

NISE Bulletin

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Research Projects for FY 2016

Category	Research Title	Research Unit	Research Leader	Research Period
Cross-sectional Research	Comprehensive Research Related to the Development of an Inclusive Education System in Japan	Inclusive Education System Unit	HARADA Kimihito	FY 2016-2020
	Comprehensive Research Related to Education Curriculums on Special Needs Education	Education Curriculum Unit	SAWADA Mayumi	FY 2016-2020

Category	Research Title	Research Unit	Research Leader	Research Period
Research on Specific Disability Categories	Research for Understanding the Actual Conditions of Children with Autism Enrolled in Schools for Special Needs Education (for Intellectual Disabilities) and their Instruction -Investigation of Teaching based on Educational Continuity Between Departments-	Autism Unit	YANAGISAWA Akiko	FY 2016-2017
	Practical Research Related to Teaching Content and Methods that Correspond to the Actual Conditions of Children for Which Special Support for Developmental Disabilities and Other Disabilities is Important -Examination of Resource Rooms in High Schools-	Developmental Disabilities and Emotional Disturbances Unit	SASAMORI Hiroki	FY 2016-2017
	The Way of Organization of Education Curriculums Based Upon the Capabilities Required in the Future in Intellectual Disability Education -Integration of the Aims, Contents, Methods, and Evaluation of Learning Activities of Each Subject Utilizing Active Learning-	Intellectual Disabilities Unit	MEIKAN Shigeru	FY 2015-2016
	Practical Research on the Role Played by "Language Classrooms" in the Development of an Inclusive Education System -Utilization of Speciality of Speech and Language Disorder Education-	Speech and Language Disorders Unit	KOBAYASHI Michiyo	FY 2015-2016

Category	Research Title	Research Unit	Research Leader	Research Period
Collaborative Research on Practices in Local Communities	Research on the Development of an Inclusive Education System in Local Communities -A Focus on Cooperation among Schools and Cooperation between Prefectures and Municipalities-	Local Community Inclusive Education System Unit	MAKINO Yasumi	FY 2016-2017
	Research on Training Aimed at the Development of an Inclusive Education System -Utilization of the“ Inclusive Education System Development Training Guide”-	Training Unit	NAGANUMA Toshio	FY 2016-2017
	Research on Joint Activity and Learning Promotion	Joint Activity and Learning Unit	KUBOYAMA Shigeki	FY 2016-2017
	Research on Utilization and Evaluation of Educational Materials -Improvement of Expertise in Teaching Using Tablet Devices and Community Support-	Educational Materials Unit	KANAMORI Katsuhiko	FY 2016-2017

Category	Research Title	Collaborating Institution	Research Leader	Research Period
Collaborative Researches	International Comparison of Teaching Content and Methods for Children with Intellectual Disabilities in Inclusive Education Settings -Based on Comparisons of Finland and Sweden with Japan-	Kochi University Tsuda College	MEIKAN Shigeru	FY 2016-2017

Outlines of Research Projects for FY 2016

Cross-sectional Research

Comprehensive Research Related to the Development of an Inclusive Education System in Japan

Research unit: Inclusive Education System Unit

Research Leader: HARADA Kimihito

Researchers:

HOSHI Yuko(Sub-leader), KANEKO Takeshi(Sub-leader),
KOBAYASHI Michiyo, IKOMA Yoshio, YOKOYAMA Koichi,
MATSUI Yuko, DOI Kouki, YANAGISAWA Akiko

Research period: FY2016-2020

Abstract:

Based on the ratification of the Convention of the Rights of Persons with Disabilities and enactment of the Act for Eliminating Discrimination against Persons with Disabilities, development of an inclusive education system is an important national policy issue. During the fourth medium-term objectives period, it is necessary to conduct research which supports the steady promotion of efforts aimed at the development of an inclusive education system in local

communities and educational settings. Therefore, this research will be conducted for a period of five years under the main theme “Comprehensive Research Related to the Development of an Inclusive Education System in Japan.” This research will contribute to promoting the development of a future inclusive education in Japan by showing remaining issues and future outlooks at the time an inclusive education system is developed in Japan while creating an assessment scale which allows for the visualization of results and issues related to local community based inclusive education system development, and use the assessment scale to verification purposes.

During the FY2016-FY2017 period, an inclusive education system development assessment scale (tentative plan) will be created by conducting a field survey related to inclusive education system development conditions both in Japan and overseas and related evaluation efforts.

Cross-sectional Research

Comprehensive Research Related to Education Curriculums on Special Needs Education

Research unit: Education Curriculum Unit

Research Leader: SAWADA Mayumi

Researchers:

SASAMORI Hiroki(Sub-leader), KOUDA Ryoichi(Sub-leader),
KAIZU Akiko, KITAGAWA Takaaki, SHIMIZU Jun, TAKEDOMI
Hirofumi, MURAI Keitaro, WAKABAYASHI Kazusa

Research period: FY2016-2020

Abstract:

Discussions are currently being held by the Central Council for Education aimed at the revision of Courses of Study. The Central Council for Education will compile a report in FY2016, and it is anticipated that a curriculum based on new Courses of Study will be fully implemented in FY2020 after a period of transition. Supporting the smooth implementation of the Courses of Study in the next phase is an important role of NISE. Therefore, this research will be conducted for a period of five years under the main theme “Comprehensive Research Related to Education Curriculums on Special Needs Education”.

This research will contribute to the smooth implementation of the Courses of Study in the next phase by conducting research on curriculums on diversity and continuity of learning environments based on inclusive education system development and showing how teaching in-school systems, designed to correspond to the educational needs of children with disabilities, exist.

During the FY2016-FY2017 period, the following efforts will be taken focusing on the continuity of learning through regular classes and special support service in resource rooms in regards to disabilities types which are subject to special support service in resource rooms: 1. Clarification of the position of special support service in resource rooms in curriculums, cooperation between related parties, and issues. Recommendations will be made regarding how to correspond with issues that have been clarified. 2. Organize points of view and educational accommodations in order to make use of special support service in resource rooms content in classes and in students' daily lives, and create a educational manual.

Research on Specific Disability Categories

Research for Understanding the Actual Conditions of Children with Autism Enrolled in Schools for Special Needs Education (for Intellectual Disabilities) and their Instruction -Investigation of Teaching based on Educational Continuity Between Departments

Research unit: Autism Unit

Research Leader: YANAGISAWA Akiko

Researchers:

MURAI Keitaro(Sub-leader), NISHIMURA Takahiro, LEE Heebok

Research period: FY2016-2017

Abstract:

Although it is indicated that the number of children with autism in schools for special needs education (for intellectual disabilities) has increased, accurate information has not been obtained concerning the number of those students enrolled, severity of their disability, etc. since NISE has not conducted a related survey since 2004. In addition, since it is indicated that the number of children with mild intellectual disabilities enrolled in schools for special needs education (for intellectual disabilities) has increased, it can be surmised that the actual conditions concerning children with autism are diverse. Therefore, this research analyses results and issues of schools for special needs education (for intellectual disabilities) which either specialize in autism or implement a

corresponding curriculum or class organization while grasping actual conditions (enrollment conditions, disability severity level, etc.) concerning children with autism enrolled in schools for special needs education (for intellectual disabilities). In addition, at each level from the kindergarten department to the upper secondary department of special needs schools, we will examine, based on educational continuity between departments, the actual conditions of children, how they are taught, and what kind of teaching is emphasized in each department. Based on the above, this research will investigate autism education expertise that should be provided to other educational settings, including classes for special needs education, functioning as a resource center of schools for special needs education (for intellectual disabilities). This research will put together practical studies on teaching in each department as case examples, distribute this information to boards of education, education centers, and schools for special needs education (for intellectual disabilities), contributing to the enhancement of teaching which corresponds to development level and improving expertise in autism education.

Research on Specific Disability Categories

Practical Research Related to Teaching Content and Methods that Correspond to the Actual Conditions of Children for Which Special Support for Developmental Disabilities and Other Disabilities is Important -Examination of Resource Rooms in High Schools-

Research unit: Developmental Disabilities and Emotional Disturbances Unit

Research Leader: SASAMORI Hiroki

Researchers:

ITO Yumi(Sub-leader), WAKABAYASHI Kazusa, KOUDA Ryoichi, KAIZU Akiko, YOKOYAMA Koichi, TAMAKI Munehisa, MUNEKATA Tetsuya, ATSUMI Yoshikata

Research period: FY2016-2017

Abstract:

Special needs services in resource rooms play an important role in the education of children with developmental disabilities since they make it possible to provide individualized instruction. "Research on the Current Status and Future Form of Instructional Setting and Assistance for Children with Developmental Disabilities -A Focus on Surveys of Resource Room-based Instruction-," a Specialized Research B project conducted during the FY2014-2015 research period, clarified the actual conditions

surrounding special needs services in resource rooms conducted in municipalities by conducting a nationwide survey.

The utilization of the special needs services in resource rooms system will be started in 2018 as a way to also support upper secondary school students that need special support for developmental disabilities, etc. Special instruction will be allowed as a system for the first time in upper secondary schools for students with disabilities. This research will examine the development and enhancement of in-school support systems, which also include guidance counseling and cooperation with related organizations, system preparation, and other matters at the

time special needs services in resource rooms are introduced to upper secondary schools, and examine the actual conditions of secondary school students that need special support for developmental disabilities, etc., as well as the teaching content, methods, etc. of independent activities and other efforts which are designed for each disability. Clarifying the teaching content, methods, etc. of independent activities for upper secondary school students with developmental or other disabilities shall provide knowledge regarding reasonable accommodation in upper secondary schools and contribute to the development and enhancement of an inclusive education system.

Research on Specific Disability Categories

The Way of Organization of Education Curriculums Based Upon the Capabilities Required in the Future in Intellectual Disability Education -Integration of the Aims, Contents, Methods, and Evaluation of Learning Activities of Each Subject Utilizing Active Learning-

Research unit: Intellectual Disabilities Unit

Research Leader: MEIKAN Shigeru

Researchers:

WAKUI Megumi(Sub-leader), TAKEDOMI Hirofumi(Sub-leader), YOKOO Shun, SHIMIZU Jun, MATSUI Yuko, KAMIYAMA Tsutomu, HANDA Ken, FUKUMOTO Toru

Research period: FY2015-2016

Abstract:

In the field of education for children with intellectual disabilities, which centers on special classes and schools for special needs education, it is possible to organize education curriculums flexibly with a great deal of freedom. Therefore, as the conditions surrounding intellectual disabilities are varied, instructional goals and content are determined with important issues being the establishment of teaching methods which include active learning and examining how to proceed with evaluations thereof. In relation to this, the research project “Research on Policies to Promote Evaluation of Learning Activities systematically in schools for special needs education (for intellectual disabilities),” which was conducted during the FY2013-2014 research period, indicated that

there are still issues remaining concerning promoting evaluation of learning activities systematically in schools for special needs education and development of curriculum management methods. It is necessary for schools for special needs education (for intellectual disabilities) to examine curriculum management based on the unification of learning and teaching goals, instructional content, and evaluation methods and put together case examples as a way to organize education curriculums based on attributes and abilities which need to be cultivated.

Therefore, this research will examine what types of creative plans and improvement policies are considered in educational settings concerning the unification of instructional content, methods, and evaluation methods for students to reliably obtain “attributes and abilities that need to be cultivated” focusing on the revision of Courses of Study. From the results of this research we will propose specific practical methods for active learning and ways to think about and promote curriculum management, and aim to popularize and make these approaches understood by teachers and other educational staff through principal associations and other activities.

Research on Specific Disability Categories

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

Research unit: Speech and Language Disorders Unit

Research Leader: KOBAYASHI Michiyo

Researchers:

MAKINO Yasumi(Sub-leader), KUBOYAMA Shigeki

Research period: FY 2015-2016

Abstract :

Due to the large number of children who have the aspect of language among their problems in the process of maturation that have appeared, language disorder education has played various roles as the entry to special needs education. Currently, language disorder education educators seek the role of developing an inclusive education system within schools and local communities while aiming to maintain and improve language teaching expertise. Therefore, this research will examine and set the role that language disorder education plays in the development of an inclusive

education system from the point of view of utilizing language disorder education expertise. The results of this research will contribute to educational administration and classroom efforts through activities including giving reports at Teacher Conference of Resource Rooms for Children with Speech Disorder and Hard of Hearing, regional research conferences, and similar events.

