

NISE Newsletter

for Special needs Education in Asia and the Pacific

No.26

March 2007

Report of the 26th Asia-Pacific International Seminar on Education for Individuals with Special Needs (formerly: “Asia-Pacific International Seminar on Special Education”) — A New Start

For the four-day period from December 4, 2006, the National Institute of Special Education held the "26th Asia-Pacific International Seminar on Education for Individuals with Special Needs" at Yokohama Symposia. This year's program included a one-day pre-conference, which included institutional visits and preliminary meetings for the country reports and discussions.

As in last year's Seminar, 14 countries participated including Japan: Australia, Bangladesh, PRC, India, Indonesia, Malaysia, Nepal, New Zealand, Pakistan, the Philippines, South Korea, Sri Lanka and Thailand. In addition to the delegates from the participating countries, the Seminar was participated by around 249 persons. These included NISE personnel, and other Japanese persons concerned, for instance those involved in prefectural educational administration, special schools and universities.

This year (2006) marked the first year of NISE'

s five-year Second Medium-term Plan. Partly for this reason, NISE implemented the Seminar based on the following new basic policies in view of the recent trends of education in Japan.

(1) To contribute toward the development of the education for children with disabilities in the Asia-Pacific countries and regions.

(2) To evaluate the Japanese concept of “special support education” from the international perspective for its further development.

(3) To present the efforts and research outcomes relating to the mentioned “special support education” in Japan widely to the overseas concerns, and to collect and supply information related to the same in the Asia-Pacific countries and regions.

Specifically, NISE determined the following as the basic concept for the themes to be determined for each year: “Advancement of Education to Meet the Special Needs of Individuals - Toward Realization

of Principle of Equity and Social Cohesion”. This meant emphasis on the concepts of “normalization” and “inclusion”. On this basis, NISE determined this year’s Seminar theme as “Collaboration Based on Partnership among Related Fields (Education, Healthcare, Medical Care, Welfare etc.)”. In relation to this, the Seminar’s name was changed to “Asia-Pacific International Seminar on Education for Individuals with Special Needs”. NISE also positioned this Seminar as one of the programs related with “Disabled Person’s Week” which is from December 3 to 9. To more inform the general public of the Seminar, NISE exhibited photos and other panels in the venue presenting NISE activities. Additionally, to promote the collaboration with other

organizations related with international exchange, this year’s Seminar made use of the facilities of “JICA Yokohama” (Japan International Cooperation Agency Yokohama International Center). NISE thus made innovations in the area of the operation and management of the Seminar.

In these and other ways, NISE will continue to make efforts to further innovate the Seminar.

SASAMOTO Ken

Leader

Executive Working Group for the 26th Asia Pacific International Seminar on Education for Individuals with Special Needs

Projects to Support “Special Support Education” Provided at Japanese Schools Abroad

In FY2005, the NISE Clinical Center for Children with Special Needs conducted a survey covering Japanese schools abroad by utilizing its scientific research expenses. The purpose was as follows: to survey the contents, wishes and requests, and needed information respecting the needs for educational consultation for children with disabilities and their parents who live abroad; on this basis, to construct a system for educational consultation and support for such persons at the National Institute of Special Education (NISE); and to construct a network of the related domestic and overseas organizations and agencies.

This survey was conducted by e-mailing questionnaires to 84 Japanese schools abroad. 77 schools replied to this mail, for a recovery rate of 91.7%. Children with disabilities were enrolled in about 30% or 27 of these schools. The measures taken by these schools were as follows. About 50% (13) had established special classes. At other

schools, consideration was given such as provision of special guidance for disabled children, and increase of teachers. About 50% (39) of the entire number of schools that replied were handling inquiries and requests for consultation related to admission and change of schools regarding children with disabilities. At more than 80% (33) of these schools, teachers in managerial positions were handling such inquiries and requests. More than 70% (59) of the entire number of schools that replied felt it necessary to develop and improve the systems for accepting disabled children.

These findings can be said to show that the interest in “special support education” has been gradually increasing. They also showed that the schools concerned had difficulties obtaining information on the contents and methods of guidance for disabled children and support and collaboration by specialized organizations and agencies. Additionally, given the fact that there are few such organizations abroad or locally, the needs for and expectations

placed on NISE, which are not so large at present, are expected to become larger in the future. Another issue is that as mentioned, teachers in managerial positions are handling inquiries and requests for consultation relating to admission and change of schools by disabled children. This means that those in managerial positions at the said schools should have at least the basic knowledge about disabilities and educational consultation. To this end, it will be necessary for such persons to receive the needed training and education.

