

NISE A-19

ISSN 0389-9012

NISE Bulletin

Vol.19

March 2020

National Institute of Special Needs Education, Japan

Contents

NISE's Activities

Research Projects for FY2019	1
Research Summaries from the Final Reports of the Research Projects in 2019	12
Report on NISE International Symposium on Special Needs Education	14
Other Topics	15

Recent Policy and Status on Special Needs Education in Japan

Recent Trends in Special Needs Education <i>Special Needs Education Division, MEXT</i>	21
Recent Data on Education for Children with Disabilities in Japan	25

English Abstracts of the Research Papers from <i>Bulletin of The National Institute of Special Needs Education</i> or “国立特別支援教育総合研究所研究紀要”, Vol. 46, 2019	37
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Research Projects for FY 2019

Cross-sectional Research

Research Title	Research Unit	Research Leader	Research Period
Comprehensive Research Related to the Development of Inclusive Education System in Japan - Components for Promoting Inclusive Education System and Assisting Proactive Practices (COMPASS) (pilot scheme) -	Inclusive Education System Team	HOSHI Yuko	FY 2016-2020
Comprehensive Research Related to Education Curriculums on Special Needs Education - Current conditions and issues for formulation and implementation of curriculums based on new Courses of Study -	Education Curriculum Team	YOKOKURA Hisashi	FY 2016-2020

Research on Specific Disability Categories

Research Title	Research Unit	Research Leader	Research Period
Research on Improving Function as a Resource Center in Education for Students with Hearing Impairments - Community collaboration focused on infants -	Deaf and Hard of Hearing Unit	YAMAMOTO Akira	FY 2018-2020
Development of Support Kits for Teachers of Classes for Special Needs Education for Intellectual Disabilities - Focusing on lesson design	Intellectual Disabilities Unit	WAKUI Megumi	FY 2019-2020
Research on Class Improvement Using Community Resources for Instruction and Support of Students with Physical/Motor Disabilities in Elementary and Lower Secondary School	Physical/Motor Disabilities Unit	YOSHIKAWA Tomoo	FY 2019-2020
Research on Instruction and Support for Lower Secondary Students with Speech and Language Disorders	Speech and Language Disorders Unit	NAMEKAWA Norihiro	FY 2018-2019
Research on Effective Instruction and Support for Students with Developmental Disabilities with a View to Connections with Society - Focusing on the best approaches to specialized instruction in resource rooms based on the characteristics and developmental stages -	Developmental Disabilities and Emotional Disturbances Unit	KAIZU Akiko	FY 2019-2020

Collaborative Research on Practices in Local Communities

Research Title	Research Unit	Research Leader	Research Period
Research on Educational Consultation and Determining School for Enrollment	Educational Consultation and Enrollment Team	MAKINO Yasumi	FY 2018-2019
Research on Understanding and Raising Awareness of Inclusive Education System	Promotion of Understanding Team	KUBOYAMA Shigeki	FY 2018-2019
Research on Developing Schools to Meet Various Educational Needs	School Creation Team	SAITO Yumiko	FY 2018-2019
Research on Reasonable Accommodation and Fundamental Environment Establishment at Schools	Reasonable Accommodation and Environment Establishment Team	YOKOO Shun	FY 2018-2019

Entrusted Researches

Research Title	Entrusted Organization	Research Leader	Research Period
Research on Development of a Support System for Deafblind Children/Students	Yanai Tadashi Foundation	HOSHI Yuko	FY 2018-2019
Investigation of the Actual Conditions of Children with Hearing Impairment at Nursery Facilities at Business Sites in Japan	Japanese Association of Social Welfare Management	YAMAMOTO Akira	FY 2018-2019

Outlines of Research Projects for FY 2019

Cross-sectional Research

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

Research unit: Inclusive Education System Team

Research Leader: HOSHI Yuko

Researchers:

YANAGISAWA Akiko(Sub-leader), KANEKO Takeshi, IKOMA Yoshio, NAMEKAWA Norihiro, HIROSHIMA Shinichi, NISHIMURA Takahiro