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

Collaborative Research on Practices in Local Communities

Research on the Development of an Inclusive Education System in Local Communities -A Focus on Cooperation among Schools and Cooperation between Prefectures and Municipalities-

Research unit: Local Community Inclusive Education System Unit

Research Leader: MAKINO Yasumi

Researchers:

WAKUI Megumi(Sub-leader), MORIYAMA Takashi, FUJIMOTO Hiroto, FUKAKUSA Tamayo, LEE Heebok, SASAKI Megumi(Researcher of Collaborative Research on Practices in Local Communities)

Research period: FY 2016-2017

Abstract:

Policies which respond to situations and issues of local communities are necessary in order to make information critical for developing an inclusive education system indicated by the research of NISE effective in local communities. This research examines the policies for developing an inclusive education system in cooperative research communities. It is important to have

community based approaches which examine the function of the community's learning settings and maximize their utilization, mutual cooperation, sharing of knowledge and know-how possessed by related organizations and educational settings, and strengthening of systems in which prefectures support municipalities. There is a demand for finding a method to promote these factors in accordance with actual situations of local communities and issues surrounding them.

We will examine promoting measures in local communities through review knowledge built thus far, putting together regional issues and efforts, examining the situations of designated collaborative research on practices in local communities, implementation of promotion in local communities (workshops, etc.), and other efforts, and provide efforts which can serve as reference in the promotion of the development of inclusive education systems by each local community.

Collaborative Research on Practices in Local Communities

Research on Training Aimed at the Development of an Inclusive Education System -Utilization of the "Inclusive Education System Development Training Guide"-

Research unit: Training Unit

Research Leader: NAGANUMA Toshio

Researchers:

OSAKI Hirofumi(Sub-leader), MEIKAN Shigeru, ITO Yumi, TAMAKI Munehisa, HANDA Ken, NISHI Satoshi(Researcher of Collaborative Research on Practices in Local Communities)

Research period: FY 2016-2017

Abstract:

Further promotion of special needs education is necessary for leading to the development of an inclusive education system. The foundation of this is the enhancement of teaching and support which correspond to the diverse needs of individuals. Therefore, in addition to aiming for the improvement of the expertise of individual teachers, it is important to consider the development of a system allows each individual teacher to sufficiently demonstrate their abilities.

Aiming for the development of an inclusive education system, NISE created the "Inclusive Education System Development Training Guide" in FY2012. The guide consists of examples of training measures for the acquisition of capabilities and abilities demanded by teachers by examining what are the capabilities and skills that serve as the necessary foundation for teachers. During practical research related to system creation conducted in FY2014, things which should be emphasized including matters related to fundamental environment establishment in schools, efforts for supporting reasonable accommodation, enhancement of education through the utilization of local community support, and education expertise were put together as content. Referencing suggested guides and way of thinking through prior research of these matters, we suggest plans and management approaches for training connected to the improvement of capabilities and skills of teachers through practical research.

Collaborative Research on Practices in Local Communities

Research on Joint Activity and Learning Promotion**Research unit:** Joint Activity and Learning Unit**Research Leader:** KUBOYAMA Shigeki**Researchers:**

SADAOKA Koji(Sub-leader), NIIHIRA Shizuhiko, SAITO Yumiko, OZAWA Michimasa, NISHIMURA Takahiro, INOUE Kumiko(Researcher of Collaborative Research on Practices in Local Communities)

Research period: FY 2016-2017**Abstract:**

Joint activity and learning provides serves as an opportunity for children with disabilities and children without disabilities to learn together, and serves as an important educational activity for positioned by fundamental environment establishment aimed at the development of an inclusive education system, etc. Although case

examples have been examined through model programs with the Ministry of Education, Culture, Sports, Science, and Technology and other efforts conducted up to today, no research has been found which clarifies the conditions and issues surrounding national level implementation, examines from the point of view of an inclusive education system (standpoint of fundamental environment establishment, reasonable accommodation, etc.), or specifically examines the significance behind children with disabilities and children without disabilities studying together.

Therefore, NISE clarifies the actual conditions surrounding joint activity and learning through national and site surveys to recommend the approaches and the significance of joint activity and learning aimed at the development of an inclusive education system.

Collaborative Research on Practices in Local Communities

**Research on Utilization and Evaluation of Educational Materials
-Improvement of Expertise in Teaching Using Tablet Devices
and Community Support-****Research unit:** Educational Materials Unit**Research Leader:** KANAMORI Katsuhiko**Researchers:**

MUNEKATA Tetsuya(Sub-leader), TANAKA Yoshihiro, ARAYA Yosuke, YOKOO Shun, KAMIYAMA Tsutomu, OHARA Shunsuke(Researcher of Collaborative Research on Practices in Local Communities)

Research period: FY 2016-2017**Abstract:**

A MEXT report titled “Development of Educational Materials for Students with Disabilities” (August 2013) included the following: “In order to enhance learning aimed at the future independence of children with disabilities and their participation in society, it is important to effectively utilize educational materials based on conditions and specific characteristics of disabilities and

provide appropriate guidance. In addition, the Act for Eliminating Discrimination against Persons with Disabilities which was enacted in April of this year exemplifies the realization of reasonable accommodation which utilizes devices, including information and communication technology (ICT) devices. It is important to show specific methods for utilizing ICT. Therefore, the goal is to clarify how to enhance the utilization of ICT devices for realizing reasonable accommodation as tools for the development of an inclusive education system. NISE plans to promote an inclusive education system by improving expertise related to the utilization of tablet devices at schools for special needs education and share those approaches with regional elementary and lower secondary schools. Furthermore, we plan to disseminate research results by posting case study information on portal websites and the website for designated collaborative research in local communities.

Collaborative Research

International Comparison of Teaching Content and Methods for Children with Intellectual Disabilities in Inclusive Education Settings -Based on Comparisons of Finland and Sweden with Japan-

Collaborative Institution: Kochi University, Tsuda College

Research Leader: MEIKAN Shigeru

Researchers:

WAKUI Megumi(Sub-leader), TAKEDOMI Hirofumi, YOKOO Shun, SHIMIZU Jun, MATSUI Yuko, KAMIYAMA Tsutomu, HANDA Ken, FUKUMOTO Toru

Research period: FY 2016-2017

Abstract:

Although the development of an inclusive education system is an urgent issue in the current world of education, knowledge is still lacking about effective teaching methods in inclusive education settings, where children with and without disabilities learn together, and group formation. In addition, in order to truly verify educational results, it is necessary to examine the educational results of both children with disabilities and children without disabilities.

Therefore, this research aims to search for effective teaching methods through international comparisons, comparing Scandinavian countries (Sweden and Finland), which are leaders in education and welfare related to children with disabilities and adults, with Japan.

As for the research method, field surveys will be conducted at Scandinavian elementary and middle schools and interview surveys will be conducted with teachers and other educators. The data from these surveys will then be qualitatively analyzed. Analysis will be conducted while also taking into account primary factors such as the education system and cultural background of each country, and specific information will be compiled regarding effective teaching content and methods for inclusive classes. This findings will be useful for teachers in the school setting since it deepens the implementation of exchange and joint learning with children with intellectual disabilities in Japan.

H27-A-01 (Specialized Research A)

Study Related to Structuring for the Purpose of Development of an Inclusive Education System – Creation of Guidelines (Draft) for Creating a System at School -

[Research period] FY2015

[Principal researcher] SASAMORI Hiroki

[Summary]

This research was aimed at examining the content that should be focused on related to establishing systems for the construction of an inclusive education system at schools, referring to initiatives at institutions cooperating with the research, information collected from Ministry of Education, Culture, Sports, Science and Technology model business areas and school sites, related literature, and trends in foreign countries, etc., and then providing this information to school sites. It is important to engage in establishing systems at schools as an organizational initiative for the school as a whole based on a common understanding among teachers, so the information was shown in a way that would be as clear as possible for all teachers.

The information was broadly divided into three categories based on importance and precedence, etc.: “what should be done when establishing systems at schools,” “Q&A regarding establishing

systems for the construction of an inclusive education system,” and “fundamental knowledge that should be understood regarding an inclusive education system.” As for the “Q&A regarding establishing systems for the construction of an inclusive education system” in particular, information regarding matters that are not clear, matters that should be better understood, and potential issues at education sites, etc. was compiled in a “Q&A” format in which 35 questions were answered from eight perspectives. The questions are answered and explanations are added.

The information that was examined was compiled into guidelines for establishing systems at schools (draft proposal), and an effort was made to spread this at education sites as a reference guide for establishing systems for the construction of an inclusive education system at regions (municipalities) and schools in the future.

[Keywords]

Inclusive education system, establishing systems at schools, guidelines

H27-A-02 (Specialized Research A)

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

[Research period] FY2014-2015

[Principal researcher] NAGANUMA Toshio

[Summary]

In this research, the curriculums of schools for special needs education and special classes were studied, based on research regarding curriculums that have been implemented by the National Institute of Special Education thus far.

It is thought that at schools for special needs education, appropriately assessing the organizing and implementing curriculums that meet various educational needs is important in the context of improving curriculums, and as such, the assessment of curriculums was examined. Through a questionnaire survey targeting schools for special needs education across the country and a survey involving visits to institutions cooperating with the research (schools for special needs education), the current status of, and issues related to the assessment of curriculums were clarified. In addition, perspectives and methods related to the assessment of

curriculums were organized and shown.

In order to clarify issues related to special classes associated with handling the diversity of children enrolled in classes and the expertise of the teachers in charge, the organization and implementation of curriculums were examined. Qualitative data was collected from surveys based on interviews with the supervising teachers of special classes, and light was shed on the actual condition of initiatives related to the organization of the curriculums of special classes and the current status of, and issues related to supervising teachers. Through the collection of data from, and discussions with city education committee representatives, important concepts related to the organization and implementation of curriculums for special classes and examples of specific initiatives were shown.

[Keywords]

Curriculums, schools for special needs education, special classes, organization, implementation, assessment

H27-A-03 (Specialized Research A)

Comprehensive Research on the Application of ICT for the Education of Children with Disabilities

-The Collection and Organization of Examples of the Utilization of Assistive Equipment and Other Teaching Materials-

[Research period] FY2014-2015

[Principal researcher] KANAMORI Katsuhiko

[Summary]

This research shows the status of ICT utilization at research institutes overall in order to summarize and recap current midterm specification research entitled “research regarding the utilization of ICT in special-needs education.” As for the current status of ICT utilization in Japan, a survey was conducted on ICT utilization at schools for special needs education nationwide, and a survey was conducted on the status of ICT utilization in special needs education at elementary, junior high, and high schools. In the surveys, information was collected on the utilization status of

tablet computers, wireless LAN, electronic blackboards, and digital textbooks, etc., and onsite surveys were conducted based on the results to collect information regarding actual examples of usage. The survey results were organized and examined, and practical examples of the utilization of ICT devices, etc. were organized. Furthermore, the current status of, and issues related to ICT utilization in education were summarized separately for each disability type.

[Keywords]

ICT utilization, teaching materials such as devices to support learning, nationwide survey, utilization examples, status of development

H27-B-01 (Specialized Research B)

Research on Appropriate Digital Textbook Formats and the Utilization of Digital Textbook Data in the Education of Children with Visual Impairments

-Based on Current Conditions and Issues in Japan and Surveys of Conditions Abroad-

[Research period] FY2014-2015

[Principal researcher] TANAKA Yoshihiro

[Summary]

In 2011, the Ministry of Education, Culture, Sports, Science and Technology announced a “Vision for ICT in Education,” and it hoped that information and communications technology (ICT) will be effectively utilized in special-needs education. In particular, ICT devices—represented by tablet computers—are being increasingly used for digital textbook data, etc. in education for visually-impaired persons, and it is expected that these devices will play an increasingly significant role in the future.

This research proposes methods for the effective utilization of

digital textbook data in education for visually-impaired persons based on surveys on conditions in foreign countries that have been taking pioneering initiatives in this area, etc. The research also attempts to verify the modality of browsing viewers that children with low vision use when looking at digital textbooks, based on trials with current models.

In addition, proposals are made regarding the modality of digital textbooks for children that make use of braille, in terms of functions to add and matters to consider.

[Keywords]

Visual impairments, digital textbook data, digital textbooks, children with low vision, braille-using children

H27-B-02 (Specialized Research B)

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

[Research period] FY2014-2015

[Principal researcher] HARADA Kimihito

[Summary]

Based on the results of a “nationwide survey on the current status of the possession and utilization of teaching materials at schools for special needs educations (for hearing-impaired persons)” that was conducted in FY2012, class-based research regarding the selection and utilization of teaching materials for the subjects of Japanese language and arithmetic/mathematics and for independence activities was conducted in collaboration with six institutions cooperating with the research. The following insights were gained. In the area of Japanese language, the research showed the importance of understanding actual conditions, predicting the difficulty that hearing-impaired children will have with reading teaching materials, and initiatives inside and outside of the subject of Japanese language ranging from before to after teaching units. In the area of arithmetic/mathematics, the research showed the

importance of instructors giving encouragement regarding taking an interest in mathematical matters, having an awareness of the fun of learning and the good qualities of mathematics, and making use of mathematics in understanding day-to-day matters. In the area of independence activities, the research showed the need for systematic guidance based on developmental stage and the utilization of individual educational support plans.

