, challenges and responses to said challenges that each institution faced. Many useful pieces of information for other local governments were shared such as the tools institutions were using to share information and examples of

projects where NPOs used available rooms in special needs education schools (hearing impairment) to work with schools to provide support for children with hearing impairments. As such opportunities for

exchange between neighboring prefectures had not been available until now, this online exchange session is expected to spur the development of a regional network.

16. Report of the Holding of the FY 2021 Special Needs Education Promotion Seminar

In order to further the raising of awareness of special needs education in regional areas, NISE partnered with boards of education, special needs education centers, universities and other institutions to hold the Special Needs Education Promotion Seminar in the following three blocks, both in person and while also providing online broadcasts as a measure to prevent the spread of COVID-19.

Kyushu Block (Miyazaki Prefecture)

November 26 (Friday). Location: Miyazaki Prefectural Education Center.

Held jointly with the Miyazaki Board of Education's "FY 2021 Occupational Ability Selection Training."

Hokkaido/Tohoku Block (Yamagata Prefecture)

December 21 (Tuesday). Location: Yamagata Prefectural Education Institute.

Held jointly with the Yamagata Board of Education's "Seminar on Promoting Understanding of Developmental Disabilities and Improving Instruction."

Chugoku Block (Hiroshima Prefecture)

December 27 (Monday). Location: Hiroshima University.

Held jointly with Hiroshima University, with which NISE signed a comprehensive partnership agreement in March of the previous year.

17. Report on the Holding of the FY 2021 Seminar on Educational Practices for Persons with Developmental Disabilities

On January 27 (Thursday), 2022, NISE held the "FY 2021 Seminar on Educational Practices for Persons with Developmental Disabilities" ("the Seminar") online. At the Seminar, presenters covered local government measures as part of the "Human Resources Development Project for Quality Improvement of Education Staff Responsible for Special Needs Education" ("Human Resources Development Project") based on the "Triangle Project Report" from the Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Health, Labour and Welfare over the last two years. This financial year, as the final year of the project, the focus was on specific measures utilizing the "training core curriculum" that

had been examined up to now, with the main theme being "examination of joint training for education and welfare aimed at more fully providing support to those with developmental disabilities." Participants were recruited from a wide range of backgrounds, with welfare administrators, staff from developmental disability support centers and welfare stakeholders joining supervisors of school education in charge of teacher training from the boards of education and education centers of prefectures, designated cities and core cities.

In the morning, nine local governments participating in the Human Resources Development Project (Akita, Fukui, Shiga, Yamaguchi, Tokushima and Miyazaki

Prefectures, together with Miyazaki City, Fukui City and Kawasaki City) gave presentations on their respective measures to conduct joint education and welfare training. In the afternoon, a member-participation style information exchange meeting was held. All participating local government representatives energetically exchanged views about the measures and challenges that they were presently working on. At the end of the Seminar the heads of the NISE Center for Promoting Education for Persons with Developmental Disabilities and the Developmental Disabilities Information Center of the National Rehabilitation Center for Persons with Disabilities summarized the outcomes and challenges of the work they jointly undertook related to the Triangle Project



Photo 6: Broadcast of the Developmental Disorder Educational Practices Seminar

Report. The developmental disability policy director for the Ministry of Health, Labour and Welfare Office for the Support of Children with Disabilities and Persons with Developmental Disorders and the Senior Specialist for Special Support Education for the Ministry of Education, Culture, Sports, Science and Technology Special Needs Education Section both spoke about the outlook going forward for their respective organizations.

On the day, the event was accessed by as many as roughly 160 institutions (including via YouTube). Through the questionnaire, we found that over 98% of institutions responded that they found some part of the program “very useful” or “somewhat useful.”

18. Report on the Holding of the FY 2021 Seminar on Educational Support for Children with Mental Health Conditions (Co-MaMe)

On January 29 (Saturday), 2022, NISE ran the “FY 2021 Seminar on Educational Support for Children with Mental Health Conditions (Co-MaMe)” online. The aim of the seminar was to provide a deeper understanding of secondary disabilities such as psychiatric disorders, psychosomatic diseases and developmental disorders, to deepen understanding of Continuous Multiphase and Multistage educational support (Co-MaMe), and to be useful for the purposes of providing practical support. This year’s seminar saw participation from education staff and supervisors of

school education from elementary, lower secondary, high and special needs education schools, and even from as far abroad as schools for Japanese students not residing in Japan.

A lecture was given on “Multi-Phase, Multi-Level Support for Children with Mental Health Conditions (Co-MaMe),” bringing up many important topics such as the June 2021 MEXT “Guidance on Educational Support for Children with Disabilities” statement that “in recent years, there has been an increase in children diagnosed with autism or attention deficit

hyperactivity disorder being subsequently diagnosed with depression or adjustment disorder, and thus transferring to during the year to special needs education schools (health impairment).” The lecture also covered the necessity of providing support for children with mental health conditions and provided an overview of Co-MaMe. Additionally, through

“Practicalities of Multi-Phase, Multi-Level Support for Children with Mental Health Disabilities (Co-MaMe),” a seminar on using the Co-MaMe assessment sheet and organization sheet in practice was held, and an explanation was provided on how to use those tools in the support of children.