Based on such findings, a field survey was conducted by covering 18 Japanese schools in the following countries and cities which are providing (or trying to provide) special support education: Seoul, Chinese Taipei, Hong Kong, Tianjin, Shanghai, Bangkok, Kuala Lumpur, Manila, Panama, Mexico, New York, Vienna, Munich, Frankfurt, Hamburg, Berlin, Dusseldorf and Singapore. The findings are summarized below.

(1) The people sent by companies, etc. to abroad are getting younger every year. They are raising younger children, which has been increasing the requests for consultation relating to the education for disabled children. However, Japanese schools abroad are established by local associations of Japanese. For this reason, they have had problems in the area of the educational environment such as size of school, managerial and Projects to Support "Special Support Education" Provided at Japanese Schools Abroad Tetsuo Gokami Department of Counseling and Consultation for Persons with Special Needs, NISE, Japan financial issues, lack of specialized teachers, and deficiency of educational facilities and equipment.

For this reason, they have had difficulties accepting disabled children. However, in the last few years, there has been a major change in this situation, and the interest in special support education has been mounting.

(2) The schools generally lack teachers who have specialized knowledge and guidance skills relating to disabilities (including minor developmental disorders).

For this reason, they are always uncertain when it comes to provision of educational consultation for disabled children and about the method of guidance. The schools strongly expressed the need for provision of supervision and consultation relating to the measures to be taken by the schools and the school system itself.

(3) The schools generally lacked the specialized knowledge to correctly assess the condition of disabled children. They requested specific support in meeting with individual cases such as the method for assessing such children (assessment of learning difficulties and specific guidance methods), how to deal with children who have difficulties communicating and in human relations, how to acquire teaching aids and equipment, and hints and ideas about guidance.

(4) The schools felt it difficult in reality to make use of local resources partly for the problem of language. For this reason, both the schools and parents practically have nowhere to turn to in consulting about the condition of disabilities or how to understand the actual condition of children.

(5) When the time comes for the family to come back to Japan, the parents are often uncertain about their children. They would like to have some organization that would provide consultation and advice relating to this matter, or for some consultative organization abroad to provide information.

(6) The schools are having difficulties obtaining information about the trends of special support education such as general information about disabilities in Japan and abroad, the national and local trends of special support education, and the measures taken by other Japanese schools abroad. They feel the need to construct a network to exchange these types of information. However, the fact of the matter is that it is difficult for any of the Japanese schools whose staff change every three years to manage such a network.

(7) The children are going abroad with their families. This has its own psychological effects. To cope with

such effects, it would be urgently necessary to assign nurses, teachers and school counselors.

Based on the findings from these surveys, this summer, the Clinical Center for Children with Special Needs held an “Educational Consultation Week for Children Attending Japanese Schools Abroad” to provide support for parents and teachers who came back to Japan for the vacation. This was held for one week from the end of July to early August. Ten schools mainly in South Korea, China and Chinese Taipei requested for participation in this program, and the Center provided consultation and support to parents and teachers.

The Center has also established a system of cooperation with the Japan Overseas Educational Services (JOES) by linking the home pages to provide support through collaboration.

The Center is also examining the use of ICT as a method to support special support education provided by Japanese schools abroad. As specific projects, NISE will provide information using the Skype communication software by mainly covering Japanese schools in eastern Asia. On December 22 this year, it will hold a conference on special support education for Japanese schools abroad to exchange

information with the aim of constructing a network of such schools. It is calling upon such schools to participate in this conference.

As described, NISE would like to propose specific support measures in the future also, so that the problems faced by Japanese schools abroad as identified in the mentioned surveys can be solved as much as possible.

GOKAMI Tetsuo

*Department of Counseling and Consultation for
Persons with Special Needs, NISE*



Shang-hai Japanese school

Government Administrator Training Program for Japan-Malaysia Economic Cooperation – For the Establishment of a Special Education Institute in Malaysia

To support the establishment of a national institute for special education in Malaysia, NISE has initiated a program to accept trainees for this purpose.

This training program was agreed upon and signed in a summit meeting held in 2003. Its rough contents were determined in the "Economic Partnership Program" signed in 2005 for the

strengthening of the economic cooperation between Japan and Malaysia. Similar agreements have been signed with Singapore, Mexico and the Philippines.

The government of Malaysia had a program to establish an institute for special education modeled after NISE. As part of the projects to support this program, NISE will be providing support in the human aspect ("software") by accepting trainees

from Malaysia. This project will be implemented through collaboration with "JICA Yokohama" (Japan International Cooperation Agency Yokohama International Center).