In addition, based on the building of an inclusive education system, materials to increase understanding and awareness were prepared regarding guidance for hearing-impaired children targeting the supervisors of special classes attended by hearing-impaired children, and special support services in resource rooms (hearing-impairment) and regular classes.

[Keywords]

Education for hearing-impaired persons, utilization of teaching materials, research on classes, guidance of subjects, independence activities

H27-B-03 (Specialized Research B)

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

[Research period] FY2014-2015

[Principal researcher] TOKUNAGA Akio

[Summary]

This research focuses on the utilization of the functions as a resource center of schools for special needs education aimed at guidance for physically-disabled children enrolled at elementary and junior high schools, reveals the modality of utilization on the side of elementary and junior high schools and the modality of support on the side of schools for special needs education, and introduces specific examples. On the side of elementary and junior high schools, the research shows: (i) an evaluation of the learning difficulties and support needs of physically-disabled children, (ii) appropriate learning arrangements, (iii) the improvement and

enhancement of learning environments, (iv) the elimination of anxiety concerning expertise improvement and guidance, (v) the statements regarding the possibility of acquiring and utilizing information on development and courses, and (vi) the necessity of the development of systems at schools and the clarification of positioning by installation personnel. On the side of schools for special needs education, the research shows: (i) the development of systems at schools that promote the function as a resource center, (ii) the positioning of school management policies and special needs education promotion plans, etc. for installation personnel, (iii) grasping the situation of physically-disabled children enrolled in elementary and junior high schools within support areas, (iv) concrete and effective support in accordance with the situation of

elementary and junior high schools, (v) the expertise of supervisors, including initiatives related to handling subject guidance and increasing expertise, (vi) collaboration with relevant organizations and personnel of other occupations, and responding at early stages, (vii) raising understanding and awareness and improving request procedures, (viii) the necessity of holding training workshops and

building networks, and the (ix) the possibility of special support services in resource rooms.

[Keywords]

Physical disabilities, elementary and junior high schools, function as a resource center, schools for special needs education, special classes

H27-B-04 (Specialized Research B)

Research Related to the Educational Needs of Children with Chronic Health Conditions in the Context of Development of an Inclusive Education System, Reasonable Accommodation, and Preparation of Fundamental Environments

[Research period] FY2014-2015

[Principal researcher] KUSAKA Naomi

[Summary]

In this research, a survey was conducted on teachers at schools for special needs education (for health impairment), taking into consideration the construction of an inclusive education system, and the educational needs of children with chronic diseases—along with related support and concerns—were once again classified and organized. Furthermore, the modality of basic environmental improvements was examined, centering on the functions of schools for special needs education as a resource center (for health impairment). As a result, the educational needs of children with chronic diseases were organized and classified into the five categories of “learning,” “self-management,” “interpersonal relationships,” “state of mind,” and “cooperation,” and 14 related subcategories. It was thought that this information could be used when understanding and examining the actual condition of children in the process leading up to a decision regarding, and the provision of reasonable accommodation, as the minimum perspective that

teachers should ascertain when assessing the educational needs of children with chronic diseases, which are considered to be highly individualized and include illness-related needs. Furthermore, putting into practice the functions of the schools for special needs education as a resource center (for health impairment), which were institutions cooperating with the research, was an initiative in line with regional needs, and this contributed to the development of diverse and flexible mechanisms. Based on this, a guidebook entitled “Guidebook for Teachers: Guide to Support for Children with Illnesses” (draft proposal) was prepared as a basic document contributing to examination regarding, and the provision of reasonable accommodation for children with chronic diseases who are enrolled at elementary and junior high schools, etc.

[Keywords]

Children with chronic diseases, education for children with health impairment, educational needs, reasonable accommodation, basic environmental improvements, functions of schools for special needs education as a resource center (for health impairment)

H27-B-05 (Specialized Research B)

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

Research period] FY2014-2015

[Principal researcher] YANAGISAWA Akiko

[Summary]

In this research, first of all, a questionnaire survey was conducted in order to uncover the current status of, and issues related to guidance regarding the independence activities of children with autism in special classes at elementary and junior high schools (special classes for persons with autism and

emotionally-disturbed persons, and special classes for persons with intellectual disabilities). The results revealed: (i) the importance of promoting understanding regarding activities for independence among supervisors of special classes, (ii) the importance of establishing teaching plans and guidance goals related to activities for independence, (iii) the importance of guidance that enables children with autism to view themselves in a positive manner, and (iv) the necessity of reviews regarding guidance by teachers and

the importance of self-assessments by children, etc.

In addition, based on information collected from questionnaire surveys and institutions cooperating with the research, etc. and related practical examples, issues related to guidance regarding activities for independence by supervisors of special classes were identified. Based on this, nine key points were compiled that supervisors of special classes who have few years of experience or have been newly appointed should first of all keep in mind when putting together lessons regarding activities for independence. These were divided into three areas: (i) narrowing skills that individual children should acquire (targets), (ii) giving guidance taking into consideration the disability characteristics and cognitive characteristics of children with autism, and (iii) the importance of

reviews regarding guidance. Furthermore, specific explanations were given regarding each of the key points based on practical examples at the institutions cooperating with the research.

Overall, this research considered the significance of giving guidance in special classes assigning time for activities for independence and what teachers should keep in mind when preparing lessons on activities for independence for children with autism. It also proposed initiatives for the future aimed at maintaining and improving the expertise of supervisors of special classes.

[Keywords]

Special classes, autism, guidance regarding activities for independence

H27-B-06 (Specialized Research B)

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

[Research period] FY2014-2015

[Principal researcher] UMEDA Mari

[Summary]

This research looked at the current status of support systems and places of guidance for children with developmental disabilities, the current status of the establishment and utilization of special support services in resource rooms, and the issues and initiatives of municipalities based on a nationwide survey of municipal boards of education. The research was aimed at setting forth a single direction for the modality of guidance going forward, taking into consideration the construction of an inclusive education system related to guidance for children with developmental disabilities based on an analysis of results. Specifically, three types of surveys were carried out: a nationwide inventory survey making use of questionnaires, a survey making use of telephone calls and e-mails with targets narrowed based on survey results, and a survey

making use of visits. The results were considered based on the pillars of “special support services in resource rooms as places of guidance for children with developmental disabilities,” “guidance and support for children with developmental disabilities at regular classes,” “the effective operation of special support services in resource rooms,” and “systems to assist guidance and support for children with developmental disabilities.”

The nationwide fact-finding survey on this occasion showed that population size has a significant effect on infrastructure development related to support for children with developmental disabilities. It was also revealed that municipalities are making use of their unique characteristics as they search for ways to solve their issues.

[Keywords]

Developmental disabilities, special support services in resource rooms, population size, regular classes, support systems

H27-K-01 (Collaborative research)

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

[Research period] FY2013-2015

[Principal researcher] DOI Kouki

[Summary]

At school sites such as special-needs schools (for visual impairment), it is important to enhance “information accessibility tools” that help visually-impaired children obtain the information that they need at school facilities. For example, some teachers and children with visual impairments at school sites have been calling for tactile maps (tactile maps at schools) that make it possible to ascertain the locations of classrooms, etc. in the buildings of schools for special needs education (for visual impairment). It is not easy to gain information about spaces from the sense of touch alone, so it is necessary to effectively utilize audio information in addition to tactile maps in order to improve the quality of information accessibility. In light of this situation, in this research, tactile maps with an additional voice output function were prepared

at schools, making use of a braille and tactile map creation device that the researchers had been developing, in order to examine the modality of tactile maps at schools that show the locations of classrooms, etc. in the buildings of schools for special needs education (for visual impairment) that children with visual impairments are attending. The usability of the prepared tactile maps at schools was assessed by teachers (totally blind or with low vision) at schools for special needs education (for visual impairment), and the maps received high ratings. The research thus provided information that will be useful when considering the modality of user-friendly tactile maps at schools.

[Keywords]

Visual impairments, tactile maps at schools, voice output, braille and tactile map creation methods, schools for special needs education (for visual impairment)

H27-K-02 (Collaborative research)

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

–Development of Assistive Networks in Collaboration with Technical Colleges –

[Research period] FY2013-2015

[Principal researcher] KANAMORI Katsuhiko

[Summary]

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tactile maps with an additional voice output function were prepared at schools, making use of a braille and tactile map creation device that the researchers had been developing, in order to examine the modality of tactile maps at schools that show the locations of classrooms, etc. in the buildings of schools for special needs education (for visual impairment) that children with visual impairments are attending. The usability of the prepared tactile maps at schools was assessed by teachers (totally blind or with low vision) at schools for special needs education (for visual impairment), and the maps received high ratings. The research thus provided information that will be useful when considering the modality of user-friendly tactile maps at schools.

[Keywords]

Utilization of support devices, technical colleges, networks, development, teaching materials

H27-K-03 (Collaborative research)

Study on Comprehensive Support for Education, Healthcare and Welfare to Children with Cancer

[Research period] FY2014-2015

[Principal researcher] NIIHIRA Shizuhiko

[Summary]

Based on the Basic Plan to Promote Cancer Control Programs, in February 2013, the Ministry of Health, Labor and Welfare designated 15 hospitals as “childhood cancer base hospitals.” In response to this, in a March 2013 notification entitled “Enhancing education for children receiving medical treatment for an illness,” the Ministry of Education, Culture, Sports, Science and Technology called not only for the enhancement of education during hospitalization but also the enhancement of education after hospitalization, and it connected this with the construction of an inclusive education system, which it is currently carrying out. Furthermore, joint research was carried out with the objective of enhancing education for children with childhood cancer, consisting of “research on the intellectual abilities of, and educational support for children who are undergoing treatment for childhood cancer” and “survey research on the current status of schools/classes at childhood cancer base hospitals.”

The need for research on intellectual abilities centering on cognitive function was already being addressed in foreign countries, and taking into consideration this need in education in terms of literature, a long-term follow-up was introduced based on

project research that is currently underway and the WISC-IV intelligence tests of children with childhood cancer.

Receiving assistance from 15 schools/classes at childhood cancer base hospitals (with special classes at elementary and junior high schools collectively counted as one school), a fact-finding survey was carried out based on inquiries with questionnaires and visits. Facts were obtained regarding the established schools and classes, trends regarding the enrollment of children, collaboration with former schools, collaboration with hospitals, and the current status of follow-ups, etc., and specific information was compiled regarding the content of education and concerns related to guidance, etc. This is information that can be used for education not only during hospitalization but also after hospitalization. Examining the literature of foreign countries and identifying issues related to support after returning to school, support for high school students, and follow-ups, etc., recommendations were made regarding the need for new roles for teachers and the need for increased awareness regarding education for children with childhood cancer.

[Keywords]

Childhood cancer base hospitals, schools/classes at hospitals, WISC-IV intelligence test

Report on International Symposium on Special Needs Education

NISE held the "NISE International Symposium on Special Needs Education" on Saturday, January 14, 2017 for the purposes of discussing the current state and issues, and clarifying the future prospects in elementary and secondary education regarding the education of children with developmental disabilities, inviting experts on the subject from the US, UK, and Japan.

Held at Hitotsubashi Hall (Chiyoda-ku, Tokyo), a total of 399 people participated, including educators, government administrators, researchers, parents and guardians, and students.

The program comprised a mini lecture followed by reports and discussions by American, British, and Japanese symposiasts.



Dr. Yoshikata Atsumi (Physician and Visiting Researcher, National Institute of Special Needs Education) presented a mini lecture titled "Latest Diagnoses of Developmental disabilities" regarding the establishment of the neurodevelopmental disorder category as a diagnostic category of DSM-5, created by the American Psychiatric Association (APA), and ICD-11, which is currently being revised by the World Health Organization (WHO).



During the symposium titled "Learning about Education of Persons with Developmental disabilities-Learning from Educational

Practices in the UK and US," reports were presented by each of the American, British, and Japanese symposiasts who then participated in a questions and answers session. Ms. Constance McGrath (Elementary school teacher at Carlisle Public School in Massachusetts, USA) presented information based on her teaching experience at public elementary schools in the US. While introducing inclusive education class models and concrete examples thereof, McGrath also introduced case examples to provide understanding of the importance of a team-based approach. She explained that it is possible to come closer to achieving classes which are truly inclusive through an accumulation of a series of small changes to head things in a good direction.



Dr. Yvonne Griffiths (Associate Professor, School of Education, University of Leeds) provided information focusing on an introduction to the educational system in the UK. Based on a study related to intervention in the education of persons with reading disorders, she introduced information regarding how securing high-quality teaching assistants leads to effective intervention, and explained about the importance of strengthening correlations with theory, research, policies, and practice for evidence-based intervention.



Ms. Mieko Tsukada (Principal of Saitobun Elementary School, Yokohama City) introduced information about the framework related to the Yokohama type center function of her school as a unique effort taken by Yokohama City. She talked about proactive efforts including conducting training and holding interviews in order to lead to the stability of parents and guardians themselves since it is important for parents and guardians to have peace of mind in order for children to study with peace of mind.



