

# **NISE Bulletin**

**Vol.14**

**March 2015**

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## Research Projects for FY 2014

Category	Research Title	Research Unit	Research Leader	Research Period
Specialized Research A	<a href="#">Medium-term Specific Research (Research on an Inclusive Education System)</a> Practical Study on Establishing a Support Regime for Developing an Inclusive Education System —Through the Practices in Schools and Communities in Model Projects—	Perspective Unit	SASAMORI Hiroki	FY 2013-2014
	Practical Research on Curriculums at School and Classes for Special Needs Education that Contribute to the Future Development of Special Needs Education	Promoting Unit	NAGANUMA Toshio	FY 2014-2015
	<a href="#">Medium-term Specific Research (Research on Application of ICT in Special Needs Education)</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—	ICT/AT Unit	KANAMORI Katsuhiko	FY 2014-2015

Specialized Research B	Research on Development of Information Packages that Contribute to the Assessment, Establishment of Educational Goals and Contents, and Evaluation for Students with Severe and Multiple Disabilities	Multiple Disabilities Unit	SAITO Yumiko	FY 2013-2014
	<a href="#">Medium-term Specific Research (Research on Application of ICT in Special Needs Education)</a> Research on Appropriate Digital Textbook Formats and the Utilization of Digital Textbook Data in the Education of Children with Visual Impairments —Based on Current Conditions and Issues in Japan and Surveys of Conditions Abroad—	Visual Impairments Unit	TANAKA Yoshihiro	FY 2014-2015
	Practical Research on the Enhancement of Course Instruction and Activities to Promote Independence in Education for Children with Hearing Impairments —A Quest for the Continuity and Sharing of Expertise from the Perspective of Teaching Materials Use—	Hearing Impairments Unit	SHOJI Michiyo	FY 2014-2015
	Research on Strategies to Promote Organized and Systematic Learning Evaluations in the Education of Children with Intellectual Disabilities —Through Case Studies in Special Needs Education Schools (Intellectual Disabilities)—	Intellectual Disabilities Unit	OZAKI Yuzo	FY 2013-2014
	Research on Utilization of the Resource Center Functions of Special Needs Education Schools for the Education of Students with Physical/Motor Disabilities at Elementary and Junior High Schools —Taking the Needs of Elementary and Junior High Schools into Consideration—	Physical/Motor Disabilities Unit	TOKUNAGA Akio	FY 2014-2015
	Research on the Educational Needs of Children with Health Impairments and Educational Considerations Reflecting Those Needs —A Qualitative Assessment of Educational Considerations for Children with Chronic Illnesses—	Health Impairments Unit	KUSAKA Naomi	FY 2014-2015

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

Category	Research Title	Collaborating Institution	Research Leader	Research Period
Collaborative Researches	Practical Research on the Evaluation of Three-Dimensional Teaching Materials Fabricated with 3-D Printers for the Education of Children with Visual Impairments	Chiba Institute of Technology	OOUCHI Susumu	FY 2013-2014
	Preparation and Evaluation of In-School Tactile Guide Maps for Children with Visual Impairments	Waseda University	DOI Kouki	FY 2013-2015
	Research on the Development of Networks for Assistive Equipment Use in Special Needs Education —Development of Assistive Networks in Collaboration with Technical Colleges—	Institute of National Colleges of Technology, Japan; Sendai National College of Technology	KANAMORI Katsuhiko	FY 2013-2015
	A Field Survey of Hospital Schools at Pediatric Cancer Centers with an Analysis of Related Issues	National Center for Child Health and Development	NIIHIRA Shizsuhiro	FY 2014-2015

## Outlines of Research Projects for FY 2014

### Specialized Research A

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

### Practical Study on Establishing a Support Regime for Developing an Inclusive Education System

#### —Through the Practices in Schools and Communities in Model Projects—

**Research unit:** Perspective Unit

**Research Leader:** SASAMORI Hiroki

**Researchers:**

KUBOYAMA Shigeki (Sub-leader), ITO Yumi, SAITO Yumiko, SATOU Hajime, TOKUNAGA Akio, ISHIZAKA Tsutomu, OSAKI Hirofumi, OKAMOTO Kunihiro, OZAWA Michimasa, WAKUI Megumi, KAIZU Akiko, KOMATSU Sachie, SAWADA Mayumi, SHOJI Michiyo, NIIHIRA Shizuhiro, MAKINO Yasumi, MATSUMI Kazuki, MORIYAMA Takashi, FUJIMOTO Hiroto

**Research period:** FY2013-2014

**Abstract:**

On July 23, 2012, the Subdivision on Primary and Secondary Education of the Central Council for Education released a report titled, “Promoting Special Needs Education for Development of an Inclusive Education System Leading to the Creation of Cohesive Society.” Prompted by the findings of that report and in the interest of facilitating efforts aimed at developing an inclusive education system, this research utilizes cases studies to explore and verify, through practices based chiefly on Ministry of Education, Culture, Sports, Science and Technology (MEXT) model projects, the processes through which the professional education skills of educators, schools, and communities are acquired and harnessed

within each learning environment as well as the nature of organizational administration in the schools and communities involved in these processes.

Within the context of developing an inclusive education system, two earlier medium-term specific research projects that were conducted in FY 2011–2012 reconfirmed the need for systematic school programs that have education board support if educators, schools, and communities are to acquire and harness education expertise on a continuing basis. Additionally, these studies reaffirmed the importance of collaboration and cooperation by a diversity of relevant institutions and individuals to this end.

Taking these points into account and drawing from advanced case studies, this research strives to organize the content of undertakings that deserve emphasis within the context of constructing structures of support for efforts aimed at developing an inclusive education system. Further, case studies for the examination and verification of this organized content are performed in coordination with practices based on MEXT model projects and related efforts. A goal of this research is to organize and disseminate the details of these undertakings with information on school and community case studies and accordingly be of service to school and community practices aimed at developing the inclusive education system of the future.

### Specialized Research A

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

**Research unit:** Promoting Unit

**Research Leader:** NAGANUMA Toshio

**Researchers:**

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

**Research period:** FY2014-2015

**Abstract:**

In FY 2012–2013, a project in specialized research A on the theme, “Research on Curriculum Development and Implementation for Schools and Classes for Special Needs Education” closely examined five points that had been cited as issues in the findings of a nationwide survey: schools for the special needs education that address multiple disabilities

categories; classifications of curriculums and course systems; vocational education; joint activities and learning; and relationship between activities to promote independence and other fields and subjects. A survey of special needs education classes in three prefectures was also conducted in parallel with that project and identified current conditions and challenges in the field.

With these points in mind and in anticipation of the next round of revisions to national curriculum guidelines, this research strives, in close coordination with the MEXT Special Needs Education Division, to shed light on current conditions and problems for the development, implementation, and evaluation of curriculums at schools and classes for Special needs education.

As its methodology, it will take into consideration the findings of related surveys performed to date, conduct questionnaire surveys and field surveys of schools and classes for special needs educations; through research meetings, organize its findings on the current status of instruction in activities to promote independence, course- and subject-level instruction, and curriculums for career education; and highlight specific issues.

A goal of this research will be to have the findings utilized as source material relevant to the revision of curriculum standards when initiatives for the future development of special needs education are explored.

### Specialized Research A

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

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

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

**Research unit:** ICT/AT Unit

**Research Leader:** KANAMORI Katsuhiko

**Researchers:**

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

**Research period:** FY2014-2015

#### Abstract:

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

A MEXT report titled “Development of Educational Materials

for Students with Disabilities” (August 2013) notes that the National Institute of Special Needs Education (NISE) provides information on favorable examples of the utilization of outside experts for technical assistance relating to ICT and assistive equipment. In that context, we feel that this research project will be of significant value.

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

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

## Specialized Research B

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

**Research unit:** Multiple Disabilities Unit

**Research Leader:** SAITO Yumiko

**Researchers:**

OZAWA Michimasa (Sub-leader), OSAKI Hirofumi

**Collaborative Researcher:** NAGANUMA Toshio

**Research Period:** FY2013-2014

**Abstract:**

National curriculum guidelines call for the preparation of individualized education support plan in coordination with students' families, communities, and relevant institutions. For individualized teaching plan, the same guidelines suggest that the plan-do-check-act (PDCA) cycle be followed: i.e., that actual conditions be ascertained, instructional goals defined, instructional content and methods devised, performance properly evaluated, and instructional improvements made. An effort in preliminary and preparatory research implemented in FY 2012 found that many school settings were aware of difficulty in properly assessing and evaluating actual conditions and setting long-term goals especially for the education of students with severe and multiple disabilities. From the standpoint of preparing and implementing individualized education support plan and individualized teaching plan for the

immediate and future support of children with complex and varied needs, this project will endeavor to develop information packages that contribute to the development and implementation of education programs for children with severe and multiple disabilities and, through verification of their effective utility within the school setting, strive for improvements and enhancements to those packages.

Elements of information package content will chiefly consist of elements recognized in preliminary research to have importance. The content of each element, moreover, will be prepared with attention to domestic and foreign research literature and practical knowledge. Additionally, to aid in the verification of effective utility within the school setting, collaborating institutions will be asked to conduct trials.

It is anticipated that the findings of this research will contribute to the development of individualized education support plan and individualized teaching plan at schools for special needs education in which children with severe and multiple disabilities are enrolled, and to the enhancement of educational practices based on those plans.