The first training program was implemented from January 29 to February 9, 2007. Two trainees participated: Mr. SALBIAH BINTI ISMAIL, Director, Special Education Service Division, Special Education Department, Ministry of Education, and Mr. NOR ROFIZAH BINTI JAMALUDDIN, Assistant Director. In the coming two years, researchers will be invited to participate in this

program by type of disability, to undergo training to assist the establishment of the said institute in Malaysia. NISE will be reporting on this program and its achievements.



Research at NISE

1. High Priority Research Projects or "the Projects" Practical and comprehensive research on an urgent problem based on policy issue and an educational site, and cross-cutting project team is organized and executed by the team.

1. A Practical Study on Promotion of "Effective Educational Support System" and "Exchange & Cooperative Study" for Children with Disabilities in Elementary and Lower-secondary Schools 2004-2007

◆Research Representative: **Hiroto Fujimoto**

(Chief Researcher, Department of Policy and Planning)

◆Research Partaker: Yumiko Hirose, Tetsuo Gokami, Yoshihiro Tanaka, Shigeki Fujii, Tatsunori Ono, Kuniyoshi Takigawa, Toshiyuki Uchida.

In this research, we work on the study to promote the Special Support Education System in regular classes of Elementary & Lower-secondary Schools based on the final report of "The Future of Special Support Education" from Meeting of Researchers on Special Support Education and of "The System for Promoting Special Support Education" from Central Education Council.

In the past two years (2004-2005), we've examined on the followings: (1) the consideration of

the educational method based on the diversification of disabilities which enable teachers to respond flexibly in the special classes and Tsukyu classes, (2) the consideration of "Special Support Classrooms" in which educational services are enhanced depending on individual educational needs, such as supplemental lessons and course instruction based on disabilities of each child/student in regular classes, and the publication of the reference material "How to approach for children with disabilities in elementary and lower-secondary schools: the Good Practice for leading and managing the special classes and Tsukyu classes". On the basis of these consideration, we've



continued discussion on "the construction of support system of children with disabilities in the area" which is to be an important task, and also we've studied on how to promote "Exchange & Cooperative Study" which is touched on Disabled Persons Fundamental Law and the final report above.

This is the unified research of the followings: "Research Study on Effective Educational Support System for Children with Disabilities in Regular Elementary and Lower-secondary Schools" and " A Practical Study on Exchange & Cooperative Study for Students with Disabilities and Students without Disabilities" we conducted previous year, because of (1) "Special Support Classroom(tentative name)" is closely-linked to the situation of disabled students learning in regular classes, (2) In the process of consideration, we found that these two researches are related closely to promote Special support education.

2. Empirical Research on System Development of the Large Print Textbooks and the Teaching Effectiveness by Using Them 2004-2006

◆Research Representative: **Koki Chida**

(Department Head, Department of Educational Support Research)

◆Research Partaker: Yoshihiro Tanaka, Susumu Oouchi, Mayumi Sawada, Tetsuya Watanabe

"The large print textbooks" is a task to be solved now. And so, utilizing accumulated know-how of editing and producing "the large print textbooks" here at the institute, the following research and development will be carried out. First the research and development on how to produce the large print textbooks and the computerized textbooks, which

are adapted to visual function of low vision students and their educational needs, and enable to enlarge the fonts and to change the color variation. Furthermore, we will verify effective utilization of these textbooks and teaching method by using them as well as carry on empirical and practical research on color scheme and contrast associated with colorization of textbooks and teaching effectiveness to the students with other disabilities by using these textbooks.

3. Research on Development of the Instruction Package Based on the Special Needs of Children with Autistic Disorders in the Special Support Schools 2006-2007

Focused on the comprehensive assessment method and particular key point of instruction content.

◆Research Representative: **Chikamori Oshio**

(Research Director, Department of Educational Support Research)

◆Research Partaker: Nobutaka Kimura, Yutaka, Tokunaga, Katsutoshi Sato, Michimasa Ozawa, Ukai Saitou, Megumi Wakui, Toshiyuki Uchida

Developing specific curriculum, effective instructional methods and meaningful school lives based on the special needs of children with autistic disorders has become urgent issue in special schools, special classes and resource rooms of the regular schools. This research aims at developing specific instructional package which consisted from comprehensive assessment methods and instructional programs for key behavioral components-pivotal responses and so on, based on the special needs of children with autistic disorders.



4. Comprehensive Research toward Understanding and the Fullness of Correspondence to Special Support Education in Elementary and Junior High school 2006-2007

◆Research Representative: **Kanyu Matsumura**

(Chief Researcher, Department of Teacher training and Information)

◆Research Partaker: Yumi Ito, Jun Uekida, Susumu Oouchi, Hirotsugu Ota, Yoshiaki Oda, Setsumuko Kameno, Ken Sasamoto, Hiroki Sasamori, Kuniyoshi Takigawa, Shigeto Toshima, Akio Tokunaga, Kengo Nishimaki, Shigeki Fujiii, Yasumi Makino, Syun Yokoo, Masahiro Watanabe

We support the advance of the special support education in elementary school and junior high school on this comprehensive research. We develop the total supportive tool for the problem solving in the special support education. This research corresponds to the concept of the education policy of the Ministry of Education, Culture, Sports, Science and Technology. This research is useful for the advancement of total education system as the special support education.