Following the reports on each of the respective countries, the symposiasts, together with mini lecture speaker Dr. Yoshikata Atsumi, engaged in discussions based on the contents of the reports. In the discussions, they spoke about decreasing work pressure and improving expertise of educators involved in the education of persons with developmental disabilities based on examples from each of the respective countries. Dr. Yoshikata Atsumi suggested that since information sharing among educators is very helpful and has already led to many wonderful results in daily practice, its further spread will lead to considerable changes, and that the role

of management is probably significant with the role of research and the spread of such research being the duty of NISE.



While further promoting research related to the education of persons with developmental disabilities, NISE will continue to hold international symposiums which introduce information from overseas to deliver such useful information to the actual locations where special needs education takes place.



Other Topics

World Autism Awareness Day 2016

The “World Autism Awareness Day 2016 Symposium” was held at Nadao Hall (Kasumigaseki, Chiyoda-Ku, Tokyo) on Saturday, April 9, 2016 co-sponsored by NISE. This year’s theme was “Connectivity—The World with Everyone’s Blue Light of Hope.” During Symposium 1 titled “Connectivity—Growth of Japan and Living,” the mayors of Narashino City in Chiba Prefecture, Yao City in Osaka Prefecture, and Shiojiri City in Nagano Prefecture spoke about advanced administrative policy efforts related to developmental support. During Symposium 2 titled “Connectivity—Messages from Overseas: A focus on the Asia Region,” video messages from support groups in China and Korea were shown, and information was presented highlighting the activities of the Vietnam Autism Network and Thailand’s Asia-Pacific Development Center on Disability (APCD Foundation). Creative works by people with autism as well as support messages for them were also displayed at the venue. NISE works towards spreading information so that complete support is achieved by informing many people about difficulties to

understand developmental disabilities, including autism, through various events and public awareness efforts.

World Autism Awareness Day Official Website
<http://www.worldautismawarenessday.jp/>



Wheelchair Basketball Experience Event

A wheelchair basketball experience event was held on Saturday, April 23, 2016 at NISE’s gymnasium. 88 people, primarily from the local region, participated in the event.

During the event, participants had the chance to practice basic maneuvering in sports wheelchairs, shooting from a seated position, and other actions. Participants were often seen enjoying themselves as they experienced difficulty handling the ball while trying to maneuver their wheelchair at the same time.

Participants cheered and filled the gym with enthusiasm during an impressive exhibition match played by athletes from three wheelchair basketball teams from Kanagawa Prefecture (Shonan Sports Club, Para Kanagawa Sports Club, and Yokohama Dreamer). At the end of the event, listening to many children saying that they wanted to experience this all again left a strong impression.



Center for Promoting Inclusive Education System Opening Ceremony

The Center for Promoting Inclusive Education System opening ceremony was held in NISE's lecture hall on May 27, 2016.

Participants including Mr. Taira Morishita, Director for Special Needs Education Policy Planning, MEXT, attended the opening ceremony. Many experts also visited from related organizations, boards of education, education centers, and other institutions throughout Japan.

Following an overview of the center given by Mr. Kimihito Harada, Head of Center for Promoting Inclusive Education System, the Saitama Prefectural Board of Education and the Kanagawa Prefectural Board of Education, participants in Practical Research Responding to Local Needs and Issues during the current fiscal year, spoke about their efforts for promoting inclusive education. Aimed at building the inclusive education system that started during the current fiscal year, Practical Research Responding to Local Needs and Issues is a new research architecture in which research themes which center on issues faced by local communities and schools are established and research is carried out through cooperation between NISE and local communities.

In addition, Mr. Takao Andou, Professor at University of Tsukuba, gave a commemorative lecture titled "Outlook on Building an Inclusive Education System in Japan" in which he addressed topics from the current state of special needs education in elementary

schools and the issues that it faces to the role that he expects this center to play.

The opening ceremony was followed by a Practical Research Responding to Local Needs and Issues project joint meeting. The meeting was comprised of reports given by research representatives addressing topics such as the four research themes of the Practical Research Responding to Local Needs and Issues for the current fiscal year, and, in addition to that provided by Professor Andou, guidance and suggestions were also provided by Shimane University Professor Hiroji Hara who serves as a Practical Research Responding to Local Needs and Issues advisor.



FY2016 Workshop for Counseling and Support Leaders of Education for School Enrollment

The Workshop for Counseling and Support Leaders for School Enrollment was held at NISE from July 14 to 15, 2016. In addition to the enhancement of an inclusive education system, the current state of educational consultations and how schools for enrollment are determined become an important facet in the effort to develop a cohesive society.

This workshop has been held yearly around this time since 2013 for the purpose of improving the professional skills of staff and enhancing counseling and support by conducting research conferences led by persons in leading positions related to counseling and support work performed by educational support committees (provisional name) in prefectures throughout Japan and in specified cities. 67 people from around the country, including supervisors of school education from local boards of education,

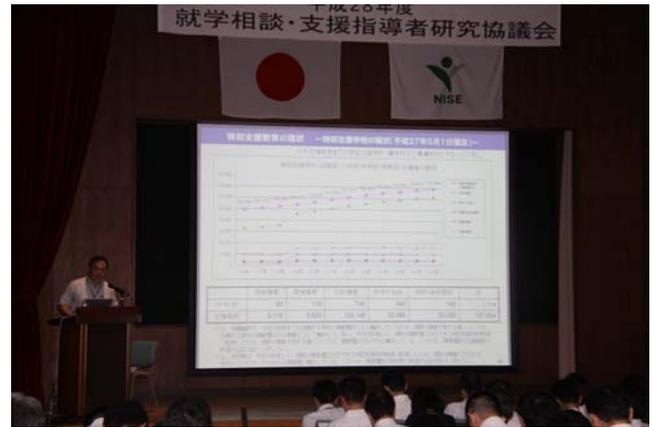
participated in this year's workshop.

The first day of the workshop featured a presentation on the latest administrative and policy trends related to the state of affairs surrounding the latest in special needs education by the Ministry of Education, Culture, Sports, Science and Technology or MEXT, followed by a lecture presented by a NISE researcher titled "Research related to Creating a System for Building an Inclusive Education System – Creating Guidelines (tentative plan) for Creating Systems in Schools," serving as an introduction to front line research. The second day of the workshop began with the presentation of information about unique efforts under the theme "Creation of Systems and Organizations for the Realization of Counseling for School Enrollment through Consensus Building Involving Students, Parents and Guardians, Schools, and Boards of

Education.” “Efforts in Nagano Prefecture to Support Counseling for School Enrolment in Municipalities” was presented as a prefectural level initiative, and “Counseling for School Enrollment in Okayama City” was presented as an ordinance-designated city initiative.

Over both days, small sectional meetings were held based on participant reports and lively research discussions were held as opinions about the latest conditions and topics concerning efforts for school enrollment counseling and support in various regions were exchanged. At the end of the workshop, each of the sectional meeting groups gave reports about their discussions in a general meeting in which afterwards they were provided with guidance and support from the Senior Specialist for Special Needs Education,

Ministry of Education, Culture, Sports, Science and Technology.



FY2016 Workshop for Leaders of Education for Developmental Disabilities

The Workshop for Leaders of Education for Developmental Disabilities was held at NISE from July 28 to 29, 2016. This workshop is held for the purpose of improving the knowledge and special skills of support staff members and enhancing support and guidance by local governments through presentations and discussions by people in leading positions involving guidance and support for students with developmental disabilities in prefectures throughout Japan. 104 people from all over Japan participated in this fiscal year’s workshop, including educators from preschools, primary and secondary schools, special needs schools, and technical colleges as well as supervisors of school education from local boards of education.

The first day of the workshop featured a presentation on the latest administrative and policy matters by MEXT titled “The Current State of Education of Persons with Developmental Disabilities and Related Issues,” followed by a presentation by NISE titled “Research on the Current Status and Future Form of Instructional Settings and Assistance for Children with Developmental

Disabilities —A Focus on Surveys of Special Support Service in Resource Rooms—,” serving as an introduction to front line research. The second day was conducted as a symposium with the theme “Connectivity of Support for Children with Developmental Disabilities from Infancy to Post Graduation” in which an in-depth discussion was held concerning the current state of support efforts for each of the many life stages as a way to look at reasonable accommodation based on topics provided by medical and welfare personnel.

Over both days, small group meetings were conducted based on participant reports on the actual guidance and support provided to children with developmental disabilities enrolled in normal classes. Participants exchanged opinions about specific efforts towards reasonable accommodation and fundamental environmental improvement in schools, the results of those efforts, and related issues, and held lively research discussions as well as exchanged information aimed at solving related issues.



Special General Research Seminar at MEXT

NISE held the “Special General Research Seminar at MEXT” on August 30, 2016 in the first floor lounge of the former Ministry of Education, Culture, Sports, Science and Technology building under the theme “Making all Children Shine —Towards Building an Inclusive Education System —.”

Based on the fact that this year is the first year of the fourth medium-term target period, part one of this seminar focused on the future aims and main activities of NISE (research, training, gathering, accumulation, and provision of information, building of an inclusive education system, etc.), serving as an introduction to special general research. In part two, reports were given on the results of four studies, including studies on ICT utilization for disabled students and independent activities of autistic children.

In addition to personnel from MEXT and the National Institute for Educational Policy Research, participants in this seminar included members of boards of education and principals of special needs schools. During question and answer sessions conducted after reports were presented, participants asked questions about each of

the research issues, furthering their understanding from the answers provided.

In addition, we set up a hands-on section where visitors could use teaching materials and operate support equipment designed to support education for children with disabilities where participants were deeply interested listening to explanations by researchers.



Online Accredited Courses for Teacher Certification

In light of the policy trend of the country aiming for all educators at special needs schools to possess special needs school teaching licenses by fiscal 2020, NISE decided to gradually offer Internet-based correspondence education for obtaining special needs school teaching certification starting in the current fiscal year in the fields of visually impaired education and hearing impaired education where license possession rates are particularly low. The first course was held starting October 1, 2016 titled “Teaching Methods for Use in the Education of the Visually Impaired” (1 unit, 15 lectures).

This will allow special needs school teachers and others throughout Japan who do not possess a special needs school teaching license to obtain a license by using the Internet to watch each video lecture which NISE provides for free for 24 hours, allowing people to acquire the necessary units. In fiscal 2016, around 350 special needs school staff, from Hokkaido in northern Japan to Okinawa in southern Japan, participated.

In addition, NISE held a ceremony commemorating the launch of the Internet-based correspondence education for obtaining special needs school teaching certification lectures on October 19, 2016. During the ceremony, a video message from Hiroyuki Yoshiie, Senior Vice Minister of Education, Culture, Sports, Science and Technology, was presented. As a supporter of Internet-based

correspondence education for obtaining teaching certifications, Mr. Yoshiie enthusiastically spoke about his hopes for improving the expertise of special needs school staff and promoting license acquisition.

Detailed information about correspondence education for obtaining teaching certification implemented by NISE is provided on the website listed below.

Comprehensive Information Site on Correspondence Education for Obtaining Teaching Certification:

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



FY2016 Open Day

FY2016 Open Day was held on Saturday, November 5, 2016. Many people participated in the event, including teachers, university students, parents and guardians, and citizens from the local community.

During this fiscal year open house, we conducted a stamp rally targeting the exhibition spaces which introduce each type of disability, addressing support/consideration for the education and daily living of child-aged students with disabilities. Many people, mostly together with their families, could be seen walking around the venue with their stamp sheets in hand.

In addition, other events consisting which together comprised a broad range of subjects were held, including an exchange event called NISE Cafe which gave visitors the opportunity to speak with university students wanting to become teachers, mini lectures on



the unique features of developmental disabilities, a showing Raintree no Kuni, a film that places the spotlight on hearing impairment, a goalball activity which allowed visitors to experience firsthand what it is like to play this sport designed for the disabled, and an anma massage experience, a new activity that was planned for this fiscal year conducted by students and teachers from the Special Needs Education School for the Visually Impaired, University of Tsukuba.

Blessed with good weather on the day it was held, the event attracted 438 people, far surpassing the number for the previous year. In particular, since there were also many children that came to the event, the atmosphere was lively from beginning to end, quite different from the normal atmosphere one would expect to find at a research facility. It was a day filled with interaction.



FY2016 Workshop for Leaders of Promoting Joint Activities and Learning

Obtaining cooperation from MEXT, NISE held the Workshop for Leaders of Promoting Joint Activities and Learning from November 17 to 18, 2016. The workshop is held for the purpose of contributing to the promotion of exchange, joint learning, and understanding about disabilities in all regions through research discussions and other activities by educators in positions to promote exchange and joint learning between students with and without disabilities throughout Japan.

74 people from around the country, including teachers from special needs schools, elementary and junior high schools, as well as supervisors of school education from local boards of education, participated in this fiscal year's workshop.