## Specialized Research B

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

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

**Research unit:** Visual Impairments Unit

**Research Leader:** TANAKA Yoshihiro

**Researchers:**

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

**Collaborative Researcher:** KANAMORI Katsuhiro

**Research period:** FY2014-2015

**Abstract:**

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

project will (1) conduct a study of conditions in other countries where advanced undertakings are already under way and provide recommendations for action in Japan, and (2) propose formats for digital textbooks aimed at children that read braille.

The research methodology for (1) will comprise the collection and organization of information on current conditions and issues on the basis of field surveys in leading industrial nations (the US, South Korea, etc.), web searches, and reviews of relevant literature. For (2), information and ideas pertaining to formats for digital

textbooks (e.g., hardware designs, features, and functions) aimed at children that read braille will be assembled through research meetings with experts and teachers at schools for special needs education (for children with visual impairments).

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

### Specialized Research B

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

**Research unit:** Hearing Impairments Unit

**Research Leader:** SHOJI Michiyo

**Researchers:**

HARADA Kimihito (Sub-leader), FUJIMOTO Hiroto

**Research period:** FY 2014-2015

#### Abstract:

The findings of NISE's nationwide survey of conditions pertaining to the retention and use of instructional materials at special needs education schools (hearing impairments) found that in many cases, such institutions prepared and retained such materials on their own. Accordingly, as expertise on curriculum instructional methods for children with hearing impairments should be carried on and shared, we decided to shed light on these materials and how they are used.

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

It is anticipated that the knowledge obtained through this research will be a useful addition to the reference literature for course instruction-related considerations, activities to promote independence, and supplemental course instruction not only at schools for the deaf but at elementary schools in which children with hearing impairments are enrolled.

### Specialized Research B

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



**Research unit:** Intellectual Disabilities Unit

**Research Leader:** OZAKI Yuzo

**Researchers:**

MATSUMI Kazuki (Sub-leader), WAKUI Megumi (Sub-leader),  
TAKEDOMI Hirofumi, KAMIYAMA Tsutomu, YOKOO Shun

**Research period:** FY 2013-2014

**Abstract:**

Learning evaluations are performed to assess learning conditions for children and harness the findings to improve and expand educational activities. In the field of education for students with intellectual disabilities, instruction is based on personalized instructional goals and content. In that context, improving the validity of defined instructional goals and content or methods will be a challenge. In striving to find solutions to this challenge, learning evaluations will demonstrate major value. As an undertaking in preliminary and preparatory research, a survey performed in FY 2012 found that although some schools perform learning evaluations with defined evaluation perspectives, those evaluations are not always based on standardized perspectives, schedules, methods, or other elements of an organized or systematic approach. Moreover, a closer look at conditions at individual schools reveals that although learning evaluations are typically conducted on a class-by-class or course-unit basis, such approaches are not clearly interlinked and do not display any clear linkages with summative learning evaluations that are based on annual instructional programs.

Given these points, this research will explore strategies for the promotion of organized and systematic learning evaluations in special needs education for children with intellectual disabilities.

The research methodology will comprise a fresh questionnaire survey of special needs education schools (intellectual disabilities) with attention to the FY 2012 survey findings. This new survey will seek information on the status of research on learning evaluations and efforts to implement systematic learning evaluations. Further, it will shed light on the learning evaluation implementation methods and utilization approaches that schools need. Additionally, we intend to seek the views of collaborating institutions on evaluation perspectives, creative evaluation approaches, and the plan-do-check-act (PDCA) cycle of learning evaluation as well as implement practical research. Based on these efforts, we will present perspectives useful to the promotion of organized and systematic learning evaluations such as clarification of evaluation procedures, approaches for their commoditizing, as well as points to keep in mind at the evaluation implementation stage, together with actual cases.

As an outcome of this research, it is anticipated that the provision of information as described above for the promotion of organized and systematic learning evaluations in schools and classes for special needs education for children with intellectual disabilities will help improve the appropriateness of defined instructional goals, instructional content, and instructional methods and expand or enhance education-related activities.

## Specialized Research B

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

#### —Taking the Needs of Elementary and Junior High Schools into Consideration—

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

**Research Leader:** TOKUNAGA Akio

**Researchers:**

ARAYA Yosuke (Sub-leader), NAGANUMA Toshio,  
KANAMORI Katsuhiko

**Collaborative Researcher:** SAITO Yumiko

**Research period:** FY 2014-2015

**Abstract:**

In the context of promoting special needs education for developing

an inclusive education system, utilization of the resource center functions of special needs education schools is expected to play an important role. Compared to special needs education schools, elementary and junior high schools have not devoted nearly enough study to center functions. A report, moreover, indicate that community contributions attributable to the resource center functions of special needs education schools for children with physical or motor disabilities have not been as extensive as the contributions attributable to schools enrolled children with other disabilities. Accordingly, for the purpose of providing suitable

guidance to children with physical or motor disabilities enrolled in elementary and junior high schools, this research will focus on the utilization of resource center functions by teachers in charge of regular or special needs classes in which such children are enrolled, shed light on approaches to utilization by elementary and junior high schools and support from special needs schools, present cases of good practices, and provide proposals for future orientations.

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

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

It is anticipated that the findings of this research project will help enrich and improve practices by teaching staff at elementary and junior high schools at which children with physical or motor disabilities are enrolled as well as at special needs education schools for children with such disabilities, and serve as a useful reference resource for the promotion of initiatives by entities which established these schools.

### Specialized Research B

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

**Research unit:** Health Impairments Unit

**Research Leader:** KUSAKA Naomi

**Researchers:**

MORIYAMA Takashi (Sub-leader), NIIHIRA Shizuhiro

**Research period:** FY 2014-2015

#### Abstract:

Advances in medicine and healthcare in recent years have been accompanied by huge changes in the educational environment for children with chronic illnesses. Not only has the condition become increasingly diversified for children with health impairments at special needs schools, but the number of such children enrolled in special needs classes or regular classes has also been climbing. Fostering the development of an inclusive education system in the years ahead will require developing educational environments in diversified settings marked by educational continuity (regular

classes, resource room-based instruction, classes for special needs education, and schools for special needs education) as well as expanding the range of “reasonable accommodation” made for children with health impairments.

To that end, this research aims to reclassify the educational needs of children with health impairments and shed light on educational considerations that reflect those needs. In FY 2014, data for this research will be gathered through field surveys of special needs schools (for children with health impairments). In FY 2015, these field surveys will be continued and the data so obtained will be organized and analyzed. The findings of this research will be assembled in a pamphlet *Educational Accommodation and Needs for Sick Children* (tentative), and published for use by instructors in school settings and workshops held by education boards and other organizations.

### Specialized Research B

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

**Research unit:** Autism Unit

**Research Leader:** SATO Hajime

**Researchers:**

YANAGISAWA Akiko (Sub-leader), OKAMOTO Kunihiro,

ISHIZAKA Tsutomu

**Research period:** FY 2014-2015

**Abstract:**

Even if children with autism enrolled in special needs education classes for children with autism/emotional disturbances are capable of learning the subject matter taught to children in the same school grade, in some cases they may face learning difficulties in regular classes due to problems stemming from the characteristics of their disorders or cognitive. The importance of providing children with autism with activities to promote independence has been noted. On the other, the correlations between instruction of subject and activities to promote independence remain unclear in classes for special needs education for children with intellectual disabilities. It

is necessary to marshal them.

This research will strive to elucidate status and issues for activities to promote independence of children with autism enrolled in classes for special needs education and explore the significance and effectiveness of it. First, information on the status and issues for activities to promote independence in classes for special needs education will be collected and organized. Next, questionnaire surveys (sampling surveys) aimed at teachers in charge of classes for special needs education will be performed. Additionally, the significance and effectiveness of activities to promote independence for children with autism will be explored through practices applied by collaborating research institutions.

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

## Specialized Research B

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

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

**Research Leader:** UMEDA Mari

**Researchers:**

ITO Yumi (Sub-leader), SASAMORI Hiroki, KOMATSU Sachie,

KAIZU Akiko, TAMAKI Munehisa, NISHIMURA Takahiro,

ATSUMI Yoshikata

**Research period:** FY 2014-2015

**Abstract:**

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

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

## Collaborative Research

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

**Collaborative Institution:** Chiba Institute of Technology

**Research Leader:** OOUCHI Susumu

**Researchers:**

KANEKO Takeshi (Sub-leader)

**Research period:** FY 2013-2014

### Abstract:

In the field of special needs education for children with visual impairments, the utilization of three-dimensional teaching materials is especially important. With advances in the development of entry-level 3-D printers in recent years, the setting for the ready creation of 3-D objects is in the process of materializing and schools that provide special needs education to children with visual impairments have begun to explore the idea of installing such equipment. The adoption of 3-D printers will enable schools to conveniently create 3-D teaching materials that were hitherto difficult to produce. Furthermore, they will allow for the

customization of such materials in response to the needs of individual children. These benefits have led to predictions that the adoption of such equipment will move forward and spread in the years ahead. Although the utilization of such devices is a welcome trend, from the perspective of designing teaching materials that rely on the sense of touch, the properties of tactile perception will demand adequate levels of consideration and resourcefulness.