19. Report on the Holding of the FY 2021 National Institute of Special Needs Education Seminar

On February 5 (Saturday), 2022, NISE held the FY 2021 National Institute of Special Needs Education Seminar with a theme of “developing special needs education for the formation of a cohesive society” based on NISE’s fifth period medium-term targets. Ahead of the opening of the seminar, NISE held the 35th Tsujimura Award ceremony. To mark the occasion, the recipient, Katsuhiro Matsuya, Honorary Professor at Tokyo Gakugei University, gave a commemorative speech that was available as an on-demand broadcast. The event itself opened with introductory remarks from

NISE President Kazushige Shishido about the importance of each person thinking for themselves about the meaning of a cohesive society. The event moved on to an administrative explanation outlining national special needs education policy and a keynote lecture on independence and the social model of disability, before continuing with a symposium in the afternoon. Group discussions were also held on six themes by NISE’s priority issues research and per Disability-Category-Specific Research teams.

Recent Data on Education for Children with Disabilities in Japan

Statistical data are collected as of May 1, 2020

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

Type	Number of schools		Number of schools established by department				Number of schools with upper secondary dept. classes for multiple disabilities	Number of classes	Number of children enrolled					Number of full-time teachers	Number of full-time staffs
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total		
Total	1,149	(110)	167	983	970	1,003	809	36,497	1,329	46,273	30,649	66,572	144,823	85,933	14,027
Total of Schools for Specific Disability only	884	(97)	135	726	714	753	569	24,911	1,229	31,618	21,294	47,932	102,073	59,588	10,285
(1) Visual impairment	62	(1)	42	59	59	53	46	1,113	166	514	387	1,305	2,372	2,927	1,321
(2) Hearing impairment	85	(7)	80	78	72	58	51	1,700	972	1,756	986	1,352	5,066	4,272	1,277
(3) Intellectual disabilities	562	(64)	8	420	416	503	341	17,489	66	24,467	16,819	41,915	83,267	41,540	5,745
(4) Physical/motor disabilities	117	(11)	5	112	112	105	103	3,652	25	4,169	2,457	2,700	9,351	8,614	1,613
(5) Health impairment	58	(14)	-	57	55	34	28	957	-	712	645	660	2,017	2,235	329
Total of Schools for two or more Disabilities	265	(13)	32	257	256	250	240	11,586	100	14,655	9,355	18,640	42,750	26,345	3,742
(1)+(3)	2	(-)	2	2	2	1	1	89	8	214	114	11	347	179	50
(1)+(5)	1	(-)	1	1	1	1	1	15	2	3	2	19	26	36	25
(2)+(3)	11	(-)	9	11	11	10	8	257	33	271	174	504	982	662	159
(3)+(4)	147	(9)	4	141	141	141	136	6,925	12	9,222	5,807	12,246	27,287	15,804	2,071
(3)+(5)	16	(-)	2	15	14	16	15	705	7	957	682	1,255	2,901	1,594	167
(4)+(5)	35	(3)	4	35	35	31	30	1,316	9	1,380	849	987	3,225	2,911	480
(1)+(3)+(4)	1	-	-	1	1	-	-	8	-	8	6	-	14	23	6
(1)+(4)+(5)	1	(-)	1	1	1	1	1	33	1	20	20	22	63	84	21
(2)+(3)+(4)	3	(-)	3	3	3	3	3	198	14	231	158	358	761	451	111
(3)+(4)+(5)	28	(-)	-	27	27	27	26	1,200	-	1,416	881	2,036	4,333	2,723	362
(2)+(3)+(4)+(5)	1	(-)	1	1	1	1	1	56	4	54	40	72	170	122	11
(1)+(2)+(3)+(4)	1	(-)	1	1	1	1	1	89	2	101	44	117	264	184	6
(1)+(2)+(3)+(4)+(5)	18	(1)	4	18	18	17	17	695	8	778	578	1,013	2,377	1,572	273

* Calculated according to School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology, or MEXT).

* This table is classified by the type of disabilities that each special needs education schools specifies according to their school regulations.

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

Recent Data on Education for Children with Disabilities in Japan

(2) Number of special needs education schools, 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	86	2,117	196	1,534	1,037	2,211	4,978
Hearing impairment	119	2,789	1,042	3,017	1,636	2,155	7,850
Intellectual disabilities	790	31,799	208	42,730	27,992	62,378	133,308
Physical/motor disabilities	352	12,284	100	13,298	7,817	9,690	30,905
Health impairment	158	7,653	15	7,288	4,992	6,945	19,240

Source: School Fundamental Statistics (MEXT)

* In this table, class size and enrollment are classified based on classes established in special needs education schools. The number of schools, classes and children enrolled were counted based on disability category respectively, so that these numbers were multi-counted if they are related to two or more disabilities.