5. Research on the Comprehensive Support from the Early Stage of the Children with LD, ADHA, and High-Functioning Autism 2006-2007

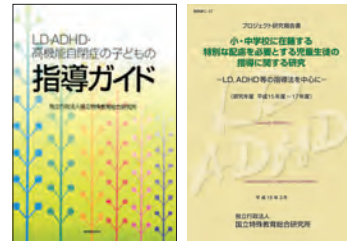
◆Research Representative: **Yoshikata Atsumi**

(Research Director, Department of Educational Support Research)

◆Research Partaker: Fumie Oshiba, Akiko Kaizu, Shigeki Kuboyama, Tetsuo Gokami, Michiyo Kobayashi, Hiroki Sasamori, Katsutoshi Sato, Mayumi Sawada, Yumiko Hirose, Shigeki Fujii

The early identification and intervention are very important for the people with developmental disabilities such as attention-deficit/hyperactivity disorder(ADHD), learning disabilities(LD) and higher-functioning autism(HFA). These are the

responsibility of national government under the law of 'Hattatsu-Shougaisha Shien Hou'. The aim of this research project is to design the models of effective and comprehensive systems of early identification and intervention for the people with ADHD, LD and HFA.



6. Practical Research on the Management of the Curriculum in Specil Support Education 2006

◆Research Representative: **Koki Chida**

(Department Head, Department of Educational Support Research)

◆Research Partaker: Yutaka Tokunaga, Ryoji Hagimoto, Kimihito Harada, Nobutaka Kimura, Shigeto Toshima, Megue Nakazawa, Hiroki Sasamori, Kuniyoshi Takigawa, Yumiko Saito, Hotoshi Nakamura, Akira watanabe, Hirofumi Osaki

As for the desirable curriculum in Special Support Education, it has been examined in the review of the National Course of Study at the Central Education Council. This research is to review these issues on the curriculum in Special Education and examine the nature of education in Special Support Education based on the discussion in the Central Education Council. Based on the result of the previous project research (2001-2003) in Special Educational Curriculum, the practical research is to be expected on curriculum management, design and educational contents in Special Support Education School.

2. Research studies in Specific Areas, or "Kadai studies" Specialized research corresponding to the clarification of disabilities and adopt depends on priority to the needs in teaching.

1. A Study on the Educational Support for Children with Speech and Language Disorder -Focusing on the Formation of Positive Self-Consciousness in Children with Stuttering 2004-2006

◆Research Representative: **Yasumi Makino**

(Senior Researcher, Department of Policy and Planning)

◆Research Partaker: Tetsuo Gokami, Kanyu Matsumura, Yumi Ito

◆Specialization/Area : **Speech and Language Disorder**

Although "Stuttering" has been an object of study for a long time, little is known about effective teaching and supporting methods for children with stuttering. We are concerned with their "Self-Consciousness". The purpose of this study is to develop teaching and supporting contents/methods for the formation of positive self-consciousness in children with stuttering.

2. Educational Approach Supporting Self-Care of Children with Chronic Disease including Psychosomatic Disease and School Refusal 2004-2006

◆Research Representative: **Kuniyoshi Takigawa**

(Senior Researcher, Department of Educational Support Research)

◆Research Partaker: Kengo Nishimaki, Hirofumi Osaki, Jun Uekida

◆Specialization/Area : **Health Impairments**

This research studies on the educational support for self-care of children with chronic disease including a psychosomatic disease and school refusal. On the basis of "model of influence on adjustment to chronic illness", we consider the appropriate the appropriate support for mental, social, and physical adaptation of those children. Also, we develop



evaluation of instruction for therapeutic education program and to publish the manual for self-care support for children with chronic disease.

3. Research on Brain Science and Education for Children with Disabilities 2004-2006

◆Research Representative: **Kengo Nishimaki**

(Research Director, Department of Educational Support Research)

◆Research Partaker: Yoshikata Atsumi, Munehisa Tamaki, Akiko Kaizu, Ken Sasamoto, Koki Chida, Susumu Oouchi, Yoshiaki Oda, Tetsuya Watanabe, Shigeto Toshima

◆Specialization/Area : **Neuroscience**

Brain science has a potential to impact every aspect of special education. This study aims at making the cause of brain function disorder clear and contributing to education that promote social participation of children with disorder in brain function based on the knowledge of brain function such as learning mechanism, perception/ cognition mechanism, communication ability and others.