This research project will be implemented with the objective of harnessing evaluations of cognitive features based on shape, size, texture, material quality, and other aspects of the sense of touch and, on that basis, proposing areas that deserve attention and resourcefulness when producing 3-D teaching materials. For teachers engaged in special needs education for children with visual impairments, we intend to draw from the findings of these research undertakings and prepare a set of guidelines on the generation of digital data for the production of 3-D objects and accordingly contribute to improvements in the school setting.

## Collaborative Research

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

**Collaborative Institution:** Waseda University

**Research Leader:** DOI Kouki

**Researchers:**

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

**Collaborative Researcher:** KANEKO Takeshi, OOUCHI Susumu

**Research period:** FY 2013-2015

### Abstract:

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

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

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

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

## Collaborative Research

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

### —Development of Assistive Networks in Collaboration with Technical Colleges—

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

**Research Leader:** KANAMORI Katsuhiro

**Researchers:**

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

**Research period:** FY 2013-2015

**Abstract:**

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

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

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

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

## Collaborative Research

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

**Collaborative Institution:** National Center for Child Health and Development

**Research Leader:** NIIHIRA Shizuhiro

**Researchers:**

MORIYAMA Takashi (Sub-leader), KUSAKA Naomi

**Research period:** FY 2014-2015

**Abstract:**

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

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

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

## H25-A-01 (Specialized Research A)

## Research on Curriculum Development and Implementation for Schools and Classes for Special Needs Education

**[Research period]** FY2012-FY2013

**[Principal researcher]** HARADA Kimihito

**[Summary]**

In 2010 and 2011, the Specialized Research A (priority promotion study) was executed under the title of “Practical Study on Curriculum Development based on the New National Curriculum Guidelines at Schools for Special Needs Education.” It was carried out in accordance with a questionnaire survey on all of the about 1000 schools for special needs education, and at the point of implementation of the New National Curriculum Guidelines, and it effected a grasping of the overall practical situation in Curriculum development.

Then, based upon that result, this research project collected information on the unique involvement of curriculum development based upon the New National Curriculum Guidelines for schools for special needs education at the time of actual practical

application, subsequent to the period of implementation of transitional measures. By means of a careful pursuit of each individual school under a qualitative study method, the actual situation and the problems were clarified.

In tandem with this research, a questionnaire survey or visit survey for teachers in charge and school principals were conducted while each of the differing types of disabilities were considered, to clarify the actual present situation and problems concerning development and execution of “special curricula,” which were to be developed through reference to the New National Curriculum Guidelines for Schools for Special Needs Education, at elementary and lower secondary schools for Special Needs Education.

**[Keywords]**

New National Curriculum Guidelines, Curriculum development, Schools for Special Needs Education

## H25-A-02 (Specialized Research A)

## Assessment of the Guidelines for Creating Digital Textbooks through Creation of Prototype Digital Textbooks and Teaching Materials -Aiming at developing accessible digital textbooks-

**[Research period]** FY2012-FY2013

**[Principal researcher]** KANAMORI Katsuhiro

**[Summary]**

This research was conducted as a medium-term specific research study and was aiming for validating the contents and improving the quality of the Guidelines for Creating Digital Textbooks, which we proposed in fiscal 2011, through the prototyping of digital textbook model within the guidelines to be used effectively for the children with various types of disabilities. The findings thus obtained were that a simply-designed digital textbook for the learners that consists of only text and diagrams provide easier access and learning conditions. In order to assure this result, it is thought that creating original textbooks in paper with consciousness of accessibility of digital textbooks will make them

both cost efficient and more accessible. Moreover, the legislation issues on copyrights with regard to handling of data were concerned. (\* In this research project, the research title of “Digital textbooks and teaching materials” was established due to the fact that these digital textbooks also include contents of teaching materials, and throughout the final report, it is abbreviated to “digital textbooks.” In addition, the term “digital textbook model” indicates teaching materials that utilize such materials as text and images based upon the digital data excerpted from original textbooks, and it is used for validating the guidelines.)

**[Keywords]**

Digital textbooks and teaching materials, Accessible, Guidelines, Context

## H25-B-01 (Specialized Research B)

## Research on understanding of characteristics and instruction of children with autism enrolled class for special needs education of children with autism and emotional disturbance in terms of learning in arithmetic and mathematics classes

**[Research period]** FY2012-FY2013

**[Principal researcher]** OKAMOTO Kunihiro

**[Summary]**

The purposes of present study were to identify characteristics of children with autism enrolled classes for special needs education of children with autism and emotional disturbance in learning arithmetic and mathematics and to discuss the appropriate teaching approach for them. Methods were review of arithmetic and mathematics for autism, information collection from institution cooperating in this research, questionnaire survey, and practices at institution cooperating in this research. In this questionnaire survey, we found that students had learned basic calculations, but there were difficulties to apply to daily life and to explain by using mathematical expression. Moreover, there were a relatively large number of children who couldn't understand story problems. In

addition, we found that some of the results of questionnaire survey support finding from previous study and cases in institution cooperating in this research. In institution cooperating in this research, we considered instruction contents and methods necessary for those students based on instruction process. From these results, instruction was carried out based upon the instruction processes. Particularly, two key points in the necessary instruction in learning arithmetic and mathematics were reflection of instruction and focusing, selecting, and alteration of arrangement of unit.

**[Keywords]**

Class for special needs education of children with autism and emotional disturbance, Autism, Arithmetic and mathematics, Instruction

## H25-B-02 (Specialized Research B)

## Research on specific support for high school students who have special needs involving developmental disabilities: LD, ADHD, and HFA etc. - How to provide effective instruction on classes -

**[Research period]** FY2012-FY2013

**[Principal researcher]** SASAMORI Hiroki

**[Summary]**

This research project examines the important points concerning the repletion and strengthening of special needs education system, and repletion and methods of instruction and supports at high schools, through practical application regarding instruction and support in answer to the onsite needs, in the schools cooperating in this research project. In terms of practical application in the schools cooperating in this research project, universal designing of classes, distinction in degree of achievement, small classes, devising of individual instruction, research group meetings, and instruction through TT and utilization of support personnel were carried out.

As a result, these devising of considerations and support in

accordance with the actual situation among students and the needs of the instructors in each of the schools brought about alterations in the students motivation to learn. Concerning the repletion and strengthening of special needs education system, methods of instruction and supports at high schools, the present situation, problems, and points we valued were summarized in the seven viewpoints of "grasping of the actual situation," "organizational correspondence/in-school support system," "curricula/instruction strategies," "instruction and support," "assessment of learning," "coordination between lower secondary and high schools," "career education/career counseling."

**[Keywords]**

High school, Special needs education, Support and instruction, Development of easier-to-understand classes



## H25-B-03 (Specialized Research B)

**Research on effective use of teaching materials and devices for schools for special needs education (visual impairments) and sharing of relevant information  
-With emphasis on roles of ICT -**

**[Research period]** FY2012-FY2013

**[Principal researcher]** KANEKO Takeshi

**[Summary]**

The schools for special needs education (visual impairments) are required to carry out high quality specialized visual impairment education in their own schools. At the same time, based upon their expertise, they should serve as core facilities for regional visual impairment education, and while they exercise the role of resource centers, they are required to further replete their outreach support activities.

As one of their expertise, this research project grasps the actual situation and problems in the context of preparation and utilization of teaching materials and tools for special needs education (visual

impairments), and while making considerations for policies for attempting repletion and promotion of teaching materials and tools, it also makes considerations concerning the stance of information sharing in the context of preparation and utilization of such teaching materials and tools.

In the context of these considerations, importance is placed upon the role of ICT, which is specified as particularly effective in special needs education, and its utilization was particularly investigated.

**[Keywords]**

Visual impairments, Teaching materials and devices, ICT, Special needs education (visual impairments)

## H25-B-04 (Specialized Research B)

**Research on Advancing Effective Use of AT/ICT in Schools for Special Needs Education (Physical/Motor Disabilities)  
-Aiming at supporting to regular schools-**

**[Research period]** FY2012-FY2013

**[Principal researcher]** NAGANUMA Toshio

**[Summary]**

This research project conducted an investigation on schools for special needs education (physical/motor disabilities) across the nation in the context of AT (assistive technology) and ICT (information and communication technology) which are extremely important in expertise of the special needs education (physical/motor disabilities), to grasp, summarize, and analyze the present situation and problems in their utilization. It clearly indicated the way of thinking and practical examples of attempts toward solving of problems identified. At the same time, we developed the “AT utilization self-assessment matrix version for

Schools for Special Needs Education (Physical/Motor Disabilities)” as a tool for grasping the attempts of those schools toward promoting AT/ICT utilization. Further, we inquired into the present situation and problems in utilization of AT/ICT for children with physical/motor disabilities in elementary and lower secondary schools that utilize the function of schools for special needs education as a resource center, utilizing investigation results and practical examples.