Research period: FY2016-2020

Abstract:

Amid the ratification of treaties related to the rights of the disabled and enactment of laws to end discrimination based on disability, the construction of an inclusive education system is an important national policy issue. For that reason, at NISE, from FY 2016 to 2020, we are carrying out Comprehensive Research Related to the Development of the Inclusive Education System in Japan. Specifically, we aim to ascertain the current state of

inclusive education system structures at schools and kindergartens, and the issues related to them, and to create COMPASS as a point of view from which to obtain insight into subsequent initiatives.

COMPASS is an acronym of Components for Promoting Inclusive Education System and Assisting Proactive Practices.

In FY 2018 and FY 2019, with the cooperation of schools and kindergartens in various regions in Shizuoka Prefecture, Funabashi City, and Yokohama City, we revised the pilot scheme of COMPASS to reflect various actual circumstances, and by accumulating case studies of its actual implementation at schools and kindergartens, we aim to propose examples of practical application of the pilot scheme of COMPASS that are based on actual circumstances at schools and kindergartens. Furthermore, we will continuously gather information from overseas related to inclusive education system initiatives and indicators, and other guides to gauge its implementation status.

Cross-sectional Research

Comprehensive Research Related to Education Curriculums on Special Needs Education

Research unit: Education Curriculum Team

Research Leader: YOKOKURA Hisashi

Researchers:

WAKABAYASHI Kazusa(Sub-leader), KITAGAWA Takaaki (Sub-leader), UNO Kounosuke, YOSHIKAWA Tomoo, INOUE Hidekazu, KAIZU Akiko, KAMIYAMA Tsutomu

Research period: FY2016-2020

Abstract:

In March 2017, the national curriculum guidelines for elementary and lower secondary schools were released. Those for

elementary and lower secondary departments of special needs schools were released in April that year, and in March 2018, the national curriculum guidelines (hereinafter referred to as “new national curriculum guidelines”) for high schools were released. After the transition period ends in 2020 school year, the curriculum will be fully implemented in elementary schools and elementary departments of special needs schools based on the guidelines (implementation is planned for 2021 for junior high schools, lower secondary departments of special needs schools and 2022 for high schools, upper secondary departments of special needs schools).

The following issues have been raised for the smooth implementation of the new national curriculum guidelines (Central Council for Education, 2016):

- 1) Is the curriculum for students with visual impairment based on the revised content for each subject in elementary school?
- 2) Is the curriculum for students with intellectual disabilities being properly implemented?
- 3) Is the content for activities to promote independence being improved and enhanced?
- 4) Is the curriculum for students with multiple disabilities being properly implemented?
- 5) Is subjective and interactive deep learning being realized in view of the disability state and other factors?
- 6) Is career education being enhanced?
- 7) Are specialized courses and specialties being improved?
- 8) Is continuity being developed among kindergartens, elementary, junior high, and high schools and special needs schools?

9) Is learning in a variety of venues being enhanced?

10) Is education for understanding people with disabilities, joint activities and learning being promoted?

11) Are various modern issues being addressed?

To resolve these issues, we conducted this study while developing a research system in coordination with the related organizations. We aimed to understand the resources assigned for training, skills instruction, and support needed for learning by individual students based on the curriculum organized and implemented according to the new national curriculum guidelines.

In order to share the insights gained from this study via academic conferences, research institute seminars, and other methods, we are analyzing the survey carried out in the research theme (cross-sectional research) of 2018, Comprehensive Research Related to Education Curriculums on Special Needs Education.

Research on Specific Disability Categories

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

Research unit: Deaf and Hard of Hearing Unit

Research Leader: YAMAMOTO Akira

Researchers:

UNO Kounosuke(Sub-leader), YOKOKURA Hisashi

Research period: FY2018-2020

Abstract:

In this study, we determine the current state of the organizational structure related to educational counseling for infants at special needs schools (for the hearing impaired) throughout Japan, and the status of initiatives for support and instruction. We also ascertain the process from the detection of hearing impairment to the start of therapeutic care and education in a sample community. Also, by ascertaining the state of collaboration between educational

organizations and medical care, welfare, and health care institutions, we clarify the role that each municipality and special needs school (for the hearing impaired) has played so far in infant education counseling at special needs schools (for the hearing impaired).