4. Practical Studies on Medical Care System at Special Schools 2005-2006

◆Research Representative: **Hirofumi Osaki**

(Senior Researcher, Department of Counseling and Consultation for Persons with Special Needs)

◆Research Partaker: Kengo Nishimaki, Shigeto

Toushima, Kuniyoshi Takigawa, Jun Uekida

◆Specialization/Area : Medical Care

In this study, ① a survey on medical care support system in special schools is conducted.

② based on a result of the study, a guideline for medical support system is made.

5. Practical Research on Special Improvement of Visual Impairments Education of School for the Blind and the Support for it's Needs in Primary and Secondary School to Carry out as the Function of Resource Center on Education for the Visual Impairments in the Area 2006-2007

◆Research Representative: **Susumu Oouchi**

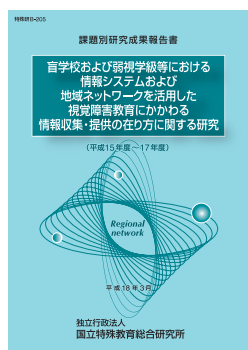
(Research Director, Department of Policy and Planning)

◆Research Partaker: Koki Chida, Takeshi Kaneko, Yoshihiro Tanaka, Mayumi Sawada, Tetsuya Watanabe

◆Specialization/Area : Visual Impairments

This study focuses on the actual situation of learning condition for students with visual impairments and the result of teaching methods and teaching materials for them in Japan. At the same time, we examine the methods of creating teaching materials using the newest information technology developed from the prior research in our team and it's practical use for the student's needs.

In addition, for students with the other kind of impairments we examine the result of teaching method with use of visual and tactile perception. These results are the best use of "Information Network for the Education of People with Visual



Impairments".

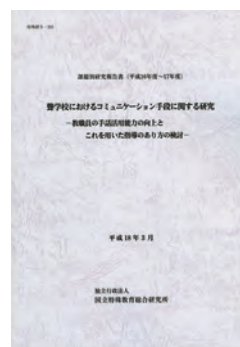
6. Research of Communication Means on School for the Deaf -Improving instructional method and educational materials focused on using Sign Language 2006-2007

◆Research Representative: **Yoshiaki Oda**

(Chief Researcher, Department of Educational Support Research)

◆Specialization/Area : Deaf and Hard of Hearing

This research focuses on improving instructional method and educational materials using Sign Language. The national survey on instructional method at the school for the deaf, and analyzing teaching-learning interaction using Sign Language will be conducted on this research. Teaching materials related to Sign Language also discussed on it's effective usage, sharing system, and so on. On this research we carries out the development succession of the research which performed till last year.



7. Practical Research on the Community-Based System to Consistent Support for Children with Speech and Hearing Handicap 2006-2007

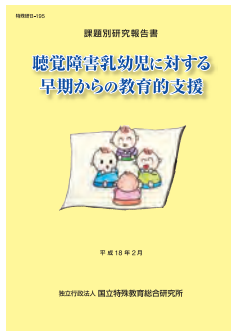
◆Research Representative: **Michiyo Kobayashi**

(Chief Researcher, Department of Counseling and Consaltation for Persons with Special Needs)

◆Research Partaker: Shigeki Kuboyama, Shigeki Fujii, Oda Yoshiaki

◆Specialization/Area : Speech and Hearing Handicaps

In this research, the purpose is to clarify the directionality in the role and the future of resource room for the speech and hearing impaired that is



located closely to the region.

The resource room is the first organization in the region where the child relates to the special support education, and corresponds continuously from an infant to school age. We visit the school which is performing characteristic and community-based practice, introduce those information and examines the role of resource room.

8. Research on the Contents of Instruction and Methods toward Good Employment for Students with Intellectual Disabilities -From the view point of career education 2006-2007

◆Research Representative: **Nobutaka Kimura**

(Chief Researcher, Department of Educational Support Research)

◆Research Partaker: Chikamori Oshio, Yutaka Tokunaga, Ryouji Hagimoto, Katutoshi Sato, Ukai Saito, Toshiyuki Uchida, Megumi Wakui, Michimasa Ozawa,

◆Specialization/Area : **Intellectual Disabilities**

While the employment rate of the people with intellectual disabilities has been decreasing, a new education, welfare and employment service for these people has been developed in these days. In this research, we study on the contents of instruction and methods as career education. Effective career education is to foster students' ideas about works and good awareness of working in each stage of primary school, junior high school and high school.