**[Keywords]**

Physical/motor disabilities, Assistive Technology (AT), Information and Communication Technology (ICT), Organizational involvement, Function as a resource center



H25-B-05 (Specialized Research B)

**Research on improvement in teaching children with speech and language delays as  
their main needs from the stage of early childhood  
-Classification of the actual state of children and assessment of effectiveness of  
teaching methods-**

**[Research period]** FY2012-FY2013

**[Principal researcher]** KUBOYAMA Shigeki

**[Summary]**

The main educational need of around 30% of the children, who are receiving instruction in “language classrooms” (resource rooms or special support classrooms for children with special needs of speech and language), is language delays. There is a broad range of the actual condition of children whose main need is language delays, causing instructors in charge a great deal of struggle in determining the best form of instruction to provide. In response to this problem, this research project clarified (1) the actual situation of children whose main need is language delays, (2) the contents and methodology of instruction, and (3) the role of language classrooms for young children we have supported from the earlier stage, by conducting case studies, collection of materials through

workshops, and collection and analysis of materials through onsite investigations. As a result, concerning the actual condition of those children, we succeeded in abstracting seven items of primary background factors, thus obtaining a viewpoint for summarizing the actual condition of the children. In terms of instruction contents, we succeeded in summarizing eight key items for instruction in language classrooms. Concerning language classrooms for young children, we worked in liaison with regional maternal and child health, medical, and welfare facilities, as a result of which we clarified the role of consistent support up through entering school.

**[Keywords]**

Language delays, Language development, Language disorder, Resource rooms, Language classrooms for young children

## **Report on FY 2014 National Institute of Special Needs Education Seminar**

Annual seminar of NISE(FY2014) was held for two days, on January 29 (Thursday) and January 30 (Friday), 2015, under the theme of “Promotion of special needs education for developing an inclusive education system” with the subtitle of ‘new developments in school and community involvement.’

We were able to welcome an amalgamated total of more than 900 participants at our venue, the National Olympics Memorial Youth Center (Yoyogi, Shibuya Ward, Tokyo).

On the first day, an administrative explanation was given by the Ministry of Education, Culture, Sports, Science, and Technology, followed by the carrying out of a keynote speech and a symposium on the theme of “For providing support for children in schools and communities” as Session 1.

The keynote speech was given by Ms. Hisako Ando (professor of Ochanomizu University), under the theme of “Structuring of an effective support system upon the basis of regular classes at primary and secondary schools- Aiming toward flexibility of support that utilizes a broad variety of expertise.”

She focused upon the current situation and challenges faced by special needs education in primary and secondary schools, giving examples of involvement of schools and communities that utilized their unique situations, and discoursed on an effective support system based upon regular classes at primary and secondary schools.

At the symposium, symposiasts from schools for special needs education, primary schools, and boards of education respectively presented topics from their own points of view concerning actual present involvement of schools and communities.

After that, Ms. Ando held designated discussions and exchange of opinions with the participants, and then the symposiasts discussed new future development in the context of the involvement of schools and communities.

On the morning of the second day, in Session 2, during the first half, explanations were given concerning a summary of the research activities in which our research institute is involved, and this was followed by a report concerning the results of the supplementary research titled “Database for supporting development of inclusive education system (Inclusive DB)” of the [Study concerning students in regular classes suspected of developmental disabilities and need special education support].

Useful questions and opinions were also gained from the participants. During the second half, a project report was made of the process and current status of [the project for dissemination and promotion of assistive technology and teaching materials by the

National Institute of Special Needs Education].

During the lunch break, we made poster presentation of the research projects that we have been engaged in up until last year, and poster presentation of basic information and recent topics of the various areas, including education for children with autism, visual impairment, or physical disabilities, and exhibition of assistive technology devices, in which we exchanged opinions with the participants.

During the afternoon of the second day, in Session 3, we held breakout meetings for presentation of results of three research projects.

The theme of the first meeting was [Seeking after the desirable structuring of a future inclusive education system—case examples of involvement in the model project areas (municipalities) funded and supported by the Ministry of Education, Culture, Sports, Science, and Technology].

The theme of the second meeting was [learning assessment that changes classes and schools --strategies for encouraging organizational/systematic learning assessment in education for intellectual disabilities].

The theme of the third meeting was [making a proposal of the information packages PALETTE that contribute to the assessment, establishment of educational goals and contents, and evaluation for students with severe disabilities – application of person-centered educational planning].

In each of these sessions, their study results were reported. All the participants deepened their mutual colloquy through taking part in a question and answer session with researchers and exchanging opinions with each other.



## Other Topics

### World Autism Awareness Day 2014

At the General Assembly of the United Nations in December 2007, the decision was made to designate April 2 as an annual World Autism Awareness Day in order to promote public awareness of Autism around the world through the cooperation of the governments, NPOs, etc.

In response to this, a “World Autism Awareness Day Japan Executive Committee” was organized here in Japan, and the National Institute of Special Needs Education (NISE) is actively involved in it as a cosponsored organization, playing a role in autism public awareness activities. It also works for promotion of understanding and enlightenment of developmental disabilities in all parts of Japan through the holding of an annual “Development Disability Public Awareness Week” from April 2<sup>nd</sup> through 8<sup>th</sup>.

As this year’s Public Awareness event, the “World Autism Awareness Day 2014 Symposium” was held at Nadao Hall (Kasumigaseki, Chiyoda-Ku, Tokyo) on March 29, 2014. This year’s theme was “Let’s all support each other -Together, let’s

create a people-friendly community.” On the day it was held, we were blessed with good weather, and around 360 people participated.

The morning symposium 1 was titled “creation of a people-friendly and comfortable community to live in,” and reports were made by the mayors of Memuro city in Hokkaido, Kashiwa City in Chiba Prefecture, and Akashi City in Hyogo Prefecture. The afternoon symposium 2 was titled “Efforts in our community,” and reports were made by 3 groups of supporters concerning the efforts being made in their regions.

In addition, an event of Blue Light-up of Tokyo Tower was carried out on April 2. This event of blue light-up was also carried out throughout Japan and even overseas.

World Autism Awareness Day Japan Executive Committee official website

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



### FY2014 Workshop on Counseling Support Staff for School Enrolment

NISE held a “Workshop for Counseling and Support Staff for School Enrolment” in cooperation with the MEXT on July 17 and 18, 2014.

This workshop has been held since last fiscal year for the purpose of improving the special skills of support staff members and enriching counseling and support for school enrolment, through presentations and discussions by people in leading positions involving counseling and support for school enrolment throughout Japan. This fiscal year marks the 2<sup>nd</sup> holding of this workshop, and

69 supervisors from all over Japan participated.

On the first day, an administrative explanation was given by the MEXT, under the title of “The current situation in special needs education,” and this was followed by a lecture titled “Utilization of a database for supporting development of inclusive education system.”

On the second day, presentations on efforts in Miyagi Prefecture and Saitama City were given under the theme of “the appropriate way of education counseling and school placement decisions for

the purpose of providing the most appropriate learning venue for meeting the educational needs of each individual student.” Next, the participants were divided into two groups: prefectural level,

and municipal level(designated cities), and these separate groups carried out discussion on their efforts in counseling and support for school enrolment.

## **FY2014 Workshop for Leaders of Guidance Practices in School Dormitories for Special Needs Education**

NISE held a “Workshop for Leaders of Guidance Practices in School Dormitories for Special Needs Education” in cooperation with the MEXT on July 24 and 25, 2014.

This workshop is to be held on an annual basis, for the purpose of improving the special skills and leadership of support staff members in school dormitories for special needs education, through presentations and discussions by people in leading positions involving guidance practices in school dormitories for special needs education throughout Japan.

This fiscal year, 74 dormitory staff from all over Japan participated.

On the first day, an administrative explanation was given by the MEXT, under the title of “The current situation in administration

for special needs education,” and this was followed by a lecture titled “Viewpoint for promoting communication between children and people around them.”

On the second day, presentations were given by participants concerning on-site efforts in dormitories, with titles as “The activities of the floor volleyball clubs” and “Involvement in dormitory student organization activities.” Next, the participants were divided up into types of disability fields, and carried out group discussions. Senior Specialists for special needs education from the MEXT and headmasters of schools for special needs education (hearing impairment, intellectual disabilities, and physical disabilities) participated in the discussion as advisors.

## **FY2014 Workshop for Leaders of Education for Developmental Disabilities**

NISE held a “Workshop for Leaders of Education for Developmental Disabilities” in cooperation with the MEXT on July 31 and August 1, 2014.

This workshop is to be held on an annual basis, 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 throughout Japan.

This fiscal year, 128 educators from all over Japan participated.

On the first day, an administrative explanation was given by the MEXT, under the title of “Trends in education for students with developmental disabilities,” and this was followed by an explanation of the NISE project titled “ ‘Reasonable Accommodation’ in inclusive education systems and related database,” and after this, a NISE research report titled “Investigation of students enrolled in regular classes suspected of developmental disabilities and need special educational support” was given.

On the second day, the participants were divided into two groups

where they carried out presentations and group discussions. The theme of the first group was “Support for smooth transfer from kindergarten to primary school,” and the theme of the second group was “Support for smooth transfer from secondary school to high school, and to after graduation.” In the group discussions, reports and information exchange was carried out upon the basis of the reports of the participants.



## FY2014 Workshop for Utilization of Special Needs Education Teaching Materials and Assistive Technology Devices

NISE held a “Workshop for Utilization of Special needs Education Teaching Materials and Assistive Technology Devices” in cooperation with the MEXT on August 18 and 19, 2014.

At the NISE has started a “Promotion Project for Dissemination of Assistive Technology and Teaching Materials,” as a new project for fiscal 2014. This workshop is also to be held on an annual basis, as part of the dissemination activities for special needs education materials and assistive technology devices, for the purpose of increasing the specialized knowledge of support staff members and enhancing leadership in each regions, through presentations and discussions by people in leading positions relating to utilization of assistive technology and teaching materials for students with disabilities throughout Japan. On this first fiscal year of its holding, 55 educators from all over Japan participated.