The first day of the workshop featured a presentation on the latest administrative and policy matters by MEXT titled "The Current State and Challenges of Exchange and Joint Learning," followed by a NISE report titled "Information Transmission and

Consultation Support by the Center for Promoting Inclusive Education System." Following the report, presentations were given by the Saitama Prefectural Board of Education and Goshogaoka Junior High School of Moriya City, Ibaraki Prefecture which addressed the distinct efforts that they take .

On the second day, the participants were divided up into three groups (five subgroups) where they carried out workshops. The theme of the first group was "Inventive Learning Activities for the Purpose of Promoting Exchange and Joint Learning." The theme of the second group was "Promotion of Exchange and Joint Learning of Students in Their Residential Areas." The theme of the third group was "Administrative Involvement in the Promotion of Exchange and Joint Learning." Lively discussions were held regarding content based on reports given by each participant and recent information. Topics addressed during discussions included the significance of exchange and joint learning in an inclusive

education system, reasonable accommodation in exchange and joint learning, placement of exchange and joint learning in curriculums, and promotion of exchange in schools in students' residential areas through the adoption of a secondary school

register. At the end of the workshop, reports were given on the content of the discussions held by each subgroup, and afterwards they were provided with guidance and support from the Senior Specialist for Special Needs Education, Ministry of Education, Culture, Sports, Science and Technology.

FY2016 Workshop for Leaders Involved in ICT Utilization in Special Needs Education

Obtaining cooperation from MEXT, NISE held the FY2016 Workshop for Leaders Involved in ICT Utilization in Special Needs Education for two days, from November 24 to 25, 2016. This new workshop was held for the purpose of deepening participants' specialized knowledge and enhancing guidance and support in all regions concerning the utilization of education support devices, including ICT utilization which is necessary for providing proper guidance and support to students with disabilities. Designed for educators in teaching positions throughout Japan, 73 people from around the country participated in this fiscal year's workshop, including teachers from special needs schools, elementary and junior high schools, as well as supervisors of school education from local boards of education.

The first day of the workshop featured a presentation on the latest administrative and policy matters by MEXT titled "The Current State and Challenges of ICT Utilization in Special Needs Education —Based on the Perspective of Reasonable Accommodation—," followed by a presentation by NISE titled "Comprehensive Research Related to ICT Utilization for Students with Disabilities," serving as an introduction to front line research. The second day was comprised of Course 1 (for supervisors of school education from local boards of education) and Course 2 (for

educators). Under the theme "Regarding Efforts Taken by Boards of Education (and Schools) Aimed at Promoting ICT Utilization," a presentation was conducted in the seminar room showing ICT in use, and presentations by participants from Fukuoka Prefectural Yanagawa Special Needs School and the Oita Prefectural Board of Education, highlighting the distinctive efforts taken by their respective institutions. In addition, lively discussions and opinion exchanges took place based on the content and new information from the reports given by each participating from a total of 12 groups.



World Autism Awareness Day 2016 in Yokosuka

On December 3, 2016, World Autism Awareness Day 2016 in Yokosuka was held in cooperation with the Special Needs Education School for Children with Autism, University of Tsukuba, the school's PTA, and Tanpopo no Kai, an organization for persons with autism and their parents in the Yokosuka area.

Marking the seventh time the event has been held, this year's activities focused on the connections between persons with autism and their families/communities under the theme "Know and Connect." The following activities were conducted during the event: (1) Screening of the film *Have a Song on Your Lips*, (2) Mini lectures focusing on the content of the film, (3) A symposium with the theme of relationships between persons with autism and

their siblings/other family members, (4) Display of works by students from the Special Needs Education School for Children with Autism, University of Tsukuba, as well as from Yokosuka Municipal Uruga Elementary School, and Yokosuka Municipal Nagai Elementary School, and (5) A simulation experience. Participants were able to hear the honest words by brothers and sisters of people with autism, serving as a good opportunity to think about a cohesive society. On that day, more than 160 people participated. In addition, as in all other years the event has been held, NISE received support from Yokosuka City and the city's board of education as well as help from students of Yokosuka Municipal Yokosuka Sogo High School.



FY2016 Lecture Meeting on Administrative and Policy Trends in Education in Foreign Countries

NISE held the Lecture Meeting on Administrative and Policy Trends in Education in Foreign Countries on December 16, 2016. The purpose of the meeting was to provide an opportunity to make participants aware of administrative and policy trends in education in foreign countries, and deepen discussions about where efforts for an inclusive education system are headed in Japan.

In particular, starting this year, NISE welcomed university level educators as visiting researchers who clearly know about the state of affairs of education overseas. During the event, five visiting researchers presented lectures on trends and challenges faced in inclusive education systems in various countries.

At first, focusing on Italy, NISE Visiting Researcher Mr. Susumu Ouchi spoke about how fully inclusive education in the country is organized and has an established personnel system, the permeation of inclusive education in all around school education, the aim to improve awareness and expertise of general teachers in regards to the education of children with disabilities, and other topics. Next, Mr. Inho Chung, Professor from the University of Tsukuba, presented a talk focusing on Korea in which he provided an overview of the education system in Korea and special needs education in the country, talked about the current state of inclusive education there, and addressed other topics. Some of the issues addressed concerned improving the quality of inclusive education training at normal schools, building a system in which teachers would cooperate together and share responsibility, and the provision of services related to inclusive education.

Ms. Saeko Yamanaka, Associate Professor at Saitama University, gave a lecture focusing on education in Australia. Topics included Australia's support for inclusive education from a discrimination perspective, reasonable coordination and support efforts implemented by schools, how efforts to make standards visible are

implemented, and efforts taken to improve understanding and quality of practice regarding reasonable coordination of teachers.

Mr. Munehisa Yoshitoshi, Associate Professor at Okayama University, focused on the US, providing information about trends related to the education of children with disabilities focusing on systems, etc. related to educational environment with minimal restrictions after providing an overview of the history of the education system and compulsory education in the US, and other related information.

At the end of the event, Ms. Kanako Korenaga, Associate Professor at Kochi University, focused on Scandinavia through a lecture on the education systems of Sweden, Norway, Denmark, and Finland and features of inclusive education in each country. In addition to other topics, she spoke about how Denmark assures a diverse education, how Norway promotes inclusive education as a core facet of normal schools, how Sweden is promoting a new curriculum despite having special schools for students with intellectual abilities, and how Finland is implementing three-stage support coordinated with normal classes.



Inclusive Education System Dissemination Seminar (Hokkaido/Tohoku region)

The purpose of the Inclusive Education System Dissemination Seminar is to allow more people to know about activities of the Center for Promoting Inclusive Education System (NISE) and efforts implemented in each region towards building an inclusive education system. NISE plans to hold the seminar in six regions throughout Japan between FY2016 and FY2020. This fiscal year's seminar was for the Hokkaido/Tohoku region held on Saturday, January 28, 2017 cosponsored by the Hokkaido Special Needs Education Center. Despite the stormy weather on the day of the event, close to 100 participants were in attendance who filled the venue with enthusiasm.

Part one of the seminar consisted of reports about the activities of NISE. In Part Two, two lectures were given as relay lectures, the first titled “Function of Special Needs Schools as Local Centers of Special Needs Education and Coordination Therewith” presented by Mr. Hiroyuki Kitamura, Professor at Hokkaido University of Education, Hakodate Campus, and the second titled “Promotion of Planned/Organized Exchange and Joint Learning” presented by Mr. Akira Yaguchi, Professor, Department of Health & Welfare Science, Nayoro City University. According to surveys which provided feedback on the lectures, some

participants stated that they were able to identify the basic elements of inclusive education, are now deeply interested in regional-based practical research, and that they found the relay lectures to be concrete and easy to understand.

We would like to express our deep appreciation for the assistance provided by many people, including staff from the Hokkaido Special Needs Education Center, for holding this seminar.



FY 2016 National Institute of Special Needs Education Seminar

Each year, NISE holds the NISE Seminar for disseminating the results of research activities, etc., and sharing information with related institutions, including site where education takes place. This fiscal year's seminar was held at the National Olympics Memorial Youth Center for two days, from February 17 to 18, 2017, under the theme “Promotion of Special Needs Education Aimed at Building an Inclusive Education System—For Maximizing the Possibilities for Children Living in the 21st Century —”.

On the first day of the seminar, an opening ceremony as well as the 30th Tsujimura Award Ceremony were held along with a research results meeting and a general meeting. Research report presentations were given by different subworking groups. First Subworking Group: “Cultivation of Attributes and Abilities through Active Learning—Development of Education for Persons with Intellectual Disabilities based on Next-term Government

Curriculum Guideline Revision Trends—”; Second Subworking Group: “Main Points Behind Setting up Classes which Offer Independent Activities for Children with Autism—Thoughts on abilities (goals) that we want children to acquire from real situations—”; Third Subworking Group: “The Role of Kotoba-no-Kyoshitsu (Classes for Children with Learning Disabilities) in Building an Inclusive Education System—Efforts utilizing expertise found in education of children with language disorders—”. Each of the reports was presented followed by question and answer sessions. In addition, a speech was given during the general meeting at the end of the day by guest Ms. Momoko Kikuchi (Special Inspector, Elementary and Secondary Education Bureau (MEXT)).

On the second day, a lecture was given by Mr. Shigeru Amagasa (Visiting Professor at Chiba University; Deputy Chief Examiner,, Special Section Meeting for Curriculum

Planning, Central Council for Education (MEXT)), followed by a talk with Kazushige Shishido (President of NISE) and Mr. Amagasa hosted by Mr. Shigeru Meikan (Department Head, Department of Information and Support, NISE) which provided further understanding about the most recent trends in new government curriculum guidelines and trends related to special needs education.

In addition, mini lectures on reasonable accommodation, featured for the first time with this year's seminar, provided simple explanations of definitions, including reasonable accommodation and fundamental environment establishment, followed by an introduction of examples of reasonable accommodation at each school level, from kindergarten/nursery school, elementary school, middle school, to high school. Information was provided by Mr. Yorihiro Katsuno (Executive Director, NISE) on new efforts by NISE in the form of information tools helpful for places of learning, connect with the enhancement of special needs education. The information tools consist of (1) Summaries, leaflets, and other research results documentation, (2) Training projects, online lectures, and online teaching certification, and (3) Utilization of websites, including the Information Center of Education for the Persons with

Developmental Disabilities website and the teaching material portal site. Information was also introduced by Mr. Kimihito Harada, Head of Center for Promoting Inclusive Education System on topics including the information tools which contribute to building an inclusive education system, such as Database for Supporting Development of Inclusive Education System (Inclu-DB) and regional practical research.

From the afternoon, a lively questions and answers session was conducted with participants regarding the poster presentation of the previous fiscal year's research completion theme, ICT devices, display of support devices, etc. During the symposium, information including examples of the utilization of the NISE Database for Supporting Development of Inclusive Education System (Inclu-DB) in teacher training, was introduced, and a discussion was held addressing how to move ahead in future support efforts for building an inclusive education system.

Although programs were also held on Saturdays for the first time in the seminar's history, capacity was surpassed with around 900 participants who participated in lively discussions. We believe that this and other factors led the seminar came to a successful close.



Recent Developments in Japan's Special Needs Education – Promoting an Inclusive Education System –

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This article aims to provide an overview of special needs education in Japan. The scope of the discussion encompasses the current situation, policy principles and recent policy trends. Education for children with disabilities in Japan has undergone a systematic transformation in recent years. The highlight of this transformation was the amendment in 2006 of the School Education Act, which initiated the shift from “special education” to “special needs education” on a legal dimension. Readers will understand the significance of this transformation through the discussion developed in this article. The first part of the article outlines the current situation of special needs education. This includes facts and data that are prerequisite to understanding policy intentions as well as the policies themselves. Based on this situation, policy principles that underpin Japan's special needs education are identified and examined. The shift to “special needs education” has had a qualitative effect on the way education for children with disabilities is recognized, understood, and interpreted. Finally, based on the theoretical and historical discussion on “special needs education” and its ideal of “constructing an inclusive education system”, recent major policies are presented and explained.

1. Current Situation of Special Needs Education

In Japan, students with disabilities receive special instruction and support in various settings, including special needs schools, special needs classrooms, *tsukyu* classrooms, and regular classrooms. The *tsukyu* scheme refers to a special program for disabled students enrolled in regular schools. These students visit a *tsukyu* classroom in their schools several hours a week and receive tailored lessons individually or in a small group based on their needs.

The number of students who are classified as having special needs is rapidly growing, both in absolute terms and when measured in relation to the shrinking student population. In compulsory (primary and lower-secondary) education, there were about 362,000 special-needs students in 2015 (MEXT 2016b). This corresponds to about 3.58% of all students. In Japan, 137,894 students study in 1,114 special needs schools, which target students with relatively severe disabilities (MEXT 2016b).