Based on that information, we will contribute to future national policies relating to early-stage educational counseling and construction of support systems by creating and distributing a leaflet that shows the role that special needs schools (for the hearing impaired) play in the community in relation to the early detection of hearing impairment and its therapeutic care and education, along with examples from schools, municipalities, and other bodies.

Research on Specific Disability Categories

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

Research unit: Intellectual Disabilities Unit

Research Leader: WAKUI Megumi

Researchers:

MURAI Keitaro(Sub-leader), YOKOO Shun, SAKAMOTO Masayuki, KAMIYAMA Tsutomu, HIRANUMA Motoshi

Research period: FY2019-2020

Abstract:

Teachers of classes for special needs education for the intellectually disabled are being asked to compose a curriculum that responds to the actual conditions of students and that takes into consideration the national curriculum guidelines for elementary and lower secondary schools and those for special needs schools for the intellectually disabled. Also, because they need to create lessons and individual teaching plans that meet the diverse real needs of students, such as their number, year level, and the conditions of their intellectual disabilities, extensive expertise is being sought. However, the percentage of teachers who hold a certificate, such as for teaching at special needs schools, is low, and

many special needs education teachers have less than three years of experience (The National Institute of Special Education, 2014).

Accordingly, this study develops a Support Kit of materials and tools to support increased expertise, particularly among teachers of classes for special needs education for the intellectually disabled, where experience in special needs education is low. Specifically, while giving easy-to-understand guidance on the creation of individual teaching plans and the reorganization of the curriculum, integrating learning assessment, and the setting of teaching objectives for each lesson and teaching unit, we aim to develop, mainly in Japanese and math, teaching materials and tools that support the creation of lessons that meet students' individual needs and circumstances. We envisage the Support Kit being used by a team, such as special needs education support assistants, core and veteran staff, and management, and anticipate that it will contribute to greater expertise among teachers involved in the education of the intellectually disabled. Consequently, it is very socially significant.

Research on Specific Disability Categories

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

Research unit: Physical/Motor Disabilities Unit

Research Leader: YOSHIKAWA Tomoo

Researchers:

KITAGAWA Takaaki (Sub-leader), IKOMA Yoshio, SUGIURA Toru

Research period: FY2019-2020

Abstract:

For teaching in the diverse learning environments of children with physical/motor disabilities, consistent support from before entering school through graduation that maintains a perspective of

collaboration with the related fields of healthcare, medical care, welfare, and labor, is particularly important. To facilitate abundant learning by children with physical/motor disabilities, as well as a system within schools that includes the joint activities and learning that is carried out by many elementary and lower secondary schools, it is important to improve lessons to take into consideration support and advice from community resources, such as resource center functions at special needs schools and therapeutic care and education facilities, which many children utilize before entering school.

Due to this, in this study, which includes how individualized

education support plans and individualized teaching plans should be utilized, we give advice on how to improve lessons to utilize community resources for the teaching and support of physically

disabled students at individual schools and boards of education by considering written questionnaires and actual case studies, and thereby contribute to enriching future initiatives at schools.

Research on Specific Disability Categories

Research on Instruction and Support for Lower Secondary Students with Speech and Language Disorders

Research unit: Speech and Language Disorders Unit

Research Leader: NAMEKAWA Norihiro

Researchers:

KUBOYAMA Shigeki(Sub-leader), MAKINO Yasumi

Research period: FY2018-2019

Abstract:

In education for speech and language disorders, it has been 26 years since special support services in resource rooms were systematized in 1993, and the teaching system at the elementary school level has improved. However, issues remain with the system, content, and teaching methods used at the junior high and

high school levels. In this study, we examine teaching content and methods used for junior high school students with speech and language disorders. By carrying out a national survey and interviews with junior high school students who have speech and language disorders, we clarify the current situation and issues. We also carried out case studies with primary school and junior high school language classrooms attended by junior high school students with speech and language disorders, and clarify and consider the system, content, and teaching methods used for such students. The results of the study will contribute to future policies for enhanced education for speech and language disorders at the junior high and high school levels.