On the first day, an administrative explanation was given by the MEXT, under the title of “Promotion of special needs education and utilization of assistive technology and teaching materials,” and this was followed by the workshop by Hisashi Ogawa, lecturer at Hyogo University of Teacher Education.

During the morning of the second day, Tokyo University Professor Kenryu Nakamura gave us a special lecture, after which, continuing from the first day, Lecturer Hisashi Ogawa carried out a workshop. In the afternoon, in poster sessions by the participants, vigorous information exchange was carried out.



## Full Operation of “Inclu-DB” Database of practical example of “Reasonable Accommodation”

The NISE has opened a website titled “Database for Supporting Development of Inclusive Education System (Inclu-DB),” and in July 2014, it opened a database of practical example of “Reasonable Accommodation” inside its Inclu-DB. As of the end of January 2015, 84 examples were posted, and there are plans to increase the number of examples continuously in the future.

The database of practical example of “Reasonable Accommodation” is a database with a compilation of efforts toward 8 items of “Preparation of Fundamental Environments” and 3 viewpoints-11 items of “Reasonable Accommodation”. Those items were specified in a report of the Subdivision on Primary and Secondary Education of the Central Council for Education in July 2012, titled “Promoting Special Needs Education for Development of an Inclusive Education System Leading to the Creation of Cohesive Society.”

We hope that you will refer to such practical examples, when you have concretized reasonable accommodation on new concepts in the education workplace where there is diverse places of learning, because it answers your question of “just what sort of activities are

actually being carried out.”

\* Database for Supporting Development of Inclusive Education System

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





## FY2014 Open Day

On November 8, 2014, a FY2014 “Open Day” was held, and 315 people participated, including teachers, child care staff, university students, guardians, and people from the local community.

This fiscal year, under the theme of KODOMO TO TOMONI (“Being along with a child”), events consisting of a broad range of subjects, including easy-to-understand introduction of the most recent research results and the work being done in the field by NISE, as well as introduction of a broad variety of disability virtual experiences, exhibitions and demonstrations of teaching materials, teaching tools and assistive technology devices, and devices for care and support on the living environment for children with disabilities, plus mini-lectures on the unique features of developmental disabilities.

Also, as a new plan for this fiscal year, an “Inclu Café” was opened. At this Inclu Café, 29 people, mainly university students, participated, and while eating lunch with NISE President Kazushige Shishido, Executive Director Yoshiyuki Shinya, and research staff members, and all of them talked about the questions concerning special needs education and the ideal educator image. One of participants said, “I spent extremely enjoyable and significant time in freely questioning the NISE staff members that we have no chance to come into contact with under normal circumstances, making it possible for us to carry out information exchange with students from other universities who are aiming toward becoming educators in the field.”



## FY2014 Workshop for Leaders of Promoting Joint Activities and Learning

NISE obtained the cooperation of the MEXT and held a “Workshop for Leaders of Promoting Joint Activities and Learning” on November 20 and 21, 2014.

This workshop is to be held on an annual basis, for the purpose of promoting joint activity and learning and understanding of disabilities among all regions, through presentations and discussions by people in positions for promotion of joint activities and learning between students with and without disabilities throughout Japan.

During this fiscal year, 75 educators from all over Japan participated.

On the first day, an administrative explanation was given by the MEXT, under the title of “Current situation and challenges of joint activities and learning,” and this was followed by an explanation of

the NISE project titled, “Database for Supporting Development of Inclusive Education System (Inclu-DB),” and then, there was a presentation concerning practical examples in Ehime and Iwate Prefectures under the theme of “Efforts to promote joint activity and learning through systematic and organizational approach.”

On the second day, the participants were divided up into three groups where they carried out workshops. The theme of the 1<sup>st</sup> group was “inventive learning activities for the purpose of promoting joint activities and learning”; the theme of the 2<sup>nd</sup> group was “Promotion of joint activities and learning of students in their residential areas”; and the theme of the 3<sup>rd</sup> group was “Administrative involvement in promotion of joint activities and learning.”

## Establishment of a memorial monument titled “KODOMO TO TOMONI (Being along with a child).”

On November 8, 2014, NISE held an unveiling ceremony for the “KODOMO TO TOMONI” monument. This monument was established in commemoration of the UN ratification of the

“Convention on the Rights of Persons with Disabilities” by Japan in 2014, with a design based upon the logo mark of the NISE.

The monument bears the following inscription.

"KODOMO-TO-TOMONI"

("Being along with a child")

To commemorate the year of our ratification of UN Convention on the Rights of Persons with Disabilities and with

Our sincere gratitude for the past and to the people who dedicated for the education of the children with disabilities,

Our full confidence in everyone who is now working tirelessly for a child with a disability and promotion of Special Needs Education, and

Our strong hope for the future and development of the inclusive education system for enhancing the lives of all the children,

We establish this Memorial Monument here in Yokosuka, Kanagawa, Japan.

November 8th, 2014

The National Institute of Special Needs Education

The monument's title “KODOMO TO TOMONI” was derived from the words of the first president of the NISE, the late Professor Yasuo Tsujimura, “What I want to admonish you to keep in mind from now on and forever more is just one thing, that all discussions on education must never be based upon standards from which children are absent.” (quoted from Yasuo Tsujimura's book “New

Trends in Education for Handicapped Children”).

Today, special needs education aimed toward structuring of an inclusive education system has become a major matter of policy, and in this context, high hopes are held for this monument to serve as foundation to rely upon by every individuals involved in exerting unstinting efforts toward children.



## World Autism Awareness Day 2014 in Yokosuka

On December 6, 2014, the 5<sup>th</sup> “World Autism Awareness Day 2014 in Yokosuka” was held at the Yokosuka Municipal General Welfare Hall, under the joint sponsorship of the Special Needs Education School for Children with Autism, University of Tsukuba.

The UN designated April 2 as an annual World Autism Awareness Day, but “World Autism Awareness Day 2014 in Yokosuka” was held, during the disability week (December 3 to December 9) carried out under the auspices of Yokosuka City and the Yokosuka Municipal Education Committee, as an event related to the “Disability Week Campaign Yokosuka.”

This year, under the theme of “Let’s learn about the world of autism -Let’s expand small relationships-,” programs were carried out, including (1) screening of the film “My grandchildren with

Special Gifts”; (2) mini-lectures concerning understanding and ways to help people with autism as seen in scenes in the film; and (3) messages from people with autism. Also, on all the walls of the venue, works by students at kindergarten section of Tsukuba University’s Kurihama Special School were displayed.

On the day of the event, about 160 participants, including mothers with small children and senior citizens, plus the staff members, listened to the programs intently. In addition, five 3rd-year students of Yokosuka Municipal Yokosuka Sogo High School participated as volunteers and acted as ushers and guides inside the venue.

Special website for World Autism Awareness Day

<http://www.nise.go.jp/waad/>



## Exhibition of Special Needs Education Materials and Assistive Technology Devices

December 6 and 7, 2014, an “Exhibition of Special Needs Education Materials and Assistive Technology Devices” was held at the Kyoto International Conference Center.

At the NISE, as a new project for this fiscal year, a “Promotion Project for Expansion of Assistive Technology and Other Teaching Materials” was carried out. This exhibition was held as a part of the spreading activities for special needs education teaching materials and assistive technology devices for the purpose of broader introduction of practical examples of the education materials and assistive technology devices actually being used by school teachers.

At this exhibition, 166 people who registered in advance as well as 95 people without registration participated. Also, among around 1,200 people participated in the “ATAC Conference” that was held

simultaneously, many of them participated in this exhibition. On top of this, for the government of City of Kyoto, that served as sponsor, we issued participation certificates for 200 people in advance, making it possible for many people to participate as well. From Kyoto, both the mayor and the superintendent of education attended as observers.

At the exhibit booths inside the venue, 12 teachers gave demonstrations of practical examples of utilization of the teaching materials and the assistive technology devices, giving explanations to the participants. At all the exhibit booths, they vigorously exchanged opinions with the participants while they both actually viewed and handled the teaching materials and the assistive technology devices, creating a bustling atmosphere throughout the entire day.





## Fiscal 2014 Tsujimura Award Ceremony and Memorial Lecture

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

At the selection committee meeting held in November, Ms. Taiko Nagasawa (part-time lecturer at the Uekusa Gakuen University) was chosen as the recipient of the fiscal 2014 year “Tsujimura Award,” and on December 17, 2014, an award ceremony and memorial lecture were held at the NISE.

For the memorial lecture, Ms. Nagasawa gave a speech title of “Speaking about special needs education for children with speech and language disorders” and it provided an extremely valuable opportunity for the members of the NISE.



## Promotion of Special Needs Education for Developing an Inclusive Education System

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

### 1 Current Situation of Special Needs Education

Children with disabilities, need to be given appropriate education with special consideration for the degree of each condition of disability and their individual educational needs, so that they can maximize their possibility, become independent, and take part in society. Therefore, special textbooks for them, faculties with expert knowledge and experience, and wheel chair accessible structure are in use at special needs education schools and special needs education classes at primary and secondary schools (which are hereinafter referred to as public schools). Also, In addition to special needs services in resource rooms, each person's educational need is filled by disabled-friendly teaching methods such as achievement based teaching and teaching in small groups, and effective use of Special Needs Education Assistants<sup>1</sup> in the public school classes.

