

## 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.