Research on Specific Disability Categories

Research on Effective Instruction and Support for Students with Developmental Disabilities with a View to Connections with Society - Focusing on the best approaches to specialized instruction in resource rooms based on the characteristics and developmental stages -

Research unit: Developmental Disabilities and Emotional Disturbances Unit

Research Leader: KAIZU Akiko

Researchers:

ITO Yumi (Sub-leader), INOUE Hidekazu, TAMAKI Munehisa, ENOMOTO Yoko, SASAMORI Hiroki, HIROSHIMA Shinici, WAKABAYASHI Kazusa, TAKEMURA Yoko, ATSUMI Yoshikata(Special-Appointment Researcher)

Research period: FY2019-2020

Abstract:

Through appropriate understanding and support, many children with developmental disabilities, even with the characteristics of their disability, can adapt to daily life. However, some children are unable to receive appropriate understanding and support and develop secondary impairments. In this research, focused on the prevention of secondary impairments, we analyze and clarify the current situation, including environmental aspects,

of the actual state of the various difficulties that students with developmental disabilities face in adapting, and the risk factors and care factors involved, through cooperating with and gathering information from related institutions in different fields. We also consider what kind of assistance is needed to support students' personal qualities and abilities, and how best to put that into practice at school and elsewhere, while we focus on one area of

guidance that is particularly effective for children with developmental disabilities - special needs services in resource rooms. Specifically, as we consider the most effective ways to instruct and support children with developmental disabilities, we look at activities to promote independence that are regarded as being worthy of reference when formulating special curricula for instruction via special needs services in resource rooms.

Collaborative Research on Practices in Local Communities

Research on Educational Counseling and Determining School Enrollment

Research unit: Educational Counseling and Enrollment Team

Research Leader: MAKINO Yasumi

Researchers:

LEE Heebok (Sub-leader), TSUCHIYA Tadayuki, SAKAI Naoki, DOI Kouki

Researcher of Collaborative Research on Practices in Local Communities:

UCHIDA Junichi, AOKI Takayo, SAITO Nanami, KATO Atsushi, MIYASAKA Tadashi

Research period: FY 2018-2019

Abstract:

As the partial revisions of the enforcement ordinance for School Education Law in 2013, the mechanism for determining school enrollment for children with disabilities has changed as follows. Board of Education of cities, towns, and villages determine which is most suitable among schools taking into consideration the status of disability of each individual child, the details of the educational support required. It is also necessary that the board of education carry out hearing with guardians and experts, and in particular the opinions of the child and its guardians shall be respected as much as possible.

In this study, we gather and consider information, including related documents and literature, site visits to various municipalities, questionnaires and interviews with guardians, and consultations with associated people about the actual situation at

various municipalities regarding educational counseling about entering school and the process of determining school enrollment, as well as emerging issues, initiatives, and adjustments following the above partial revision of the enforcement ordinance. In addition to clarifying the current state and issues in providing information to children and their guardians, consensus building, collaboration among schools, and flexible reconsideration after determining school enrollment, this study also clarifies the expertise and policies for handling and solving issues related to determining school enrollment, points of concern in the various processes related to determining school enrollment, and initiatives that provide reference.

We also gain understanding toward solving issues related to determining school enrollment through consideration and clarification from perspectives such as issues related to determining school enrollment that designated research cooperation communities are looking at, such as maintenance of the structure of educational counseling related to enrollment, how to share information and provide notifications related to educational counseling on enrollment with guardians and institutions, collaboration between education and welfare on initiatives for determining school enrollment, and the unification of required information.