9. Evaluation and Lesson Improvement of Educational Activities for the Children with Physical/Motor Disabilities 2006-2007

◆Research Representative: **Shigeto Tushima**

(Chief Researcher, Department of Educational Support Research)

◆Research Partaker: Yutaka Tokunaga, Akira Watanabe

◆Specialization/Area : **Physical/Motor Disabilities**

This is a practical research on "Evaluation" and "Improvement and enhancement of the lesson" of various educational activities in each school and class where the children with physical/Motor disabilities attend. The creativity and improvement of the evaluation method are needed to enhance the objectivity and reliability of the evaluation, also to develop the special support education based on the individuals needs. However, it does not seem to be enough even though the evaluation has been more important subject in those educational sites. This research performs multiple investigations for the evaluation method, improvement and fullness of the lesson. This is to follow up the subject "A study on educational program and support system for children with Physical/Motor Disabilities-Making of Guidebook on "Jiritsu-Katsudou (Activities to promote independence) " which was performed in 2005.



10. Research on the Education for Children with Health Impairments in Japan -With the perspective of partnership between education for children with health impairments and school health 2006-2007

◆Research Representative: **Kengo Nishimaki**

(Research Director, Department of Educational Support Research)

◆Research Partaker: Kuniyoshi Takigawa

◆Specialization/Area : Health Impairments

There are over 40,000 long-term absentees with health impairments in the whole country and the approach from special education has been thin even though the most of them are receiving regular education. The theme is to study on the organization of systems supporting the long term absentee and the research on the strengthening of educational function at the special school. This research is cooperated with special schools, local centers for special education and universities of special education under the total management by NISE.

11. Research on Assessment for Children with Multiple Disabilities-With focus on communication and understanding environment 2006-2007

◆Research Representative: Megue Nakazawa

(Chief Researcher, Department of Education Support Research)

◆Research Partaker: Tetsuo Gokami, Yumiko Saito, Hiroshi Osaki

◆Specialization/Area : Multiple Disabilities

The present research aims at proposing a comprehensive assessment program for children with multiple disabilities who have difficulties in communication, from the aspects of individual and environmental factors. The P (Planning), D (Doing) and S (Seeing or Evaluating) are steps indispensable to educational practices, and assessments of the child and the environment surrounding the child are a pre-requisite to the PDS steps. However, children with multiple disabilities who are considered to have "extreme difficulties in learning" are often left without appropriate assessment due to the difficulties in communication. Such circumstances lead to insufficient evaluation of educational results. In this study, which covers the first half of the four-year project, research on the assessment of individual factors of children with multiple disabilities is conducted with focus on communication and understanding environment as they are linked most closely with education. The proposed assessment

program will be field tested in the final year.

12. Developmental Research on the Use of ICF Version for Children and Youth (ICF-CY) to Educational Policy 2006-2007

◆Research Representative: Akio Tokunaga

(Senior Researcher, Department of Policy and Planning)

◆Research Partaker: Ken Sasamoto, Kengo Nishimaki, Ryouji Hagimoto, Susumu Oouchi, Masahiro Watanabe

◆Specialization/Area : ICF

This study aimed Development on the use of ICF version for Children and Youth (ICF-CY) to Educational Policy, which will be endorsed by WHO (World Health Organization). The ICF has been utilized on special education for students with disabilities, after statement that ICF should be considered for utilization on "Basic Program for Persons with disabilities" (Cabinet Office, 2002). This study will review the directional property of utilization ICF-CY in response to their outcome and issue.



13. Research on Japanese phoneme and recognition of syllable for children with mild developmental disabilities in a regular classroom -Analysis the characteristic of Japanese special syllable which is easily to be mistaken and development of the teaching technique 2006-2007

◆Research Representative: Hiroto Fujimoto

(Chief Researcher, Department of Policy and Planning)

◆Research Partaker: Kengo Nishimaki, Akiko Kaizu, Shigeki Fujii

It is now pointed out that when translating spoken words such as a contracted sound and a double consonant of Japanese language into written words can be mistaken easily in the practical education for children with mild developmental disability. In this research, focus on auditory perception of the children, examine the characteristic of phoneme and syllable of Japanese and develop the teaching technique on "Correct Written Words" focusing on audiological perception.

14. A Practical Study on the State of Educational Consultation to Support the Area-Focusing on the method of consultation and assessment 2006

◆Research Representative: **Tetsuo Gokami**

(Department Head, Department of Counseling and Consultation for Persons with Special Needs)

◆Research Partaker: Yasumi Makino, Kimihito Harada, Shigeto Toshima, Hiroki Sasamori, Shigeki Kuboyama, Yoshitsugu Ota, Tatsunori Ono, Michiyo Kobayashi, Fumie Oshiba, Michimasa Ozawa, Hirofumi Osaki, Yumi Ito, Jun Uekida, Setsuko Kamenno

◆**Specialization/Area : Guidance and Consultation**

This research is to perceive the educational consultation as a role of a National Center and consider the state of educational consultation to develop the support the area.