While the number of students attending special needs schools

and the number of such schools continue to increase, what is more remarkable about the recent figures is the growing share of special needs students attending regular schools. The number of students in special needs classrooms is 201,493 and that of students participating in *tsukyu* programs 90,270 (MEXT 2016b). In relative terms, students attending special needs schools accounted for less than 1% of all students up to the high school level in 2015 (MEXT 2016b). This trend reflects recent concerns about inclusiveness as well as the rising share of students diagnosed with milder forms of disabilities.

According to a survey conducted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2012, around 6.5% of the students in regular classrooms may possibly have developmental disorders (MEXT 2012). Although this survey is conducted through observation by teachers, not by medical experts, the results reveal the need to respond to children with developmental disorders in regular classrooms.

2. Principles of special needs education

MEXT (2017b) defines special needs education as “education for students with disabilities, in consideration of their individual educational needs, which aims at full development of their capabilities and at their independence and social participation”. Children with disabilities need to be given appropriate education

with careful consideration for the degree of each condition of disability and their individual educational needs, so that they can maximize their possibility, become independent, and take part in society. MEXT is tasked with fulfilling this mandate and has strengthened its efforts to improve special needs education.

All schools should implement special needs education (MEXT 2007a) in response to the growing population of students in need of special support, including those with developmental disorders. MEXT recognizes that special needs education is not just for students with disabilities but that it also offers a motive force for a cohesive society within which every person plays an active role while recognizing diverse identities (MEXT 2007a).

Education for disabled children used to be conducted in a framework of “special education”. Special education focused on providing thorough care to children with disabilities in special settings such as “special schools” and “special classrooms”. In special education, the priority was placed on providing educational opportunities to these children because there were still children who had been judged unable to go to school due to the severity of their disabilities (MEXT 2017c).

As the multiplication and diversification of disabilities had been intensified and the demand for supporting students with developmental disorders such as Learning Disabilities (LD), Attention-Deficit/Hyperactivity Disorder (ADHD), and high-functioning autism in regular schools has swelled, focusing only on children with severe disabilities failed to meet these demands. It became imperative for MEXT to respond to these demands and take steps to reform the framework of “special education”.

It was in this context that MEXT took the initiative to shift from “special education” to “special needs education”. The School Education Act was amended in 2006 and the reform went into effect the following year to provide a legal status to “special needs education”. Accordingly, MEXT clarified that special needs education should be implemented in every school which disabled students attend (MEXT 2007a). In addition to special needs schools, regular schools are tasked with providing appropriate guidance and necessary support in response to individual educational needs deriving from disabilities (MEXT 2007a).

The shift to “special needs education”, however, should not be

understood as a negation of the former “special education” framework. Practitioners, especially those in “special schools”, had yielded excellent insights that contributed to an advancement of education for children with disabilities (Miyazaki, Satake, and Chihara 2011). The transformation should be understood as a response to the shift of situation.

In 2014, Japan ratified the Convention on the Rights of Persons with Disabilities. The Convention had already been adopted at the UN General Assembly in December 2006 and taken effect in May 2008. In consideration of voices raised by people with disabilities, the Japanese government vowed to reform the domestic legal framework for disability affairs thoroughly before ratifying the convention (MOFA 2016).

An inclusive education system stipulated in Article 24 of the Convention means persons with and without disabilities study together with the purposes of strengthening respect for human diversity and enabling persons with disabilities to develop their mental and physical abilities to participate in a free society. It is, therefore, necessary that (i) persons with disabilities are not excluded from the general education system (which includes both regular and special needs schools), that (ii) persons with disabilities can access primary education and secondary education in the communities in which they live, and that (iii) reasonable accommodations to meet an individual’s requirements are provided (MEXT 2017a).

As a compilation of the efforts to abide by the Convention, the Act for Eliminating Discrimination against Persons with Disabilities was enacted in 2013. The act stipulates the prohibition of discrimination on the basis of disabilities and that of not providing reasonable accommodations. MEXT established a detailed guideline in its area of jurisdiction, including education, culture, and sports, to promote the spirit of the law (MEXT 2015). It has, therefore, become more exigent to provide reasonable accommodations to children with disabilities at school.

3. Policy directions of special needs education

MEXT has aimed to promote special needs education for constructing an inclusive education system and to educate children with disabilities and without disabilities together insofar as possible. While this overarching goal connotes various meanings when applied to actual administration, they can be summarized into six topics: diverse education settings, enhanced school organization, rich study environment, high degree of expertise of teachers, school curriculum based on the principle of the inclusive education system, and continuous support system.

3.1. Continuous and diverse education settings

MEXT has improved continuous and various education settings for children with disabilities. Accordingly, these children are likely to receive support and instruction corresponding to their needs in a flexible manner. Typically, special needs schools, special needs classrooms, and *tsukyu* classrooms are classified as education settings particularly reserved for children with disabilities.

In special needs schools, students with relatively severe disabilities receive thorough support and instruction. Children learn by special curriculum, surrounded by facilities and equipment

that respond to special needs derived from disabilities. Before the 2006 revision of the School Education Act, the types of “Special Schools” for disabled children had been established separately per the types of disabilities: “Schools for the Blind”, “Schools for the Deaf” and “Schools for the Intellectually Disabled, the Physically Disabled and the Health Impaired” (MEXT 2017b). These schools were legally organized under the same umbrella of “Special needs schools” in the 2006 amendment of the School Education Act, responding to the needs of the increasing number of children with multiple disabilities (MEXT 2006a). Under the new system, one particular special needs school can accommodate several types of disabilities.

In addition to accommodating students with relatively severe disabilities, special needs schools are expected to give advice and support to disabled children by capitalizing on their expertise and skills at the request of regular schools (MEXT 2007a). In other words, special needs schools function as a resource center for special needs education in the community.

Special needs classrooms in regular schools are for children with relatively mild disabilities. Children in special needs classrooms study the same curriculum as those in regular classrooms with some flexibility allowed depending on the degree of disabilities.

The *tsukyu* scheme is for children with lighter disabilities, including low vision, hearing problems, learning or language disorders, LD, or ADHD (MEXT 2006b). *Tsukyu* students usually spend most of their time in mainstream classes but receive additional private or small-group lessons for several hours a week. The *tsukyu* scheme was stipulated in the Ordinance for Enforcement of the School Education Act in 1993 for elementary schools and middle schools. In 2016, the ordinance was amended to allow high schools to establish *tsukyu* classrooms, providing continuous support to high school students who received special needs education while in middle school. This amendment will go into effect in FY2018.

Many children with disabilities, including those in the *tsukyu* program, study in regular classrooms with children without disabilities. Also, “Joint Activities and Learning” are stipulated in the Courses of Study, Japan’s national curriculum standard, and many schools have implemented educational programs for co-learning between children with and without disabilities. MEXT is accelerating this trend, for this surely contributes to promoting the inclusive education system.

3.2. Enhanced school organization

Support and instruction that respond to the needs of disabled children necessitate a stable school organization. Accordingly, MEXT has strived to secure teachers and staff members in sufficient numbers to support these children at school.

The pupil-teacher ratio is kept low in special needs education settings in comparison with regular classrooms; namely, the number of students per one teacher is significantly small in special needs schools and in special needs classroom. The Act on Standards for Class Formation and Fixed Number of School Personnel of Public Compulsory Education Schools (the so-called Act on Standards for Public Compulsory Education Schools) stipulates the national standards for the class size and teacher allocation for various types of public schools in compulsory education. According to the act, the maximum number of students that one teacher looks after is set at 35-40 in regular classrooms, 8 in special needs classrooms and 3-6 in special needs schools.

Although there has not been a legally stipulated standard for the class size of the *tsukyu* scheme, the demand for *tsukyu* teachers has grown drastically in the last decade. As a result of an intense negotiation in 2016, the financial authority conceded to the request for the creation of the class size standard for the *tsukyu* scheme. Through a ten-year process starting from FY2017, a pupil-teacher ratio of 13 is expected to be achieved in the *tsukyu* classrooms (MEXT 2017a).

Non-teaching staff also play an important role in supporting special needs children. The national government aids local efforts to employ non-teaching staff in various ways. Notably, the cost of employing special needs education assistants has been taken into account in the local allocation tax grant since FY2007 (MEXT 2007b). The grant provides a significant incentive for local governments to improve the support system in regular schools (including kindergartens). Special needs education assistants respond to the needs of children with disabilities, including developmental disorders.

3.3. Rich study environment

The number of the classrooms in special needs schools has not kept pace with the increase in the number of the students. In some schools, a classroom is divided by a partition into two compartments, each of which holds a separate lesson. In other cases, non-classroom facilities are converted to temporary classrooms. This situation is considered to deteriorate the quality of students’ experience in special needs school.

In 2007, MEXT conducted interviews to investigate the issue. In the interviews, many prefectural governments referred to financial constraints in improving the facilities, the difficulty of estimating the number of students, and the limitation of the school premises. Since then, MEXT has conducted a survey every year and encouraged the prefectural governments to improve the situation systematically by utilizing the subsidies from MEXT; in general, MEXT subsidizes from a third to half of the cost of construction.

3.4. High degree of expertise of teachers

In addition to the quantity of teachers, the quality of teachers is critical in the successful provision of a quality learning experience to students. While teachers in special needs schools must be experts in the provision of special needs education, teachers in regular schools are increasingly expected to possess, at least, foundational knowledge and skills to deal with disabled children. MEXT has taken measures to improve the expertise of teachers both for special needs schools and regular schools.

Teaching in a special needs school requires possession of a general teaching license corresponding to each division (kindergarten, elementary, middle, or high school) and a special needs school teacher certificate. Nevertheless, due to a supplementary provision allowing an exception to the rule, it is permissible for teachers at special needs schools not to possess a special needs school teacher certificate. The provision seems to have been inserted reluctantly to overcome the shortage of teachers at the time of the creation of the certificate system for special schools.

MEXT, however, takes it seriously that approximately 25% (MEXT 2016a) of the teachers in special needs schools still do not possess the special needs school teacher certificate. What is at stake here is the quality of education that students receive by those who lack qualifications. MEXT aims to achieve the goal of almost all special needs school teachers possessing the certificate by 2020 so that the supplementary provision can eventually be repealed. Accordingly, MEXT is requesting the prefectural boards of education to set out a plan to improve the situation and to allocate qualified teachers to special needs schools.

Encouraging teachers who are already in a special needs school but do not possess the certificate to obtain the certificate is also important. Many universities and boards of education offer education programs for acquiring the certificate. In addition to them, the National Institute of Special Needs Education (NISE) started a distance learning program in October 2016 (NISE 2016). MEXT is urging the prefectural boards of education to ensure that more teachers in special needs schools obtain the certificate by developing their skills and knowledge through these programs.

Teacher candidates for regular schools also have to acquire fundamental knowledge of special needs education. An expected reform of the teacher certificate system will make it compulsory for regular school teacher candidates to take at least one course on special needs education in the teacher training courses from FY2017. This will help regular teachers better understand the essence of special needs education in the context of an increasing number of children with disabilities attending regular classrooms.

3.5. School curriculum based on the principle of the inclusive education system

The Courses of Study have been revised approximately every ten years. They stipulate goals and general contents of each subject. Each school organizes a curriculum, taking into consideration the situation at the school and its surrounding area.

The next revision of the Courses of Study will take place in FY2016 (elementary and middle schools) and FY2017 (high schools). The new Courses of Study will go into effect in FY2018 in kindergartens, FY2020 in primary schools, FY 2021 in middle schools, and FY2022 in high schools. The schedule of the implementation of the new Courses of Study for each department (from kindergarten to upper secondary departments) of special needs schools is expected to follow suit.

In the coming revision, the way the Courses of Study are organized will be reformed significantly. While the organization of the previous Courses of Study has been centered around “what to teach”, the new Courses of Study will be structured in a way that presents the qualities and abilities which children should acquire through the learning process. This spirit is shown in the revision of the Courses of Study for special needs schools as well. In particular, the goals and contents of each subject for intellectually disabled children are reformed, showing clearly what sort of qualities and abilities should be nurtured.

Furthermore, the new Courses of Study for special needs schools will put an emphasis on the coherence and continuity between the curriculums of special needs schools and those of regular schools. In this context, Planning an Individualized Education Plan and Individualized Support Plan is expected to become mandatory for children in special needs classrooms and *tsukyu* classrooms as well as those in special needs schools, facilitating the inter-school and multi-sectoral cooperation. These features reflect the importance of pursuing the inclusive education system. It will allow a better flexibility in the choice of education settings, including mainstream schools and special needs schools, for children with disabilities.

3.6. Continuous support system

Promoting the well-being of children with disabilities requires a well-structured but flexible support system. The most traditional support scheme that MEXT has implemented is the Promotional Program for School Enrollment on Special Needs Education. Through this program, MEXT has financially supported parents or guardians who have children with disabilities for more than a half century. For example, MEXT subsidizes the expenses for transportation, textbooks, accommodations, and so on, thereby, reducing the financial burden on parents and guardians.