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

- totals for national, public and private institutions -

	Elementary schools		Lower secondary schools		Compulsory education schools		Total	
	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children
Intellectual disabilities	20,694 (42.4%)	96,639 (44.6%)	9,305 (45.1%)	40,648 (48.5%)	213 (45.4%)	945 (48.9%)	30,212 (43.2%)	138,232 (45.7%)
Physical/motor disabilities	2,339 (4.8%)	3,505 (1.6%)	836 (4.1%)	1,150 (1.4%)	17 (3.6%)	30 (1.6%)	3,192 (4.6%)	4,685 (1.5%)
Health impairment	1,893 (3.9%)	3,050 (1.4%)	804 (3.9%)	1,246 (1.5%)	11 (2.3%)	16 (0.8%)	2,708 (3.9%)	4,312 (1.4%)
Low vision	402 (0.8%)	456 (0.2%)	157 (0.8%)	185 (0.2%)	2 (0.4%)	2 (0.1%)	561 (0.8%)	643 (0.2%)
Hard of hearing	939 (1.9%)	1,400 (0.6%)	383 (1.9%)	553 (0.7%)	10 (2.1%)	12 (0.6%)	1,332 (1.9%)	1,965 (0.6%)
Speech and language disorders	568 (1.2%)	1,279 (0.6%)	142 (0.7%)	198 (0.2%)	5 (1.1%)	18 (0.9%)	715 (1.0%)	1,495 (0.5%)
Autism/ Emotional disturbance	22,013 (45.1%)	110,409 (50.9%)	9,003 (43.6%)	39,822 (47.5%)	211 (45.0%)	910 (47.1%)	31,227 (44.6%)	151,141 (50.0%)
Total	48,848	216,738	20,630	83,802	469	1,933	69,947	302,473
Number of teachers in charge	52,310		22,655		507		75,472	
Number of schools established	16,484		7,950		107		24,541	

Source: School Fundamental Statistics (MEXT)

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

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

【correct as of May 1, 2019】

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

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

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

* The percentage of the total is shown in parentheses.

* The number of pupils receiving instruction through partial inclusion for FY2020 was ascertained as part of the following year's unit, and thus will be listed in "Recent Data on Education for Children with Disabilities in Japan (FY2021)."

(5)-1 Number of students enrolled at special needs education schools and in classes for special needs education -
totals for national, public and private institutions -

	Kindergartens, combined schooling and daycare certified child centers, kindergarten dept. of special needs schools	Elementary schools, Elementary dept. of Special needs education schools	Lower secondary schools, Lower secondary dept. of Special needs education schools	Upper secondary schools, Upper secondary dept. of Special needs education schools	Total
Number of children	1,838,838	6,379,989	3,275,607	3,173,977	14,668,411
Special needs education schools	1,329 (0.07%)	46,273 (0.73%)	30,649 (0.94%)	66,572 (2.10%)	144,823 (0.99%)
Classes for special needs education	-	218,036 (3.42%)	84,437 (2.58%)	-	302,473 (2.06%)
Total	1,329 (0.07%)	264,309 (4.14%)	115,086 (3.51%)	66,572 (2.10%)	447,296 (3.05%)

(5)-2 Number of children receiving special support services in resource rooms - totals for national, public and private institutions –

【correct as of May 1, 2019】

	Kindergartens, combined schooling and daycare certified child centers, kindergarten dept. of special needs schools	Elementary schools, Elementary dept. of Special needs education schools	Lower secondary schools, Lower secondary dept. of Special needs education schools	Upper secondary schools, Upper secondary dept. of Special needs education schools	Total
Number of children	1,842,228	6,440,317	3,278,467	3,252,168	14,813,180
special support services in resource rooms	-	116,633 (1.81%)	16,765 (0.51%)	787 (0.02%)	134,185 (0.91%)

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

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

* The number of pupils receiving instruction through partial inclusion for FY2020 was ascertained as part of the following year's unit, and thus will be listed in "Recent Data on Education for Children with Disabilities in Japan (FY2021)."

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

Number of Children postponed or exempted schooling because of Health impairment/ Growth retardation		35
Number of Children postponed or exempted schooling because of other reasons	Enrolled in children's facilities/corrective institutions	9
	Multiple nationality	3,609
	Others	346