3. Collaborative Research

The NISE's Collaborative Research Project, established in 2005, aims to contribute to the improvement of education for students with disabilities or special educational needs. It is highly expected that we can achieve our goals more effectively by building tight collaboration between two types of research, NISE's practical research and Universities' academic research. We also collaborate with institutions of other fields such as medical, welfare, engineering etc. We are currently conducting six collaborative researches in this year.

1. Research on Support for the Students with Developmental Disorders in Higher Education 2004-2006

◆Research Representative: **Kimito Harada**

(Chief Researcher, Department of Educational Support Research)

◆Collaborative Research Institute: JASSO (Japan Student Services Organization)

The condition and situation of the support for students with developmental disabilities in higher education has not been cleared yet. It is necessary to grasp its information to develop and carry out support for them in near future. This research is to organize the situation and objective, and provide information about actual condition of support and method in higher education.

2. Development of New Type Human Interface System Using Partner Type Personal Robots for Enhancing Education of Students with

Disabilities 2004-2006

◆Research Representative: **Tetsuya Munekata**

(Chief Researcher, Department of Policy and Planning)

◆Collaborative Research Institute: NEC Media and Information Research Laboratories

In cooperate with the Personal Robot Research Center at NEC Media and Information Research Laboratories, NISE has started collaborative development study on new type human interface system.

3. Development of an Assistive Technology Device Using Electro-Steganography Technology for Enhancing Compensation of Audio Information 2004-2006

◆Research Representative: **Tetsuya Munekata**

(Chief Researcher, Department of Policy and Planning)

◆Collaborative Research Institute: Research Institute

of Electrical Communication, Tohoku University

In cooperate with the Advanced Acoustic Information Systems Laboratory of Research Institute of Electrical Communication, Tohoku University, NISE has started collaborative development study for enhancing compensation of audio information.

4. A Preliminary Study to Elucidate the Brain Function of Learning Disabilities, Attention-Deficit/Hyperactivity Disorder and Higher-Functioning Autism, Using Non-Invasive Imaging Techniques of the Brain Function 2004-2006

◆Research Representative: **Yoshikata Atsumi**

(Research Director, Department of Educational Support Research), Kengo Nishimaki (Research Director, Department of Educational Support Research)

◆Collaborative Research Institute: Kurihama National Hospital

Based on psycho-educational data which we have accumulated, we conduct preliminary study to reveal the brain function related to disabilities using functional imaging techniques. We seek effective programs for children with disabilities based on the brain science.

5. A Practical Study on Making Support Network System of Children with Disabilities in Yokosuka City 2004-2006

◆Research Representative: **Tetsuo Gokami**

(Department Head, Department of Counseling and Consultation for Persons with Special Needs), Kengo Nishimaki (Research Director, Department of Educational Support Research)

◆Collaborative Research Institute: Yokosuka City, Kanagawa University of Human Services

We make a joint study groups between Yokosuka City, Kanagawa University of Human Services and NISE for support network system of children with disabilities. This study gives the evidences how to make better connection and to collaborate effectively through working together.

6. A Study on Evaluation of Figure Drawing by Children with Visual Important and Blindness 2006-2007

◆Research Representative: **Susumu Oouchi**

(Research Director, Department of Policy and Planning)

◆Collaborative Research Institute: Tokyo Polytechnic University

To develop blind children's ability to reproduce exactly the perceived image as the same time as perceive it tactually, it is necessary for them to command two-dimensional images. However, it is difficult for them to judge the size and shapes of images they draws. This research is to collaborate with optical information engineering and develop the self-evaluated system which can measure the size and shapes of the images the blind children draws.

Report on "Special Support Education Seminars I & II" (NISE)

1. Seminar I

Seminar I was held for two days on January 16 (Tuesday) and 17 (Wednesday), 2007, at the National Olympics Memorial Youth Center (Metropolis of Tokyo), participated by 780 educational concerns from all over Japan. This Seminar is designed to extend information on the situation of education

for disabled children and current researches, and to examine contemporary issues and explore future issues and policies. The programs consist of lectures by Japanese persons concerned with special education such as notable researchers, specialists and NISE personnel, panel discussions and discussions by inviting participants. Seminar I's theme was "Special

Support Education Provided by Elementary and Lower Secondary Schools and Roles of Special Schools". It focused on the education provided by elementary and lower secondary schools to children with disabilities. Discussions were carried out from diverse angles on the issue of the education for such children provided by elementary and lower secondary schools through collaboration with "special schools" (i.e., schools for the blind, deaf and other disabled children) from the common viewpoint of education.