We will share these results with various municipalities and contribute to enhancing initiatives related to determining school enrollment and educational counseling.

Collaborative Research on Practices in Local Communities

Research on Understanding and Raising Awareness of Inclusive Education System

Research unit: Promotion of Understanding Team

Research Leader: KUBOYAMA Shigeki

Researchers:

ITO Yumi(Sub-leader), SAKAMOTO Masayuki, TAKEMURA Yoko, TAMAKI Munehisa, HIRANUMA Motoshi, FUJITA Masashi, YAMAMOTO Akira

Researcher of Collaborative Research on Practices in Local Communities:

KOUSAKA Masato, MIYOSHI Tatsumasa, OOTA Kazunari,

YOSHIE Yukari, KIJIMA Kunihiro, KOGAWA Kazuhito, SUZUKI Miho, KATSUYAMA Mamoru

Research period: FY 2018-2019

Abstract:

To promote the formation of an inclusive society and development of an inclusive education system, it is essential that all school teachers, students, parents, and communities understand the system. In this study, we collaborated with eight prefectural

cities in FY 2018 and with seven in FY 2019, and carried out written questionnaires concerning the actions and awareness of teachers, field surveys on initiatives at schools, etc. We will consider and define the concept of teachers who fully understand the purpose and significance of special needs education and the concept of schools where all teachers are such teachers and the schools can take an organizational response. We will also clarify what type of in-school training and other efforts are made to cultivate these types of teachers and schools. Furthermore, we will

recommend how teachers and schools can explain the concepts of an inclusive society and an inclusive education system to students, guardians, and the community. The results of this study have been reported at the community practical research forum and the Japanese Association of Special Education, and other gatherings, to disseminate them to the specified research collaboration communities, and to schools and educational administrations nationwide so they can be implemented.

Collaborative Research on Practices in Local Communities

Research on Developing Schools to Meet Various Educational Needs

Research unit: School Creation Team

Research Leader: SAITO Yumiko

Researchers:

OZAWA Michimasa(Sub-leader), MURAI Keitaro, FUJITA Masashi

Researcher of Collaborative Research on Practices in Local Communities:

OISHI Eri, KOIZUMI Takako

Research period: FY 2018-2019

Abstract:

There is a growing need to develop schools capable of meeting the diverse educational needs of enrolled students in kindergarten and elementary, junior high, and high schools. The 2015 guidelines of the Central Council for Education in the Ministry of Education, Culture, Sports, Science and Technology entitled “How Schools Should Function as a Team and Future Policies for Improvement” explained the complexity and diversity of issues that schools face, including bullying and absenteeism and measures for enhancing special needs education, and mentioned that schools are expected

to play more expanding roles.

This study clarifies the current state and issues for developing schools in communities and organizes the approaches for developing schools that can respond to diverse educational needs in compliance with Japanese educational policies by referring to Innovation Configurations (IC) and Multi-Tiered System of Supports (MTSS), which are incorporated into the educational policies of the United States and other countries and examines processes and policies for their implementation. We propose a “School Development Design Map” (draft plan) for this development perspective and the process for promoting these schools, while referring to examples in Japan of unique schools that are being developed.

This study targets students who receive special needs education, but we are examining the inclusion of students who have educational needs for learning or social difficulties other than disabilities. We hope that “School Development Design Map” (draft proposal) supports for developing schools capable of meeting diverse educational needs, improving the capacities of individual teachers and the entire school team.

Collaborative Research on Practices in Local Communities

Research on Reasonable Accommodation and Fundamental Environment Establishment at Schools

Research unit: Reasonable Accommodation and Environment Establishment Team

Research Leader: YOKOO Shun

Researchers:

SUGIURA Toru(Sub-leader), WAKUI Megumi, AOKI Takamitsu

Researcher of Collaborative Research on Practices in Local

Communities:

WATANABE Naoki, HIROSE Koichi

Research period: FY 2018-2019

Abstract:

In an inclusive education system, along with enriching the

system of special needs education within schools, it is important to deepen teachers' understanding of the difficulties that each child faces.