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

Type		Number of children			Number of schools		
		Elementary dept.	Lower secondary dept.	total	Elementary dept.	Lower secondary dept.	total
Special needs education schools	(1) Visual impairment	514	387	901	59	59	118
	(2) Hearing impairment	1,756	986	2,742	78	72	150
	(3) Intellectual disabilities	24,467	16,819	41,286	420	416	836
	(4) Physical/motor disabilities	4,169	2,457	6,626	112	112	224
	(5) Health impairment	712	645	1,357	57	55	112
	(1)+(3)	214	114	328	2	2	4
	(1)+(5)	3	2	5	1	1	2
	(2)+(3)	271	174	445	11	11	22
	(3)+(4)	9,222	5,807	15,029	141	141	282
	(3)+(5)	957	682	1,639	15	14	29
	(4)+(5)	1,380	849	2,229	35	35	70
	(1)+(3)+(4)	8	6	14	1	1	2
	(1)+(4)+(5)	20	20	40	1	1	2
	(2)+(3)+(4)	231	158	389	3	3	6
	(3)+(4)+(5)	1,416	881	2,297	27	27	54
	(2)+(3)+(4)+(5)	54	40	94	1	1	2
	(1)+(2)+(3)+(4)	101	44	145	1	1	2
	(1)+(2)+(3)+(4)+(5)	778	578	1,356	18	18	36
	total	46,273	30,649	76,922	983	970	1,953

Recent Data on Education for Children with Disabilities in Japan

Type		Number of children				Number of classes			
		Elementary schools	Lower secondary schools	Compulsory education schools	total	Elementary schools	Lower secondary schools	Compulsory education schools	total
classes for special needs education,	Intellectual disabilities	96,639	40,648	945	138,232	20,694	9,305	213	30,212
	Physical/motor disabilities	3,505	1,150	30	4,685	2,339	836	17	3,192
	Health impairment	3,050	1,246	16	4,312	1,893	804	11	2,708
	Low vision	456	185	2	643	402	157	2	561
	Hard of hearing	1,400	553	12	1,965	939	383	10	1,332
	Speech and language disorders	1,279	198	18	1,495	568	142	5	715
	Autism/Emotional disturbance	110,409	39,822	910	151,141	22,013	9,003	211	31,227
	Total	216,738	83,802	1,933	302,473	48,848	20,630	469	69,947
Total number of children (Special needs education schools, classes,		Elementary school/dept. total	Lower secondary school/dept. total	Total					
		264,309	115,086	379,395					

【correct as of May 1, 2019】

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

Source: School Basic Survey (MEXT)

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

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

* The number of special needs education schools and the number of students is calculated according to school basic survey (MEXT).

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

* The number of pupils receiving instruction through partial inclusion for FY2020 was ascertained as part of the following year's unit, and thus will be listed in "Recent Data on Education for Children with Disabilities in Japan (FY2021)."

Recent Data on Education for Children with Disabilities in Japan

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

	Elementary dept.		Lower secondary dept.		Upper secondary dept.		total	
	Number of children	Enrolment rate	Number of children	Enrolment rate	Number of children	Enrolment rate	Number of children	Enrolment rate
Total	16,001	34.6%	9,409	30.7%	12,135	18.2%	37,545	26.2%
(1) Visual impairment	241	46.9%	161	41.6%	229	17.5%	631	28.6%
(2) Hearing impairment	494	28.1%	208	21.1%	234	17.3%	936	22.9%
(3) Intellectual disabilities	5,399	22.1%	3,386	20.1%	4,493	10.7%	13,278	16.0%
(4) Physical/motor disabilities	3,695	88.6%	2,105	85.7%	2,152	79.7%	7,952	85.3%
(5) Health impairment	305	42.8%	199	30.9%	266	40.3%	770	38.2%
(1)+(3)	37	17.3%	13	11.4%	1	9.1%	51	15.0%
(1)+(5)	2	66.7%	1	50.0%	3	15.8%	6	25.0%
(2)+(3)	57	21.0%	35	20.1%	43	8.5%	135	14.2%
(3)+(4)	3,555	38.5%	2,036	35.1%	2,924	23.9%	8,515	31.2%
(3)+(5)	188	19.6%	118	17.3%	245	19.5%	551	19.0%
(4)+(5)	1,040	75.4%	595	70.1%	658	66.7%	2,293	71.3%
(1)+(3)+(4)	8	100.0%	6	100.0%			14	100.0%
(1)+(4)+(5)	17	85.0%	17	85.0%	17	77.3%	51	82.3%
(2)+(3)+(4)	82	35.5%	29	18.4%	59	16.5%	170	22.8%
(3)+(4)+(5)	507	35.8%	287	32.6%	483	23.7%	1,277	29.5%
(2)+(3)+(4)+(5)	16	29.6%	11	27.5%	17	23.6%	44	26.5%
(1)+(2)+(3)+(4)	69	68.3%	34	77.3%	50	42.7%	153	58.4%
(1)+(2)+(3)+(4)+(5)	289	37.1%	168	29.1%	261	25.8%	718	30.3%

* Calculated according to School Basic Survey (MEXT).