2. Seminar II

Seminar II was held on February 21 (Wednesday), 2007, at the same venue. This Seminar's theme will be "Special Support Education and Development of Expertise". Discussions will be carried out mainly on the three topics namely (1) practical application of the achievements of cerebral scientific researches, (2) utilization of assistive technologies (AT) and (3) curricula to cope with children with multiple disabilities and worsening of their disabilities.

Report of NISE and KISE Seminars on Special Education

1. The 6th Seminar

The 6th NISE and KISE Seminar on Special Education was held on April 13 (Thursday) and 14 (Friday), 2006, in Ansan City, South Korea. This Seminar is held periodically for the following purposes based on an agreement between NISE and KISE (Korea Institute for Special Education).

- (1) Exchange and sharing of information and discussions on government policies, practices, current situation and future issues relating to special education in Japan and South Korea.
- (2) Furtherance of international exchange and cooperation between NISE and KISE.
- (3) Promotion of practical exchange between special schools in the two countries.

The 6th Seminar's theme was "Educational Practices for the Development of the Communication Skills of Children with Severe Disabilities in Japan and Korea". The participants carried out discussions by noting practical case studies on the education for children with severe disabilities. This Seminar is held at NISE or KISE. The 6th Seminar however was held at the Korean National Institute for Physically Disabled.

The following persons participated from the Japanese side and made presentations relating to their

fields of specialty.

Masahiro Watanabe, then Researcher, Department for Teacher Training and Information, NISE

Hirofumi Oosaki, then Chief Researcher, Department for Policy and Planning, NISE

Hiroaki Ikeda, Headmaster, Hokkaido Takuhoku Special School

2. The 7th Seminar

The 7th NISE and KISE Seminar on Special Education will be held at NISE on March 22 (Thursday) and 23 (Friday), 2007. The theme will be "Comparison of Educational Support Service in the Context of Inclusive Education". The participants will be making presentations on this theme from the following three aspects and carry out discussions: (1) trends of government policies and measures, (2) practices relating to school and classroom management and (3) guidance practices. NISE presenters will be Hiroki Sasamori, Chief Researcher; Michiyo Kobayashi, Chief Resercher; Akiko Kaizu, Researcher; and Munehisa Tamaki, Researcher.

KISE participants will include Ms. Hyo-ja, Lee, Ph.D., the new KISE Director General.

NISE Personnel Participates in OECD 16th SEN DDD Meeting by Representing Japan

The OECD SEN DDD Meeting is a conference of the OECD member countries on statistics and indicators on students with disabilities, learning difficulties and disadvantages (DDD). Its 15th Meeting was held in Budapest, Hungary, from _____, and the 16th in Seoul, Korea, from November 27 to 29, 2006. NISE's Mr. Nakazawa, Senior Researcher, Department for Educational Support Research,

participated in the 16th Meeting by representing Japan upon request by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). On January 23 (Tuesday), 2007, NISE held an in-house meeting to report on the 16th DDD Meeting to deepen the knowledge concerning this new international trend and shared important information relating to future research activities.

NISE Personnel Participates in UN Ad Hoc Committee on the International Convention on the Rights of Persons with Disabilities (8th Meeting)

The United Nations Ad Hoc Committee on the International Convention on the Rights of Persons with Disabilities was established as a special committee in July 2002 for the protection and enhancement of the rights and dignity of persons with disabilities. Seven Meetings had been held to examine the contents of the Convention. The 8th Meeting held at the UN Headquarters in New York from August 14 to 25, 2006, reached a basic agreement on the draft Convention.

The 8th Meeting was participated by Mr. Ebina, Senior Planning Officer for Special Support Education, MEXT, and from NISE, Mr. Nakazawa, Senior Researcher, Department for Educational Support Research, following the 7th Meeting.

NISE (Yutaka Oda, President) held an in-house meeting to report on the Meeting on September 19 (Tuesday), 2006, for an explanation of the main points of the draft Convention.

NISE to Change its Name

National Institute of Special Education, Japan (NISE) will change its name to "National Institute of Special needs Education, Japan" (NISE) from April 1, 2007.

For details, please see the site below.

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



From the editor

We would like to thank all who contributed to this volume of newsletter.

We hope to exchange more information with a number of people who are engaged in the education for children with special educational needs.

Since April this year, a new educational system for children with special educational needs will start in Japan. We would also gradually innovate the style and contents of our newsletter with our staffs.

We always welcome your contributions to the newsletter by e-mail or postal mail.

SASAMOTO Ken

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