This study aims to consider together with communities involved in the research planning what knowledge is useful for improving the expertise needed to provide reasonable accommodations to improve and overcome each child's living and learning difficulties, and what kinds of policies can enrich the establishment of a fundamental environment for providing reasonable accommodations.

To accomplish this, we explore the need to deepen understanding of reasonable accommodations and basic environmental improvement at elementary and lower secondary schools, clarify how reasonable accommodations and basic environmental improvement can be explained, and by examining topics such as how to utilize the inclusive education system development assistance database of the National Institute of Special Needs Education, consider methods for alleviating issues related to enriching basic environmental improvement in the community.

Entrusted Research

Research on Development of a Support System for Deafblind Children/Students

Entrusted Organization: Yanai Tadashi Foundation

Research Leader: HOSHI Yuko

Research period: FY 2018-2019

Abstract:

Deafblind disabilities that affect both sight and hearing are rare and take a variety of forms. Cases of such disabilities are scattered throughout Japan. Moreover, teachers responsible for deafblind students must be highly skilled experts with expertise in how to make accommodations for communication and information disabilities stemming from deafblindness. Thus, a national training system is required for the training of such teachers, and the needs

of such a system could be predicted to be extremely high due to daily inquiries, requests for meetings with the students' families, and other issues.

This research aims to conduct teacher training (at NISE and locally) and seminars relevant to deafblind students' daily rehabilitation and education, pursuing higher-quality educational practices and practical study of comprehensive support programs for deafblind students. This research should contribute to the establishment of support systems for deafblind students who do not have such systems due to their affliction's rarity, diversity, and scattered nature.

Entrusted Research

Investigation of the Actual Conditions of Children with Hearing Impairment at Nursery Facilities at Business Sites in Japan

Entrusted Organization: Japan Association of Childcare Providers within Businesses (*Jihoren:Nihon Jigyosho-nai Hoikudantai Rengokai*)

Research Leader: YAMAMOTO Akira

Research period: FY 2019

Abstract:

In this study, with the support of the Japanese Association of Social Welfare Management (formerly known as the Japan Association of Childcare Providers within Businesses), we conducted a survey of the actual situation of children with hearing impairments at nursery facilities within businesses in Japan. This study examined the number of children with hearing impairment in company-run childcare facilities and the actual support provided. It

NISE's Activities

also clarified issues, and created materials for examining future collaboration with educational institutions for the hearing impaired.

The survey also covers students with disabilities other than hearing impairment and students suspected of having disabilities.

This study presents the results of a survey to which 435 childcare facilities within businesses responded, out of a total of 1,017 (a recovery rate of 42.8%), which were taken from the Child-rearing Association's (Jido Ikusei Kyokai) "List of Subsidized Company-run Childcare Providers" (as of March 31, 2018).

Research Summaries from the Final Reports of the Research Projects in 2019

H30-01 (Cross-sectional Research)

Research on Instruction for Students with Multiple Disabilities Including Visual Impairment

- Focusing Especially on Instruction in Schools for Special Needs Education (Visual Impairment) -

[Research period] FY2017-2018

[Principal researcher] KANEKO Takeshi

[Summary]

The ratio of infants and children with multiple disabilities present in special needs schools for visual impairment has been on the rise in recent years. Accordingly, the workload at these schools has gravitated toward such children with multiple disabilities.

Here, the importance of the education for visually impaired students lies in ensuring the use of their still available vision and the use of their tactile sense when vision is lost or partially lost. This applies not only to infants and children with a single disorder of vision impairment, but also to those with multiple disabilities accompanying visual impairment.

Thus, it is necessary to fully identify the actual status of their use of vision and tactile sense.

From this standpoint, a national survey and collection of instruction examples at special needs schools for visual impairment were conducted to examine the method used to identify the actual status of their use of vision/tactile sense, the instruction content, and instruction methods used for infants and children with multiple disabilities at these special needs schools. This research is presented to show the results of the national survey and instruction examples for such children at these special needs schools.