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

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

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

	Elementary dept. & Lower secondary dept.						Upper secondary dept.					
	Visual impairme nt	Hearing impairme nt	Intellectu al disabilitie s	Physical/ motor disabilitie s	Health impairme nt	total	Visual impairme nt	Hearing impairme nt	Intellectu al disabilitie s	Physical/ motor disabilitie s	Health impairme nt	total
	%	%	%	%	%	%	%	%	%	%	%	%
1995	35.4	15.7	37.2	71.4	31.4	43.8	8.0	6.0	13.6	51.1	30.6	18.8
2000	41.9	17.9	37.6	75.0	32.5	45.1	7.6	7.9	17.9	60.5	45.1	23.9
2001	43.3	17.4	36.7	74.9	34.1	44.6	7.9	7.3	17.1	59.5	45.0	23.2
2002	43.8	17.9	34.9	74.4	35.9	43.4	8.3	7.2	16.5	60.8	44.5	23.0
2003	42.3	17.9	34.9	74.8	37.9	43.5	8.0	8.0	16.8	60.8	44.5	23.1
2004	44.5	18.4	34.3	75.3	38.5	43.3	7.5	8.9	16.2	59.6	41.6	22.4
2005	46.4	19.4	34.3	75.4	39.5	43.1	7.7	9.5	16.5	58.1	44.2	22.4
2006	46.0	18.8	34.3	75.3	39.3	42.8	7.9	7.9	16.3	57.9	39.5	22.0
2007	47.0	19.6	35.9	66.1	44.4	42.5	8.1	8.0	17.8	46.9	39.5	22.1
2008	48.8	26.1	34.9	64.5	44.8	41.2	15.8	18.8	17.4	43.7	37.7	21.3
2009	46.5	24.9	34.5	63.8	45.5	41.2	15.6	18.3	16.8	41.8	39.1	21.0
2010	44.3	24.7	34.2	63.8	45.5	41.1	15.4	16.9	15.9	40.3	33.9	19.9
2011	45.1	24.8	33.3	61.7	43.3	40.1	16.8	15.9	15.6	37.9	31.6	19.5
2012	41.0	25.0	31.9	59.7	43.1	39.1	16.0	15.5	15.1	36.4	31.2	19.0
2013	42.2	25.7	31.1	58.0	43.8	38.2	17.2	16.3	15.1	35.7	32.1	19.0
2014	41.9	26.1	30.6	57.2	43.6	37.7	18.1	16.8	14.6	34.6	32.3	18.5
2015	41.0	26.5	30.1	56.0	43.0	37.2	19.1	17.4	14.5	34.4	31.0	18.3
2016	41.4	27.1	29.5	55.4	43.2	36.5	18.5	16.9	14.1	33.3	31.0	17.9
2017	40.6	27.8	28.9	54.0	43.4	35.9	18.7	18.0	14.1	32.2	31.1	17.8
2018	40.8	28.8	27.8	53.5	42.6	35.0	19.9	18.5	14.0	32.3	30.6	17.8
2019	38.4	28.7	26.2	52.0	41.3	33.4	20.7	18.7	13.7	32.2	30.6	17.6
2020	38.1	28.9	25.9	51.6	41.7	33.0	22.6	19.4	14.4	33.9	32.2	18.2

* Calculated according to School Basic Survey (MEXT).

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

(9) Situations after graduation

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

– totals for national, public and private institutions –

【March 2020 graduates】

Type		Number of graduate students	Number of students entering higher education	Number of students entering training institutions	Number of students entering Job finders, etc.		Number of students entering institutions or medical institutions	Others
						Proportion of short-term workers.		
Lower secondary dept. of special needs education schools	Total	10,241 (100.0%)	10,090 (98.5%)	9 (0.1%)	3 (0.03%)	1 (0.01%)	59 (0.6%)	79 (0.8%)
	Visual impairment	195 (100.0%)	194 (99.5%)	-	-	-	1 (0.5%)	-
	Hearing impairment	415 (100.0%)	413 (99.5%)	-	1 (0.2%)	-	1 (0.2%)	-
	Intellectual disabilities	7,740 (100.0%)	7,639 (98.7%)	5 (0.06%)	2 (0.03%)	1 (0.01%)	40 (0.5%)	53 (0.7%)
	Physical/motor disabilities	1,552 (100.0%)	1,525 (98.3%)	-	-	-	14 (0.9%)	13 (0.8%)
	Health impairment	339 (100.0%)	319 (94.1%)	4 (1.2%)	-	-	3 (0.9%)	13 (3.8%)
Total lower secondary school classes for special needs education		23,544 (100.0%)	22,237 (94.4%)	479 (2.0%)	192 (0.8%)		636 (2.7%)	

Source: School Basic Survey (MEXT).