Recently, there has been an increasing demand for structuring a more comprehensive and multi-sectoral support system.

Supporting children with disabilities involves various sectors including education, welfare, medical care, and labor. Preventing sectionalism and avoiding shortsightedness are key challenges for those who deal with policies for disabled people. MEXT has been aware of the importance of improving policy coherence, and has planned and implemented various policies that bridge the gap between education and other areas.

A new initiative that starts in FY2017 is the Project for Promoting an Inclusive Education System (MEXT 2017b). In this project, MEXT subsidizes local governments' efforts to improve the cohesive and continuous support system for children with disabilities from pre-school to post-school periods. It includes enhancing cooperation among different government departments such as welfare, medical care, and labor, and promoting information sharing through Individualized Support Plans.

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Recent Data on Education for Children with Disabilities in Japan

Statistical data are collected as of May 1, 2015

(1) Number of schools for special needs education, number of classes, number of children enrolled, number of teachers and staffs - totals for national, public and private institutions -

	Number of schools	Number of classes	Number of children enrolled				
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total
Total	1,114	34,535	1,499	38,845	31,088	66,462	137,894
Total of Schools for Specific Disability only	874	24,422	1,338	27,732	22,289	49,033	100,392
(1) Visual impairment	63	1,199	192	579	441	1,664	2,876
(2) Hearing impairment	87	1,782	1,054	1,943	1,177	1,627	5,801
(3) Intellectual disabilities	532	16,295	62	19,317	16,870	41,540	77,789
(4) Physical/motor disabilities	131	4,167	30	5,016	3,007	3,420	11,473
(5) Health impairment	61	979	-	877	794	782	2,453
Total of Schools for two or more Disabilities	240	10,113	161	11,113	8,799	17,429	37,502
(1)+(3)	1	59	16	138	96	-	250
(1)+(5)	1	17	2	6	4	14	26
(2)+(3)	9	198	57	150	122	350	679
(3)+(4)	142	6,398	12	7,363	5,738	11,948	25,061
(3)+(5)	14	556	-	591	570	1,095	2,256
(4)+(5)	25	945	13	998	622	801	2,434
(1)+(4)+(5)	1	35	2	28	22	25	77
(2)+(3)+(4)	3	194	15	169	147	356	687
(2)+(3)+(5)	1	39	14	41	27	61	143
(3)+(4)+(5)	25	974	4	972	855	1,719	3,550
(2)+(3)+(4)+(5)	1	54	4	52	51	88	195
(1)+(2)+(3)+(4)	1	85	7	94	56	127	284
(1)+(2)+(3)+(4)+(5)	16	559	15	511	489	845	1,860
Total of teachers & staffs							95,081
Number of teachers							80,905
Number of staffs							14,176

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

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

	Number of schools	Number of classes	Number of children enrolled				
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total
Visual impairment	83	2,269	215	1,767	1,229	2,505	5,716
Hearing impairment	118	2,859	1,174	3,139	1,943	2,369	8,625
Intellectual disabilities	745	29,569	218	34,737	27,987	61,204	124,146
Physical/motor disabilities	345	12,248	132	13,541	8,316	10,100	32,089
Health impairment	145	7,568	32	7,490	5,604	6,924	20,050

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

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

- totals for national, public and private institutions -

	Elementary schools		Lower secondary schools		Total	
	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children
Intellectual disabilities	16,927 (45.4%)	66,720 (47.8%)	8,505 (49.3%)	33,495 (54.1%)	25,432 (46.6%)	100,215 (49.7%)
Physical/motor disabilities	2,061 (5.5%)	3,286 (2.4%)	785 (4.5%)	1,086 (1.8%)	2,846 (5.2%)	4,372 (2.2%)
Health impairment	1,237 (3.3%)	2,112 (1.5%)	555 (3.2%)	918 (1.5%)	1,792 (3.3%)	3,030 (1.5%)
Low vision	350 (0.9%)	407 (0.3%)	90 (0.5%)	103 (0.2%)	440 (0.8%)	510 (0.3%)
Hard of hearing	699 (1.9%)	1,075 (0.8%)	297 (1.7%)	443 (0.7%)	996 (1.8%)	1,518 (0.8%)
Speech and language disorders	479 (1.3%)	1,541 (1.1%)	110 (0.6%)	150 (0.2%)	589 (1.1%)	1,691 (0.8%)
Autism/ Emotional disturbance	15,571 (41.7%)	64,385 (46.1%)	6,920 (40.1%)	25,772 (41.6%)	22,491 (41.2%)	90,157 (44.7%)
Total	37,324	139,526	17,262	61,967	54,586	201,493
Number of teachers in charge	40,003		18,878		58,881	
Number of schools established	16,085		7,851		23,936	

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

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

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

	Elementary schools	Lower secondary schools	Total
Speech and language disorders	34,908 (43.2%)	429 (4.5%)	35,337 (39.1%)
Autism	12,067 (14.9%)	2,122 (22.3%)	14,189 (15.7%)
Emotional disturbance	8,863 (11.0%)	1,757 (18.5%)	10,620 (11.8%)
Low vision	139 (0.2%)	22 (0.2%)	161 (0.2%)
Hard of hearing	1,691 (2.1%)	389 (4.1%)	2,080 (2.3%)
Learning disabilities	10,474 (13.0%)	2,714 (28.6%)	13,118 (14.6%)
Attention deficit hyperactivity disorder	12,554 (15.5%)	2,055 (21.6%)	14,609 (16.2%)
Physical/motor disabilities	61 (0.08%)	7 (0.07%)	68 (0.08%)
Health impairment	11 (0.01%)	7 (0.07%)	18 (0.02%)
Total	80,768	9,502	90,270
Number of teachers in charge	5,913	986	7,006 *1
Number of schools established	3,830	705	4,607 *2

*1 The data includes 107 teachers of schools for special needs education.

*2 The data includes 72 schools for special needs schools.

(5) National demographic data for schooling of children

		Compulsory education stage (elementary and lower secondary)		All stages (kindergarten to upper secondary)	
Number of children enrolled (all)		10,098,611	(100.0%)	15,181,228	(100.0%)
Number of children receiving special needs education		361,696	(3.6%)	429,657	(2.8%)
Breakdown of above	Enrollment in special schools	69,933	(0.7%)	137,894	(0.9%)
	Enrollment in classes for special needs education	201,493	(2.0%)	201,493	(1.3%)
	Number accessing resource rooms	90,270	(0.9%)	90,270	(0.6%)
Number of children postponed or exempted schooling because of Health impairment/Growth retardation		40	(0.0004%)		
Breakdown of above	Health impairment/Growth retardation	40			
	Enrolled in children's facilities/corrective institutions	28			
	Multiple nationality	3,246			
	Others	421			

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

(6-1) Trend of the enrollment rates belong to the classes for children with multiple disabilities counted by disability categories among all children in the schools - totals for national, public and private institutions -

① Elementary and lower secondary department

	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total (%)	36.6	38.3	43.8	45.1	44.6	43.4	43.5	43.3	43.1	42.8	42.5	41.2	41.2	41.1	40.1	39.1	38.2	37.7	37.2
Visual impairment	26.6	30.9	35.4	41.9	43.3	43.8	42.3	44.5	46.4	46.0	47.0	48.8	46.5	44.3	45.1	41.0	42.2	41.9	41.0
Hearing impairment	12.7	12.7	15.7	17.9	17.4	17.9	17.9	18.4	19.4	18.8	19.6	26.1	24.9	24.7	24.8	25.0	25.7	26.1	26.5
Intellectual disabilities	34.1	34.0	37.2	37.6	36.7	34.9	34.9	34.3	34.3	34.3	35.9	34.9	34.5	34.2	33.3	31.9	31.1	30.6	30.1
Physical/motor disabilities	53.9	59.9	71.4	75.0	74.9	74.4	74.8	75.3	75.4	75.3	66.1	64.5	63.8	63.8	61.7	59.7	58.0	57.2	56.0
Health impairment	33.3	33.0	31.4	32.5	34.1	35.9	37.9	38.5	39.5	39.3	44.4	44.8	45.5	45.5	43.3	43.1	43.8	43.6	43.0

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

② Upper secondary department

	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total (%)		15.6	18.8	23.9	23.2	23.0	23.1	22.4	22.4	22.0	22.1	21.3	21.0	19.9	19.5	19.0	19.0	18.5	18.3
Visual impairment		7.2	8.0	7.6	7.9	8.3	8.0	7.5	7.7	7.9	8.1	15.8	15.6	15.4	16.8	16.0	17.2	18.1	19.1
Hearing impairment		5.3	6.0	7.9	7.3	7.2	8.0	8.9	9.5	7.9	8.0	18.8	18.3	16.9	15.9	15.5	16.3	16.8	17.4
Intellectual disabilities		9.0	13.6	17.9	17.1	16.5	16.8	16.2	16.5	16.3	17.8	17.4	16.8	15.9	15.6	15.1	15.1	14.6	14.5
Physical/motor disabilities		32.3	51.1	60.5	59.5	60.8	60.8	59.6	58.1	57.9	46.9	43.7	41.8	40.3	37.9	36.4	35.7	34.6	34.4
Health impairment		28.8	30.6	45.1	45.0	44.5	44.5	41.6	44.2	39.5	39.5	37.7	39.1	33.9	31.6	31.2	32.1	32.3	31.0

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

(6-2) The number of children belong to the classes for children with multiple disabilities counted by disability categories and their enroll rates among all children in the schools - total for national, public and private institutions -

	Elementary and lower secondary dept.		Upper secondary dept.		Total	
	Number of children	Enrolment rate	Number of children	Enrolment rate	Number of children	Enrolment rate
Total	25,998	37.2	12,195	18.3	38,193	28.0
(1) Visual impairment	475	46.6	223	13.4	698	26.0
(2) Hearing impairment	664	21.3	236	14.5	900	19.0
(3) Intellectual disabilities	9,185	25.4	4,560	11.0	13,745	17.7
(4) Physical/motor disabilities	6,617	82.5	2,473	72.3	9,090	79.4
(5) Health impairment	576	34.5	305	39.0	881	35.9
(1)+(3)	43	18.4	-	-	43	18.4
(1)+(5)	7	70.0	-	-	7	29.2
(2)+(3)	76	27.9	15	4.3	91	14.6
(3)+(4)	5,503	42.0	2,897	24.2	8,400	33.5
(3)+(5)	299	25.8	196	17.9	495	21.9
(4)+(5)	1,241	76.6	521	65.0	1,762	72.8
(1)+(4)+(5)	35	70.0	19	76.0	54	72.0
(2)+(3)+(4)	106	33.5	57	16.0	163	24.3
(2)+(3)+(5)	15	22.1	2	3.3	17	13.2
(3)+(4)+(5)	682	37.3	401	23.3	1,083	30.5
(2)+(3)+(4)+(5)	23	22.3	20	22.7	43	22.5
(1)+(2)+(3)+(4)	98	65.3	48	37.8	146	52.7
(1)+(2)+(3)+(4)+(5)	353	35.3	222	26.3	575	31.2

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

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

(7) Situations after graduation

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

- totals for national, public and private institutions -

		Number of graduate students	Number of students who entering higher education	Number of students who entering training institutions	Number of students who entering work life	Number of students who entering institutions or medical institutions	Others
Schools for special needs education	Total	9,967 (100.0%)	9,799 (98.3%)	10 (0.1%)	6 (0.06%)	86 (0.9%)	66 (0.7%)
	Visual impairment	167 (100.0%)	166 (99.4%)	-	-	1 (0.6%)	- (---)
	Hearing impairment	454 (100.0%)	453 (99.8%)	-	-	-	1 (0.2%)
	Intellectual disabilities	7,294 (100.0%)	7,192 (98.6%)	6 (0.08%)	5 (0.07%)	41 (0.6%)	50 (0.7%)
	Physical/motor disabilities	1,657 (100.0%)	1,633 (98.6%)	-	-	20 (1.2%)	4 (0.2%)
	Health impairment	395 (100.0%)	355 (89.9%)	4 (1.0%)	1 (0.3%)	24 (6.1%)	11 (2.8%)
Classes for special needs education		18,227 (100.0%)	17,153 (94.1%)	426 (2.3%)	169 (0.9%)	479 (2.6%)	

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

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

- totals for national, public and private institutions -

		Number of graduate students	Number of students who entering higher education	Number of students who entering training institutions	Number of students who entering work life	Number of students who entering institutions or medical institutions	Others
Schools for special needs education	Total	20,532 (100.0%)	428 (2.1%)	376 (1.8%)	5,909 (28.8%)	12,961 (63.1%)	858 (4.2%)
	Visual impairment	302 (100.0%)	98 (32.5%)	13 (4.3%)	49 (16.2%)	110 (36.4%)	32 (10.6%)
	Hearing impairment	468 (100.0%)	183 (39.1%)	28 (6.0%)	180 (38.5%)	66 (14.1%)	11 (2.4%)
	Intellectual disabilities	17,522 (100.0%)	73 (0.4%)	267 (1.5%)	5,515 (31.5%)	11,002 (62.8%)	665 (3.8%)
	Physical/motor disabilities	1,829 (100.0%)	49 (2.7%)	32 (1.7%)	106 (5.8%)	1,553 (84.9%)	89 (4.9%)
	Health impairment	411 (100.0%)	25 (6.1%)	36 (8.8%)	59 (14.4%)	230 (56.0%)	61 (14.8%)