As of May 1<sup>st</sup> 2013, approximately 385,000 students belong to special needs education schools, special needs education classes of public schools and special needs services in resource rooms<sup>2</sup>. Among them, the students at the stage of compulsory education were about 320,000, or 3.1% of all students at the same educational stage. The number of students taking classes at special needs education schools, in the public school classes, or by special needs services increases year after year. And, the rate of students who weren't mentally challenged, but had a possibility of developmental disability was around 6.5% when the Ministry of Education, Culture, Sports, Science and Technology (MEXT) carried out research in 2012.

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

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

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

### 2 Actions for Fostering Special Needs Education

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

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

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

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

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

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

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

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

### **①System Improvement to Develop Special Needs Education**

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

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

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

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

According to the research of improving status of special needs education in fiscal 2004, public schools almost perfectly arranges foundation such as establishment of “in-school committee<sup>3</sup>” to set up support system and appointment of “Special Needs Education Coordinator<sup>4</sup>.” And also, they steadily encourage making “individualized teaching plans” and “individualized education support plans.” Kindergartens and high schools are in progress, but are relatively behind compared to the schools.

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

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

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

### **③Adaptation to severity and overlap of disability**

Recently, disabilities of children who attend special needs education school have become more severe and overlapped. It is required for us to appropriately respond to the issue. Considering these situations, Law was changed in June 2006 so that the school system for the blind, deaf and otherwise changed into the system for special needs education school. The course of study<sup>5</sup> for special needs education school posted in March 2009 was also improved.

### **④“Medical Care” at School for Special Needs Education**

There are pre-school children and pupils who need daily

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

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

<sup>5</sup> National guideline books for making school curriculum

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

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

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

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

### ⑤School Enrollment Support

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

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

### (3)Improving Educational Curriculum for Special Needs Education

About educational curriculum for special needs education in

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

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

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

### ① Adaptation for Severity, Overlap, and Diversification of Disability

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

### ② Carrier Education and Working Support Cooperating with Related Organization

It is very important for person with disability to be supported

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

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

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

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

### ③ Development of Joint Activities and Learning<sup>6</sup>

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

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

### (4)Improving Specialty of Teachers

The revised Basic Law for Persons with Disabilities issued in Aug 2011 states "Related to education for persons with disabilities, the nation and local authority (omitted) have to hire experts and enhance their qualifications, (omitted) foster development of the other environment." Now, further improvement of teachers' expertise is required. As of May 1<sup>st</sup> of 2013, the ratio of teachers who have special needs education school teacher's license is 71.5%, so that raising the percentage is an urgent issue.

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

### (5)Efforts by National Institute of Special Needs Education (NISE)

NISE, as the only national institute for special needs education, fosters specialized study and training about how to teach preschool children, school children, and adolescent with various disabilities which include

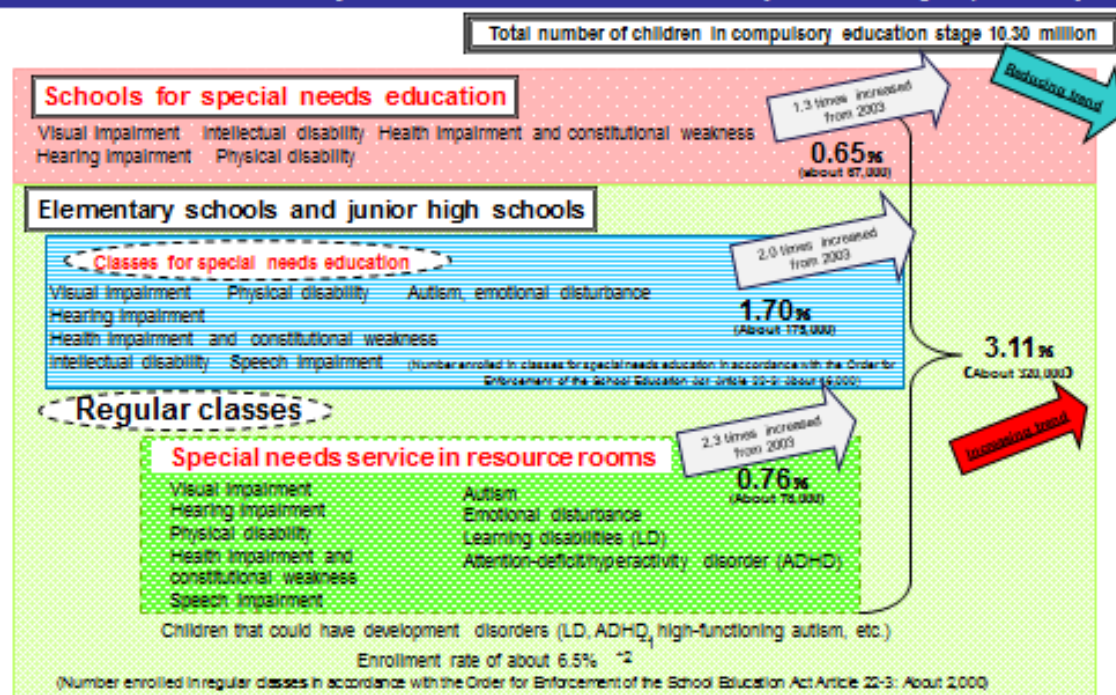
<sup>6</sup> Students with and without disabilities spending some time together as part of the school activities.



## Recent Policy and Status on Special Needs Education in Japan

developmental disability. Moreover, it established “Information Center of Education for the persons with Developmental Disabilities,” and the center offers educational information related to developmental disability and shows lectures for teachers, educators, and parents through the internet.

### Current Status of Special Needs Education (as of May 1, 2013)



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

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

(Numbers are as of May 1, 2013, apart from \*2)

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

Statistical data are collected as of May 1, 2013

**(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	1,080	33,356	1,604	37,619	29,554	63,793	132,570
Total of Schools for Specific Disability only	855	24,198	1,467	27,666	21,787	48,191	99,111
(1) Visual impairment	65	1,240	214	612	444	1,924	3,194
(2) Hearing impairment	90	1,820	1,148	1,965	1,236	1,659	6,008
(3) Intellectual disabilities	502	15,710	63	18,724	16,075	40,154	75,016
(4) Physical/motor disabilities	135	4,416	42	5,420	3,213	3,641	12,316
(5) Health impairment	63	1,012	—	945	819	813	2,577
Total of Schools for two or more Disabilities	225	9,158	137	9,953	7,767	15,602	33,459
(1)+(3)	1	53	13	114	92	-	219
(1)+(5)	1	18	-	9	2	19	30
(2)+(3)	10	249	42	196	182	444	864
(3)+(4)	132	5,814	12	6,579	5,045	10,902	22,538
(3)+(5)	13	504	-	553	508	970	2,031
(4)+(5)	19	769	14	797	509	614	1,934
(1)+(4)+(5)	1	36	1	26	23	25	75
(2)+(3)+(4)	1	58	3	61	44	70	178
(2)+(3)+(5)	1	38	14	43	23	61	141
(3)+(4)+(5)	28	950	5	977	779	1,458	3,219
(2)+(3)+(4)+(5)	1	47	5	43	42	67	157
(1)+(2)+(3)+(4)	1	85	9	84	62	118	273
(1)+(2)+(3)+(4)+(5)	16	537	19	471	456	854	1,800
Total of teachers & staffs							92,004
Number of teachers							77,663
Number of staffs							14,341

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

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

	Number of schools	Number of classes	Number of children enrolled				
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total
Visual impairment	85	2,270	239	1,858	1,124	2,719	5,940
Hearing impairment	120	2,821	1,236	3,090	1,922	2,376	8,624
Intellectual disabilities	706	28,334	209	33,464	26,299	58,253	118,225
Physical/motor disabilities	334	12,076	143	13,633	8,311	9,963	32,050
Health impairment	143	7,370	24	7,475	5,244	6,910	19,653

\*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	15,937 (46.7%)	59,738 (49.4%)	7,975 (51.1%)	30,665 (56.8%)	23,912 (48.1%)	90,403 (51.7%)
Physical/motor disabilities	1,969 (5.8%)	3,193 (2.6%)	737 (4.7%)	1,106 (2.0%)	2,706 (5.4%)	4,299 (2.5%)
Health impairment	1,039 (3.0%)	1,794 (1.5%)	449 (2.9%)	776 (1.4%)	1,488 (3.0%)	2,570 (1.5%)
Low vision	291 (0.8%)	353 (0.3%)	74 (0.5%)	89 (0.2%)	365 (0.7%)	442 (0.3%)
Hard of hearing	626 (1.8%)	989 (0.8%)	262 (1.7%)	411 (0.8%)	888 (1.8%)	1,400 (0.8%)
Speech and language disorders	461 (1.4%)	1,511 (1.2%)	101 (0.6%)	140 (0.3%)	562 (1.1%)	1,651 (0.9%)
Autism/ Emotional disturbance	13,810 (40.5%)	53,328 (44.1%)	6,012 (38.5%)	20,788 (38.5%)	19,822 (39.8%)	74,116 (42.4%)
Total	34,133	120,906	15,610	53,975	49,743	174,881
Number of teachers in charge	36,466		17,055		53,521	
Number of schools established	15,849		7,655		23,504	

\*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	33,305 (47.0%)	301 (4.3%)	33,606 (43.1%)
Autism	10,680 (15.1%)	1,628 (23.4%)	12,308 (15.8%)
Emotional disturbance	7,189 (10.1%)	1,424 (20.5%)	8,613 (11.1%)
Low vision	156 (0.2%)	23 (0.3%)	179 (0.2%)
Hard of hearing	1,674 (2.4%)	370 (5.3%)	2,044 (2.6%)
Learning disabilities	8,785 (12.4%)	1,984 (28.5%)	10,769 (13.8%)
Attention deficit hyperactivity disorder	9,105 (12.8%)	1,219 (17.5%)	10,324 (13.3%)
Physical/motor disabilities	19 (0.03%)	7 (0.10%)	26 (0.03%)
Health impairment	11 (0.02%)	2 (0.03%)	13 (0.02%)
Total	70,924	6,958	77,882
Number of teachers in charge	5,272	834	6,205 *1
Number of schools established	2,991	566	3,620 *2

\*1 The data includes 99 teachers of schools for special needs education.