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

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

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

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

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

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

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

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

– totals for national, public and private institutions –

【March 2020 graduates】

区分		Number of graduate students	Number of students entering higher education	Number of students entering training institutions	Number of students entering Job finders, etc.	Proportion of short-term workers.	Number of students entering institutions or medical institutions	Others
Upper secondary dept. of Special needs education schools (regular course)	Total	22,515 (100.0%)	375 (1.7%)	339 (1.5%)	7,132 (31.7%)	72 (0.3%)	13,662 (60.7%)	935 (4.2%)
	Visual impairment	217 (100.0%)	76 (35.0%)	13 (6.0%)	15 (6.9%)	1 (0.5%)	96 (44.2%)	16 (7.4%)
	Hearing impairment	470 (100.0%)	160 (34.0%)	24 (5.1%)	179 (38.1%)	4 (0.9%)	85 (18.1%)	18 (3.8%)
	Intellectual disabilities	19,654 (100.0%)	83 (0.4%)	252 (1.3%)	6,754 (34.4%)	64 (0.3%)	11,744 (59.8%)	757 (3.9%)
	Physical/motor disabilities	1,799 (100.0%)	38 (2.1%)	23 (1.3%)	110 (6.1%)	2 (0.1%)	1,530 (85.0%)	96 (5.3%)
	Health impairment	375 (100.0%)	18 (4.8%)	27 (7.2%)	74 (19.7%)	1 (0.3%)	207 (55.2%)	48 (12.8%)

Source: School Basic Survey (MEXT)

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

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

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

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

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

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

[As of March in each year]

Type	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Lower seconda ry dept. of Special needs education schools	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		92.0	91.3	92.1	92.7	94.2	93.7	94.7	95.0	95.6	95.8	95.8	95.8	96.3	96.5	96.7	96.3	96.4
	Visual impairment	95.4	94.2	95.3	93.6	96.3	99.4	97.6	98.4	97.6	97.6	98.0	95.5	94.6	96.0	96.3	94.9	95.2
	Hearing impairment	93.8	96.6	94.6	96.9	96.0	92.0	96.9	94.2	95.7	91.1	93.1	91.1	93.8	95.5	92.4	93.0	93.9
	Intellectual disabilities	95.8	95.1	95.8	96.9	97.4	97.0	97.8	97.5	98.2	98.5	97.9	98.3	98.5	98.4	98.3	98.1	98.1
	Physical/motor disabilities	95.0	94.3	95.5	94.6	96.7	96.7	96.9	95.9	96.3	97.4	97.1	96.9	97.0	97.7	97.4	96.0	95.8
	Health impairment	42.9	45.3	45.0	47.7	49.9	50.0	50.4	52.4	53.1	51.5	53.9	51.7	55.9	55.4	57.6	59.5	62.8
Classes for special needs education of lower secondary regular schools		73.1	62.6	64.6	64.8	65.5	70.2	69.7	70.0	67.3	66.5	65.2	63.4	61.4	58.5	55.1	50.3	47.8

* Calculated according to School Basic Survey (MEXT)

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

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

[As of March in each year]

Type	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	20.5	19.4	20.4	20.5	22.7	23.1	24.3	23.7	23.6	24.3	25.0	27.7	28.4	28.8	29.4	30.1	31.2	32.3	32.0
Visual impairment	13.3	11.9	11.9	17.0	14.4	12.4	15.3	19.1	21.4	16.3	10.9	13.4	17.6	16.2	15.5	11.6	16.2	13.4	7.4
Hearing impairment	29.3	25.5	31.5	34.4	32.4	35.4	42.4	35.1	33.5	34.5	32.7	37.3	36.1	38.5	39.8	43.2	39.0	49.0	38.9
Intellectual disabilities	23.7	22.4	23.2	23.2	25.3	25.8	27.1	26.4	26.7	27.4	28.4	30.2	31.1	31.5	32.1	32.9	34.0	34.9	34.7
Physical/motor disabilities	6.6	6.0	6.4	6.1	7.7	7.7	11.8	11.0	9.7	12.0	10.5	7.1	6.5	5.8	5.5	5.1	6.0	5.9	6.2
Health impairment	6.1	10.1	13.0	10.3	15.4	18.5	16.4	12.1	11.0	12.2	14.6	18.0	17.5	14.4	16.0	15.8	19.7	18.1	20.0

* Calculated according to School Basic Survey (MEXT)

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

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

Fiscal Year	Number of schools	Number of children
2001	261	895
2002	269	1,012
2003	266	1,038
2004	257	936
2005	249	934
2006	235	923
2007	248	929
2008	248	948
2009	244	942
2010	248	894
2011	238	931
2012	235	949
2013	238	940
2014	235	929
2015	237	857
2016	240	841
2017	234	806
2018	231	869
2019	235	822
2020	236	784

* Calculated according to School Basic Survey (MEXT)

(12) Expenditure of school education per one child - public institution - [FY2018]

	Elementary schools	Lower secondary schools	Special needs education schools
FY2018	938,528 yen	1,125,909 yen	7,277,197 yen

Source: Survey on Local Educational Expenditures (MEXT)

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

English Abstracts of the Research Papers from *Bulletin of The National Institute of Special Needs Education* or “国立特別支援教育総合研究所研究紀要”, Vol. 48, 2021 and Vol. 49, 2022

1. TAKEMURA Yoko (2021). The relation of teacher-pupil interactions in a general classroom to the teacher's cooperation with others: An analysis of teacher's evaluations, *Bulletin of The National Institute of Special Needs Education*, Vol. 48, pp.1-13, 2021