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

(8-1) Trend of the enrollment rates in upper secondary department of schools for special needs education after graduation from lower secondary department of schools for special needs education or classes for special needs education of lower secondary regular schools - totals for national, public and private institutions -

[As of March in each year]

		1985	1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	Visual impairment	61.4	67.2	77.5	90.1	90.7	92.0	91.3	92.1	92.7	94.2	93.7	94.7	95.0	95.6	95.8	95.8	95.8	96.3
	Hearing impairment	92.5	90.8	91.4	94.4	92.5	95.4	94.2	95.3	93.6	96.3	99.4	97.6	98.4	97.6	97.6	98.0	95.5	94.6
	Intellectual disabilities	96.8	95.6	95.2	95.4	94.5	93.8	96.6	94.6	96.9	96.0	92.0	96.9	94.2	95.7	91.1	93.1	91.1	93.8
	Physical/motor disabilities	56.7	66.8	81.2	94.5	94.4	95.8	95.1	95.8	96.9	97.4	97.0	97.8	97.5	98.2	98.5	97.9	98.3	98.5
	Health impairment	74.5	78.1	84.6	94.1	95.5	95.0	94.3	95.5	94.6	96.7	96.7	96.9	95.9	96.3	97.4	97.1	96.9	97.0
	Classes for special needs education	22.8	28.5	31.0	42.9	46.4	42.9	45.3	45.0	47.7	49.9	50.0	50.4	52.4	53.1	51.5	53.9	51.7	55.9
Classes for special needs education	25.9	39.7	52.1	62.2	64.9	73.1	62.6	64.6	64.8	65.5	70.2	69.7	70.0	67.3	66.5	65.2	63.4	61.4	

(8-2) Trend of the rates of the students who going to the work from the upper secondary department of schools for special needs education (regular course) - totals for national, public and private institutions -

[As of March in each year]

Type		1985	1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	Visual impairment	33.0	35.7	29.2	22.0	20.5	19.4	20.4	20.5	22.7	23.1	24.3	23.7	23.6	24.3	25.0	27.7	28.4	28.8
	Hearing impairment	25.5	27.6	18.3	12.6	13.3	11.9	11.9	17.0	14.4	12.4	15.3	19.1	21.4	16.3	10.9	13.4	17.6	16.2
	Intellectual disabilities	48.5	47.6	37.0	31.4	29.3	25.5	31.5	34.4	32.4	35.4	42.4	35.1	33.5	34.5	32.7	37.3	36.1	38.5
	Physical/motor disabilities	37.8	40.7	33.4	25.5	23.7	22.4	23.2	23.2	25.3	25.8	27.1	26.4	26.7	27.4	28.4	30.2	31.1	31.5
	Health impairment	19.2	20.2	13.0	6.5	6.6	6.0	6.4	6.1	7.7	7.7	11.8	11.0	9.7	12.0	10.5	7.1	6.5	5.8
	Health impairment	8.5	18.6	18.0	8.0	6.1	10.1	13.0	10.3	15.4	18.5	16.4	12.1	11.0	12.2	14.6	18.0	17.5	14.4

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

	Prefectures	Number of schools	Number of children
2001	All the prefectures	261	895
2002	All the prefectures	269	1,012
2003	All the prefectures	266	1,038
2004	All the prefectures	257	936
2005	All the prefectures	249	934
2006	All the prefectures	235	923
2007	All the prefectures	248	929
2008	All the prefectures	248	948
2009	All the prefectures	244	942
2010	All the prefectures	248	894
2011	All the prefectures	238	931
2012	All the prefectures	235	949
2013	All the prefectures	238	940
2014	All the prefectures	235	929
2015	All the prefectures	237	857

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

[FY 2013]

Public	Expenditure of school education	
Schools for special needs education	7,043,301 Yen	Expenditure per child enrolled in schools for special needs education is 7.7 times as high as those of children in ordinary elementary schools 6.7 times as high as those of students in ordinary lower secondary schools
Elementary schools	912,044	
Lower secondary schools	1,043,471	

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. 43, 2016.

1. NISHIMURA Takahiro, DOI Kouki, UMESAWA Yumi, MATSUMORI Harumi, FUJIMOTO Hiroshi, WADA Tsutomu (2016). Evaluating the effect of character spacing ratio on the readability of Paper-based braille using a variable size braille printing system, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp.1-12, 2016

Evaluating the effect of character spacing ratio on the readability of Paper-based braille using a variable size braille printing system

NISHIMURA Takahiro, DOI Kouki, UMESAWA Yumi, MATSUMORI Harumi, FUJIMOTO Hiroshi, WADA Tsutomu

Abstract: In specialized courses at schools for the blind and in Braille lessons offered by social welfare organizations, many people with acquired visual impairments cannot learn to adequately read Braille. In addition to the common Braille patterns being difficult to read for Braille reading beginners, one of the reasons is the scanty knowledge of Braille book manufacturing companies regarding what Braille patterns would be easy to read for beginners. This study focused on character spacing, which readily affects Braille reading ability, to determine a suitable character spacing ratio (ratio of character spacing to dot spacing) for beginners. Specifically, considering beginners with acquired visual impairments who are unfamiliar with reading Braille, we quantitatively evaluated the effect of character spacing ratio on Braille readability through an evaluation experiment using sighted subjects with no experience of reading Braille. Results revealed suitable character spacing ratio to make reading easy for Braille beginners.

Key words: Paper-based Braille, People with Visual Impairments, Character Spacing Ratio, Variable Size Braille Printing System, Readability

2. YANAGISAWA Akiko, KATO Atsushi, IIJIMA Anna (2016). Support for parents caring for pre-school children with autism at the pre-school department of a special needs school, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 13-28, 2016.

Support for parents caring for pre-school children with autism at the pre-school department of a special needs school

YANAGISAWA Akiko, KATO Atsushi, IIJIMA Anna

Abstract: This study was to clarify what support was needed by parents caring for pre-school children with autism enrolled in a special needs school. The study focused on two cases of home support as recorded in the teaching log of a teacher in charge of the pre-school department. A questionnaire was completed by 16 mothers who participated in a group session for the parents at the school. The following important points were revealed: (1) teachers need to apprise themselves of what parents really think and understand their needs; (2) parents were always greatly concerned about the practical aspects of caring for their child; (3) opportunities were created to encourage independence on the part of parents. It is suggested that teachers should be encouraged to always try and understand the parents' situation and should provide activities to parents to positively motivate them and have them approach things from their child's point of view.

Key words: pre-school children with autism, parent support, group session for parents, home support

3. OKAMOTO Kunihiro (2016). The results of a functional behavioral assessment of a juvenile with higher brain dysfunction due to an intellectual disability: Consultation with teachers of special support class in elementary school, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 29-44, 2016

The results of a functional behavioral assessment of a juvenile with higher brain dysfunction due to an intellectual disability: Consultation with teachers of special support class in elementary school

OKAMOTO Kunihiro

Abstract: The purpose of current study was to investigate the results of a functional behavioral assessment of a juvenile with higher brain dysfunction due to an intellectual disability in special support class of elementary school and, through consultation, whether guidance and support that made for a contextual fit could be provided. The problem behavior that was the subject of support involved such non-classroom activities as lunch room situations, going out to use the toilet, etc. Four teachers provided guidance and support based on functional behavioral assessment made by author. As a result, the behavioral problems of the subject juvenile were reduced, and appropriate interactions between the juvenile and the teachers increased. Moreover, teachers came up with their own content and methods of guidance. There were indications that the functional behavioral assessment and support based on an understanding of the teacher's guidance and support aims contributed to a reduction of behavioral problems. Future issues were studied from the point of view of the appropriateness of multiple factors and what connections there might be between the issues and welfare organs.

Key words: Higher brain dysfunction, Intellectual disability, Functional behavioral assessment, Special support class, Consultation, Contextual fit

4. MORIYAMA Takashi (2016). Study of educational needs of students with mental disorders or psychosomatic disease: Based on research surveying teachers at special needs school "A" for students with health impairments, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 45-58, 2016

Study of educational needs of students with mental disorders or psychosomatic disease: Based on research surveying teachers at special needs school "A" for students with health impairments

MORIYAMA Takashi

Abstract: This study discusses the components of the educational needs of students with mental disorders or psychosomatic disease. Based on research trends from 1995 to 2014, research on the educational needs of students with mental disorders or psychosomatic disease was conducted by surveying teachers at special needs school "A" for students with health impairments. As a result of analysis using the KJ method, students' educational needs were classified into 6 categories (Psychology, Sociality, Learning, Physical activity and condition, School life, Self-management) and 38 sub-categories. A future task is to verify the validity of these components of educational needs.

Key words: mental disorders, psychosomatic disease, educational needs, education of children with health impairments

5. TAKEDOMI Hirofumi, OZAKI Yuzo, MATSUMI Kazuki, WAKUI Megumi, YOKOO Shun (2016). A Study on the learning evaluation system of two types of special needs schools for students with intellectual disabilities: comparing schools with only a high school section and those with two or more sections, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 59-80, 2016.

A Study on the learning evaluation system of two types of special needs schools for students with intellectual disabilities: comparing schools with only a high school section and those with two or more sections

TAKEDOMI Hirofumi, OZAKI Yuzo, MATSUMI Kazuki, WAKUI Megumi, YOKOO Shun

Abstract: This research aims to compare the situation of learning evaluation as practiced by special needs schools for students with intellectual disabilities at two kinds of school: those consisting of only a high school section (A-group) and those consisting of two or more sections, such as an elementary and junior high school section (B-group). The method is by questionnaire. The result was that learning evaluation in A-group is more highly organized and systematized in terms of the structure of the system by which learning evaluations are collected and the standardization of the forms used for learning evaluation.

In addition, A group questionnaires returned were marked by the following more than in the case of B group: reliability of results, guarantee of validity, teachers' understanding of the relationship between each point of view of evaluation, and consciousness of the systematic utilization of learning evaluation.

Furthermore, B group questionnaires returned suggested that the system of learning evaluation in B-group was not as robust as that in A-group in terms of the following: maintenance of the organization which manages learning evaluation, and the consciousness of the teacher using the form.

In conclusion, a flexible structure is required by which learning evaluation can be performed for every level of lesson, teaching unit, and overall level for the year. It is important to maintain a learning evaluation structure which brings these levels together in its organization and systematization.

Key words: Learning evaluation by point of view, special needs education school (intellectual disabilities) which has only a high school section, learning evaluation system, lesson improvement, curriculum improvement

6. KANAMORI Katsuhiko, ARAYA Yosuke, DOI Kouki, NISHIMURA Takahiro, NIIHIRA Shizuhiko (2016). Survey regarding how to search for assistive technology devices and teaching materials in special needs education, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 81-88, 2016.

Survey regarding how to search for assistive technology devices and teaching materials in special needs education

MUNEKATA Tetsuya

Abstract: A survey was conducted regarding ways of searching the internet for special needs education teaching materials, in order to marshal information about websites are searched. It was found that keywords were used for searching materials much more than the category of the materials was looked at. Regarding categorization, keyword searches, which allow for a variety of search methods, were considered easier than searches of a fixed category directory. This knowledge was useful during the creating of the new portal site.

Key words: assistive technology device, teaching materials, Web search

7. MATSUMI Kazuki (2016). Current state of, and issues in, evaluating learning in education of the intellectually disabled: Reviewing research bulletins and records of teaching practice of schools for the intellectually disabled, *Bulletin of The National Institute of Special Needs Education*, Vol. 43, pp. 89-98, 2016.

Current state of, and issues in, evaluating learning in education of the intellectually disabled: Reviewing research bulletins and records of teaching practice of schools for the intellectually disabled

MATSUMI Kazuki

Abstract: This study aims to establish the current state of, and issues in, evaluating learning in educating the intellectually disabled. The current state of evaluating learning can be summarized into three points. Firstly, many schools' learning assessments consist of written descriptions of the state of achievement of targets. Secondly, few schools take an analytic approach such as the "four perspectives for assessing learning". Thirdly, many schools' teaching plans lack specified procedures for assessing learning. Rather, they assess the achievement of learning targets by observation; yet this assessment by way of monitoring a child's learning performance in the classroom makes it difficult to make analytical or multidisciplinary assessments in the education the intellectually disabled.

Key words: Analytical assessments, multidisciplinary assessments, Observatio

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