\*2 The data includes 63 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)		10,300,120	(100.0%)	15,279,148	(100.0%)
Number of children receiving special needs education		319,936	(3.2%)	385,333	(2.5%)
Breakdown of above	Enrollment in special schools	67,173	(0.7%)	132,570	(0.9%)
	Enrollment in classes for special needs education	174,881	(1.7%)	174,881	(1.1%)
	Number accessing resource rooms	77,882	(0.8%)	77,882	(0.5%)
Number of children postponed or exempted schooling because of Health impairment/Growth retardation		42	(0.0004%)		
Breakdown of above	Health impairment/Growth retardation	42			
	Enrolled in children's facilities/corrective institutions	39			
	Multiple nationality	2,904			
	Others	587			

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

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

① Elementary and lower secondary department

	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total (%)	31.0	36.6	38.3	43.8	45.1	44.6	43.4	43.5	43.3	43.1	42.8	42.5	41.2	41.2	41.1	40.1	39.1	38.2
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	45.3	41.0	42.2
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
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
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	59.7	61.7	59.7	58.0
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

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

② Upper secondary department

	1980	1985	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
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
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
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
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
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	38.0	37.9	36.4	35.7
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

\*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	25,679	38.2	12,119	19.0	37,798	28.9
(1) Visual impairment	493	46.7	244	12.7	737	24.7
(2) Hearing impairment	646	20.2	214	12.9	860	17.7
(3) Intellectual disabilities	9,195	26.4	4,772	11.9	13,967	18.6
(4) Physical/motor disabilities	6,960	80.6	2,537	69.7	9,497	77.4
(5) Health impairment	577	32.7	322	39.6	899	34.9
(1)+(3)	40	19.4	-	-	40	19.4
(1)+(5)	6	54.5	1	5.3	7	23.3
(2)+(3)	91	24.1	39	8.8	130	15.8
(3)+(4)	5,009	43.1	2,672	24.5	7,681	34.1
(3)+(5)	328	30.9	192	19.8	520	25.6
(4)+(5)	1,047	80.2	443	72.1	1,490	77.6
(1)+(4)+(5)	36	73.5	21	84.0	57	77.0
(2)+(3)+(4)	58	55.2	18	25.7	76	43.4
(2)+(3)+(5)	13	19.7	2	3.3	15	11.8
(3)+(4)+(5)	725	41.3	380	26.1	1,105	34.4
(2)+(3)+(4)+(5)	19	22.4	21	31.3	40	26.3
(1)+(2)+(3)+(4)	110	75.3	55	46.6	165	62.5
(1)+(2)+(3)+(4)+(5)	326	35.2	186	21.8	512	28.7

\*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	9,568 (100.0%)	9,394 (98.2%)	12 (0.1%)	1 (0.01%)	79 (0.8%)	82 (0.9%)
	Visual impairment	197 (100.0%)	197 (100.0%)	-	-	-	-
	Hearing impairment	507 (100.0%)	506 (99.8%)	-	-	-	1 (0.2%)
	Intellectual disabilities	6,957 (100.0%)	6,837 (98.3%)	2 (0.03%)	1 (0.01%)	61 (0.9%)	56 (0.8%)
	Physical/motor disabilities	1,532 (100.0%)	1,511 (98.6%)	-	-	8 (0.5%)	13 (0.8%)
	Health impairment	375 (100.0%)	343 (91.5%)	10 (2.7%)	-	10 (2.7%)	12 (3.2%)
Classes for special needs education		15,993 (100.0%)	14,990 (93.7%)	391 (2.4%)	119 (0.7%)	493 (3.1%)	

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

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

- totals for national, public and private institutions -

		Number of graduate students	Number of students who entering higher education	Number of students who entering training institutions	Number of students who entering work life	Number of students who entering institutions or medical institutions	Others
Schools for special needs education	Total	19,439 (100.0%)	482 (2.5%)	436 (2.2%)	5,387 (27.7%)	12,422 (63.9%)	712 (3.7%)
	Visual impairment	389 (100.0%)	115 (29.6%)	8 (2.1%)	52 (13.4%)	171 (44.0%)	43 (11.1%)
	Hearing impairment	502 (100.0%)	199 (39.6%)	33 (6.6%)	187 (37.3%)	71 (14.1%)	12 (2.4%)
	Intellectual disabilities	16,387 (100.0%)	83 (0.5%)	302 (1.8%)	4,952 (30.2%)	10,543 (64.3%)	507 (3.1%)
	Physical/motor disabilities	1,772 (100.0%)	42 (2.4%)	49 (2.8%)	126 (7.1%)	1,465 (82.7%)	90 (5.1%)
	Health impairment	389 (100.0%)	43 (11.1%)	44 (11.3%)	70 (18.0%)	172 (44.2%)	60 (15.4%)

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

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

[As of March in each year]

		1980	1985	1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	Visual impairment	59.7	61.4	67.2	77.5	90.1	90.7	92.0	91.3	92.1	92.7	94.2	93.7	94.7	95.0	95.6	95.8	95.8
	Hearing impairment	89.6	92.5	90.8	91.4	94.4	92.5	95.4	94.2	95.3	93.6	96.3	99.4	97.6	98.4	97.6	97.6	98.0
	Intellectual disabilities	94.8	96.8	95.6	95.2	95.4	94.5	93.8	96.6	94.6	96.9	96.0	92.0	96.9	94.2	95.7	91.1	93.1
	Physical/motor disabilities	49.9	56.7	66.8	81.2	94.5	94.4	95.8	95.1	95.8	96.9	97.4	97.0	97.8	97.5	98.2	98.5	97.9
	Health impairment	71.9	74.5	78.1	84.6	94.1	95.5	95.0	94.3	95.5	94.6	96.7	96.7	96.9	95.9	96.3	97.4	97.1
	Classes for special needs education	24.0	22.8	28.5	31.0	42.9	46.4	42.9	45.3	45.0	47.7	49.9	50.0	50.4	52.4	53.1	51.5	53.9
Classes for special needs education		11.5	25.9	39.7	52.1	62.2	64.9	73.1	62.6	64.6	64.8	65.5	70.2	69.7	70.0	67.3	66.5	65.2

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

[As of March in each year]

	Type	1980	1985	1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	Visual impairment	42.7	33.0	35.7	29.2	22.0	20.5	19.4	20.4	20.5	22.7	23.1	24.3	23.7	23.6	24.3	25.0	27.7
	Hearing impairment	30.2	25.5	27.6	18.3	12.6	13.3	11.9	11.9	17.0	14.4	12.4	15.3	19.1	21.4	16.3	10.9	13.4
	Intellectual disabilities	49.7	48.5	47.6	37.0	31.4	29.3	25.5	31.5	34.4	32.4	35.4	42.4	35.1	33.5	34.5	32.7	37.3
	Physical/motor disabilities	57.9	37.8	40.7	33.4	25.5	23.7	22.4	23.2	23.2	25.3	25.8	27.1	26.4	26.7	27.4	28.4	30.2
	Health impairment	24.5	19.2	20.2	13.0	6.5	6.6	6.0	6.4	6.1	7.7	7.7	11.8	11.0	9.7	12.0	10.5	7.1
	Classes for special needs education	5.8	8.5	18.6	18.0	8.0	6.1	10.1	13.0	10.3	15.4	18.5	16.4	12.1	11.0	12.2	14.6	18.0

**(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

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

[FY 2011]

Public	Expenditure of school education	
Schools for special needs education	7,402,125 Yen	Expenditure per child enrolled in schools for special needs education is  8.2 times as high as those of children in ordinary elementary schools  7.1 times as high as those of students in ordinary junior high schools
Elementary schools	898,918	
Lower secondary schools	1,045,548	

**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. 41, 2014.**

1. SAWADA Mayumi (2014). Educational expertise under inclusive education systems and the development of training curricula, *Bulletin of The National Institute of Special Needs Education*, Vol. 41, pp. 3-14, 2014

**Educational expertise under inclusive education systems and the development of training curricula**

SAWADA Mayumi

**Abstract:** Between 2011 and 2012, we conducted research on the development of training curricula. As a result of this research, we published a document entitled, “A teacher’s training guide for inclusive education systems: Realizing education for diverse forms of learning, by utilizing the concept of special needs education” (a tentative proposal). This document is a collection of strategies. In this paper, I have described methods of training, as well as specific objectives that are described in the “teacher training guide” mentioned above.