**The relation of teacher-pupil interactions
in a general classroom to the teacher's cooperation with others:
An analysis of teacher's evaluations**

TAKEMURA Yoko

Abstract: This study analyzed the results of questionnaires in which a teacher answered questions about cases through an educational consultation. The researcher participated as an external expert. The relation of teacher-pupil interactions in the general classroom to the teacher's cooperation with others was also discussed. We analyzed the changes in the teacher's evaluation of her interactions with the pupils obtained from the Problem Evaluation Scale and the Coping Behavior Evaluation Scale (Takemura, 2008) and the course of the cases, and discussed the relationship between the teacher-pupil interactions and the teacher's cooperation with others. The teacher consulted on two pupils' leaving the classroom. Both the teacher's behavior in the classroom and her cooperation with internal staff and their parents, allowed the two pupils' behavior to improve. The results of the questionnaires on the teacher's evaluations showed that the teacher was supported by cooperation with others and she improved her own behavior toward pupils in the classroom, but that the teacher did not feel that she was doing very well even though the pupils' behavior improved. The results were discussed in regard to the possibilities and limits of a classroom teacher's individual correspondences with a pupil and issues of internal and external cooperation.

Keywords: developmental disabilities, elementary school, teachers, parents, internal cooperation, external institutions, feelings not to give up

2. SAKAI Naoki, LEE Heebok, DOI Kouki, TSUCHIYA Tadayuki, UCHIDA Junichi, MAKINO Yasumi (2021). Issues related to school determination that can be seen from a survey of parents, and consideration for solving them: from the results of a survey conducted by a focus group interview, *Bulletin of The National Institute of Special Needs Education*, Vol. 48, pp.14-29, 2021

**Issues related to school determination that
can be seen from a survey of parents, and consideration for solving them:
from the results of a survey conducted by a focus group interview**

SAKAI Naoki, LEE Heebok, DOI Kouki, TSUCHIYA Tadayuki,

UCHIDA Junichi, MAKINO Yasumi

Abstract: It is important for the Board of Education to properly understand the situation of children and to fully respect the thoughts of the parents in the procedure for deciding what school their child should go to. The purpose of this study was to examine measures to eliminate the "misalignment" that could occur between the Board of Education and parents when deciding what school their child should go to. We conducted a survey of parents about what they felt during the consultation on deciding what school their child should go to. As a result, it was found that the parents of children in elementary schools felt more anxious and burdened about the content of the consultation regarding school attendance than the parents of children in special needs schools. In addition, it was found that both of them lower their anxiety through visiting the school. In order to eliminate the anxiety and burden of parents, it is necessary to improve the qualities of the Board of Education staff regarding consultation.

Keywords: deciding what school their child should go to, consensus building, parents, consultation

3. WAKABAYASHI Kazusa, TAKEMURA Yoko, INOUE Hidekazu, SASAMORI Hiroki, YOKOYAMA Koichi(2021). Survey on the status of schools and teachers involved in the system of classroom instruction in high schools at the time of its establishment, *Bulletin of The National Institute of Special Needs Education*, Vol. 48, pp.30-43, 2021

**Survey on the status of schools and teachers
involved in the system of classroom instruction in high schools
at the time of its establishment**

WAKABAYASHI Kazusa, TAKEMURA Yoko, INOUE Hidekazu,

SASAMORI Hiroki, YOKOYAMA Koichi

Abstract: In April of 2018, the system of special needs services in resource rooms of high schools was legislated in Japan. The purpose of this study was to understand the situation at schools with a resource room and that of the teachers

working therein. According to the responses from 122 high schools in 47 prefectures and 20 designated cities, most of the targeted schools had been entrusted with developmental disability-related projects in the past, and most of them had set up their own resource rooms. As for the teachers involved in resource room instruction, some had teaching experience at special-needs schools or special-needs classes, and some had qualifications related to instruction. There were also a certain number of teachers who did not have these qualifications and who had a long history of teaching in high schools. The nature of the establishment of resource room in high schools is also addressed in the discussion.

Keywords: high schools, the system of resource rooms, teachers involved in initiatives of resource rooms

4. KANEKO Takeshi(2021). A review of findings on touch from the point of view of its utilization by children with visual impairment, *Bulletin of The National Institute of Special Needs Education*, Vol. 48, pp.44-56, 2021

A review of findings on touch from the point of view of its utilization by children with visual impairment

KANEKO Takeshi

Abstract: Physiological, psychological and educational findings of touch were reviewed from the point of view of utilization of touch by children with visual impairment. Then the following perspectives were taken: cutaneous sense and kinesthetic sense, various information obtained by touch, active touch and passive touch, information on shape by touch, information on texture by touch, moving and posture patterns of fingers, avoidance of touching or touched. It was shown to be important once again that children with visual impairment should move their fingers enough when seeking to obtain information on shape and texture by touch. Also it was suggested that even children with restricted finger movement, as in the case of infants or physically handicapped children, they could obtain information on simple shapes such as spheres and cubes, textures such as fur, velvet and metal or materials varying greatly in roughness.