**Key words:** Inclusive education system, Expertise, Teacher training, Special needs education, Teacher training guides

2. FUJIMOTO Hiroto (2014). Research on special accommodation and instruction for students with special needs aimed at developing an inclusive education system: Informative examples of special accommodation and administration, *Bulletin of The National Institute of Special Needs Education*, Vol. 41, pp. 15-25, 2014.

**Research on special accommodation and instruction for students with special needs aimed at developing an inclusive education system: Informative examples of special accommodation and administration**

FUJIMOTO Hiroto

**Abstract:** Currently, the outlook for developing an inclusive education system in Japan is not clearly defined, because the Convention on the Rights of Persons with Disabilities is still under consideration for ratification. This study was designed to identify teaching methods and other considerations for developing an inclusive education system, in which students with and without disabilities could learn together and participate in contemporary educational activities at school. We conducted field studies on the current status of teaching methods, and requirements of students with and without disabilities to learn together and summarized specific cases from the study. In summarizing reference cases of students with disabilities, teaching methods and other considerations for such students were outlined according to the specifications of the novel concept that was declared in July 23, 2012: “Reasonable Accommodation,” and “Improvement of the Basic Environment,” as indicated by “Promotion of Special Needs Education in developing an inclusive education system for formation of a cohesive society.” (Central Council for Education of the Elementary and Secondary Education Subcommittee.)

**Key words:** Developing an Inclusive Education System, Reasonable Accommodation, Basic Environmental Improvements, Exchange and Joint Learning Activities

3. DOI Kouki, NISHIMURA Takahiro, FUJIMOTO Hiroshi, WADA Tsutomu, TANAKA Yoshihiro, SAWADA Mayumi, OOUCHI Susumu, KANEKO Takeshi, and KANAMORI Katsuhiro (2014). Influence of Character Spacing Ratio on TRUCT Braille Readability, *Bulletin of The National Institute of Special Needs Education*, Vol. 41, pp. 27-36, 2014

## Influence of Character Spacing Ratio on TRUCT Braille Readability

DOI Kouki, NISHIMURA Takahiro, FUJIMOTO Hiroshi, WADA Tsutomu, TANAKA Yoshihiro, SAWADA Mayumi, OOUCHI Susumu, KANEKO Takeshi, and KANAMORI Katsuhiro

**Abstract:** Braille is an important communication medium for people with visual impairments. However, intensive training is required to achieve even a modest level of Braille reading ability. In recent years, the number of people with acquired visual impairments has increased, whereas many people, even including those in advanced Braille reading courses, have not mastered the technique. Therefore, we have received a number of requests to enhance the Braille-learning environment. Transparent-Resinous-Ultraviolet-Curing-Type (TRUCT) Braille, which offers stronger stimuli than paper Braille, is becoming more popular and is increasingly used in Braille textbooks. Nevertheless, we lack sufficient knowledge on the readability of TRUCT Braille for beginners. We conducted an experiment to evaluate the influence of TRUCT Braille character spacing ratio on readability for beginners. Participants were eight sighted Braille-reading beginners that were assumed to be people with acquired visual impairment. The results revealed the condition of TRUCT Braille character spacing ratio, which possesses high readability for beginners. Moreover, beginners found it easy to read TRUCT Braille with a smaller character spacing ratio, which has a larger dot distances than its L size paper Braille. These findings support the use of TRUCT Braille for new Braille textbooks, as well as for printing Braille signs at public facilities, as well as on products used for daily life requirements.

**Key words:** TRUCT Braille, People with Visual Impairments, Character Spacing Ratio, Distance between Dots, Readability

4. ITO Yumi, UEKIDA Jun (2014). Transformation of self-expression in children with situational mutism by supporting mother-to-child separation anxiety, *Bulletin of The National Institute of Special Needs Education*, Vol. 41, pp. 37-51, 2014

## Transformation of self-expression in children with situational mutism by supporting mother-to-child separation anxiety

ITO Yumi, UEKIDA Jun

**Abstract:** Children suffering from situational mutism do not have any problems in their ability to speak. However, in some cases, such children may not speak in social situations, including at school. The child “A” was a fourth grade elementary school pupil suffering from situational mutism, who could not be separated from her mother. In order to reduce her separation anxiety, the author conducted educational counseling for this child, continuously for four years. Parallel counseling was also conducted with her mother. The purpose of counseling was to stabilize the child’s attachment. The author encouraged the child, attempted to guess her feelings, and put those feelings into words. In the course of counseling, the relationship between the author and “A” stabilized gradually, and the child became adapted to making self-expressions by exchanging notes and through play. Also, she became able to verbalize her feelings and the confusion that was previously expressed by crying. Furthermore, the child became able to go to school by herself, which allowed her mother to go to work. At the completion of the consultation, the child was enjoying herself by showing novels she had written and pictures she had drawn by herself to her friends and teachers.

**Key words:** Educational counseling, Situational mutism, Self-expression, Anxiety, Attachment



5. ISHIZAKA Tsutomu, FUJITA Tsugumichi (2014). Report on the consultation for school on self-injurious behavior of autistic children at a special needs education school for intellectually disabled, *Bulletin of The National Institute of Special Needs Education*, Vol. 41, pp. 53-62, 2014.

## Report on the consultation for school on self-injurious behavior of autistic children at a special needs education school for intellectually disabled

ISHIZAKA Tsutomu, FUJITA Tsugumichi

**Abstract:** School consultations consisting of direct observations, support meetings, and communication via email and the telephone were conducted with autistic children and their teachers at a special needs education school for intellectually disabled. The results of the consultations were analyzed for the purpose of reducing the children's self-injurious behaviors. At the beginning of the consultation, teachers in charge of the target children shared the problem of self-injurious behavior with the school and took their own counter-measures. Following two sessions of behavioral observation and support meetings, the teachers were instructed to take the following measures: (1) divide children into groups adequately; (2) refrain from giving unnecessary verbal instructions; (3) not yell; or call the children from a distance, so as not to confuse them with sounds; (4) enable the each child to be open to his perspective; (5) not to urge the children to take any action when they do not feel well; (6) to set goals carefully so that children would experience less failures; and (7) teachers in charge give instructions to other teachers when needed. After the new support policy was established and the children were consistently supported, their self-injurious behaviors decreased and were maintained at a low level.

**Key words:** Autistic children, Special needs education school, School consultation and self-injurious behavior

6. Okamoto Kunihiro (2014). Research trends investigating about teaching for students with kanji-writing difficulties, *Bulletin of The National Institute of Special Needs Education*, Vol. 41, pp. 63-75, 2014.

## Research trends investigating about teaching for students with kanji-writing difficulties

Okamoto Kunihiro

**Abstract:** The purpose of this study was to discuss trends of research for student's characteristics with kanji-writing difficulties, teaching and future problems for research in Japan. The articles were searched from 1997 to 2012 by CINII. The target articles were 42. Main target were children with learning disabilities in elementary school. The articles indicated that many students did not acquire kanji writing for the appropriate grade. The factors of Kanji-writing difficulties were considered weakness of visual memory, visual- motor memory and so on. In many study, teaching methods were originated by using students' dominant cognitive function and by giving consideration to the burden of kanji writing. Teaching were executed for case of auditory memory dominant, case of visual memory dominant, case of visual-motor memory dominant and case of taking the burden of kanji writing into consideration. Also it was investigated that effects of teaching methods by use of teaching materials of kanji writing in group setting. There were three future problems that are to investigate student's characteristics with kanji-writing difficulties and the teaching methods in regular classes, to investigate the factors of kanji-writing difficulties by the difference of student's "age", "acquisition situation", "disabilities" and the teaching methods, to investigate teaching materials of kanji writing in regular classes.

**Key words:** Kanji-writing, Learning Disabilities, Trend of studies

7. YANAGISAWA Akiko (2014). Teacher-parent collaboration in special needs education: The parents' roles and teachers' needs, *Bulletin of The National Institute of Special Needs Education*, Vol. 41, pp. 77-87, 2014.

## Teacher-parent collaboration in special needs education: The parents' roles and teachers' needs

YANAGISAWA Akiko

**Abstract:** Previous studies on collaboration and cooperation between professionals and parents of families having children with disability were discussed. Then, the meaning of collaboration between teachers and parents in special needs education was analyzed based on the historical transition of the role of parents having children with disabilities, and teachers' needs when working with them. The role of parents having children with disabilities has been transformed from specialist and teacher initiated, to a partnership role in subjective decision making about their children's education. Teachers are required to support parents, and parents are able to participate in education independently of teachers, as equal advocates for their children with disabilities. It is important that teachers build a relationship of mutual trust with parents by establishing in-depth communication, as well as give specialized advice to parents. Moreover, it is important that teachers make progress in collaborating with parents having children with disabilities, being aware that parents are growing as individuals, and that parents' desires and problems change as their children become older.

**Key words:** Collaboration, Teachers, Parents/families of children with disability

## **Editorial Board**

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## **NISE Bulletin Vol. 14**

**March 2015**

Published by

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

URL : <http://www.nise.go.jp>

## **NISE Bulletin**

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

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