Keywords: touch, visual impairment, shape, texture, physiological and psychological findings

5. KAWAHARA Asako (2022). A case study of social interactions between a child with deafblindness and peers in an academic class in a mainstream school, *Bulletin of The National Institute of Special Needs Education*, Vol. 49, pp.1-12, 2022

A case study of social interactions between a child with deafblindness and peers in an academic class in a mainstream school

KAWAHARA Asako

Abstract: In Japan, little research has been carried out on including deafblind children in the regular education system. In this study, I observed the relationship between deaf-blind children and their peers during regular lessons in a U.K. primary school, a country that is promoting inclusive education. I observed 22 interactions during four lessons and categorized these as questioning, answering, participating, helping, and private communication. The teaching assistants (TAs) facilitated communication between peers and deaf-blind children by encouraging direct questioning. In addition, the classroom environment and teacher training were vital elements to encourage deafblind student involvement. The observations made here could be applied to Japanese teaching environments.

Keywords: deaf-blind, inclusive setting, social interaction, academic class, facilitation by teachers

6. KITAGAWA Takaaki, YOSHIKAWA Tomoo, IKOMA Yoshio, KUDOH Kayoko (2022). Characteristics of Classes for Special Needs Education for Students with Physical Disabilities in Elementary and Lower Secondary Schools: Through comparison with the results of a 2014 survey and 2019 survey, *Bulletin of The National Institute of Special Needs Education*, Vol. 49, pp.13-24, 2022

Characteristics of Classes for Special Needs Education for Students with Physical Disabilities in Elementary and Lower Secondary Schools: Through comparison with the results of a 2014 survey and 2019 survey

KITAGAWA Takaaki, YOSHIKAWA Tomoo, IKOMA Yoshio,

KUDOH Kayoko

Abstract: In this study, in order to investigate measures that contribute to the improvement and enhancement of instruction in special needs classes, the current status of students enrolled in special-needs classes for students with physical disabilities, the actual conditions of the teachers in charge of these classes, and the current status of the functions of special needs schools as centers was ascertained.

Based on a longitudinal survey conducted by the National Institute of Special Needs Education in 2019, we analyzed the characteristics of the results by comparing them with the results of the previous survey (conducted in 2014). As for the conditions at special needs classes, there were many classes with only one student enrolled, many students were studying grade-based subjects, and cerebral palsy was the most common illness affecting the students. A high percentage of classroom teachers cited mobility, posture, and upper limb manipulation as difficulties in the students' learning or living. It was found that more than 90% of the teachers had less than 5 years of experience in teaching children with physical disabilities, and 30% had no training opportunities in the education of children with physical disabilities. In addition, it became clear that the awareness of classroom teachers of the resource center

function of special needs schools was declining, and it was difficult to provide support due to time constraints. Moreover, the results suggested the importance of using local resources to support the instruction of special needs teachers.

Keywords: physical disability, class for special needs education, function as a resource center of special needs education schools, community resources

7. NAGAE Kiyokazu, WAKUI Megumi (2022). Examining the teaching expertise needed to design and implement lessons for special needs classes – A case study on an elementary school class for special needs students with intellectual disabilities –, *Bulletin of The National Institute of Special Needs Education*, Vol. 49, pp.25-42, 2022

Examining the teaching expertise needed to design and implement lessons for special needs classes – A case study on an elementary school class for special needs students with intellectual disabilities –

NAGAE Kiyokazu, WAKUI Megumi

Abstract: Special education teachers require the expertise to design and implement lessons that take into account the differences in grade levels, developmental differences, and various characteristics of students with disabilities. However, many special education teachers experience difficulty in doing so. Furthermore, teachers need to plan classes that realize "active, interactive, and deep learning" by the revised national curriculum. In this study, we examined the expertise required by special education teachers according to the revised national curriculum guidelines. Specifically, we examined how two experienced teachers teach special needs classes for children with intellectual disabilities in elementary school. There are significant differences in grade and developmental levels in children with intellectual disabilities. We found that the teachers spend much more time teaching to a group while being aware of each specific child. Also, the teachers taught a specific child individually while they were aware of the group. Here, lessons developed by combining simultaneous and individual instruction are often seen. Finally, this study suggested two key points. One is that these teaching styles would be necessary for teaching diverse children groups. The other is that the key is to clarify individual evaluation criteria in the three perspectives of perspective-based evaluation and conduct immediate evaluation individually before entering the summary session.

Keywords: intellectual disability, special education teacher, expertise, lesson design, teaching behaviors

NISE Bulletin Vol. 21

July 2022

Published by
National Institute of Special Needs Education
5-1-1 Nobi, Yokosuka, KANAGAWA, 239-8585 JAPAN

URL : <https://www.nise.go.jp/nc/>

NISE Bulletin

<https://www.nise.go.jp/nc/>

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