[Keywords]

Visual impairment, multiple disabilities, use of vision, use of tactile sense, special needs school for visual impairment

H30-02 (Cross-sectional Research)

Research on educational support and accommodations for students with mental disorders and psychosomatic diseases

[Research period] FY2017-2018

[Principal researcher] TSUCHIYA Tadayuki

[Summary]

Special needs schools/classes responsible for educating children with health impairments mostly deal with mental conditions and psychosomatic diseases, which are the most predominant diseases among them. However, there are no guidelines for providing educational assistance and care for children with these diseases. Mental conditions and psychosomatic diseases are also called

mental disorders, which include secondary disorders such as development disorders, and behavioral and adaptational difficulties such as school absenteeism. As such, educational assistance is required not only in special needs schools, but also in primary/middle schools and high schools. Based on such educational needs, a preliminary study was conducted in fiscal 2016 targeting teachers at special needs schools (for health impairment) attended by many children with mental conditions and psychosomatic diseases, with the aim of clarifying educational

needs consisting of 40 items in 6 areas. This research consolidated written information on specific assistance/care gathered from teachers at special needs schools (for health impairment), and the data obtained were sorted and analyzed. As a result, we were able to come up with “Continuous Multiphase and Multistage educational support” (hereinafter, Co-MaMe), a new method for providing support that customizes assistance/care according to 40 educational needs and 3 stages of disease (acceptance stage, trial stage, and stable stage). The actual conditions of and assistance provided for children were “visualized” with the use of an “assessment sheet” and “assistance/care chart” prepared based on educational needs and Co-MaMe. This enabled multiple teachers to

reach a common understanding of the direction of assistance before proceeding to provide assistance/care, and facilitated discussions with the healthcare and welfare sectors and among teachers in regular classes at primary/high schools. This clear understanding of the actual conditions is deemed helpful for teachers in addressing children with adaptational and behavioral difficulties, including school absenteeism, in an educational setting.

[Keywords]

Educational needs, assessment, method of assistance, mental disorder, secondary disorders of development disorders, school absenteeism

Report on International Symposium on Special Needs Education

The Fifth NISE International Symposium on Special Needs Education was held on Saturday, January 25, 2020, at Hitotsubashi Hall, in Tokyo's Chiyoda Ward. About 350 people participated in the symposium, including teachers of kindergartens, elementary schools, lower and upper secondary schools, universities and schools for special needs education, as well as people from educational, welfare, and administrative organizations.

Under this year's theme of "Initiatives to quickly help children when they stumble in their learning – an outlook based on educational practices in Finland," Associate Professor Aya Watanabe, from Tsuda University, presented on the topic of Finland's education system and its present condition, while making comparisons with Japan. A NISE researcher reported the results of a Finland field study carried out in 2019. The speech explained how the national curriculum was put together by Pirjo Koivula for the Finnish government, then revised in 2014, and how teaching and support of children with disabilities and of children who are having trouble learning is actually carried out in Finland, based on the national curriculum in place from 2016.



Picture1: scene of reporting from NISE researcher

In the discussion, teacher Tomoko Horikawa, from the Kanuma Municipal Minami Elementary School in Tochigi Prefecture, talked about having put into practice morning study suited to the needs of each individual. After that, based on a report on educational practices in Japan, a speech and the provision of some topics, participants contributed to discussion that included issues and

techniques for enriching educational practices for the various children who need support at elementary and lower secondary schools, etc.



Picture2: scene of discussion

In addition, before the symposium, regarding trends concerning inclusive education system in other countries, a researcher from our institute reported on a pamphlet that contains the contents of surveys of Finland, South Korea, U.S.A, U.K., Australia, and Sweden.

Many participants told us their thoughts on the symposium:

- "My field of vision has widened greatly. At the same time, there were many things that connected with our everyday experience, which encouraged me."
- "I felt envious of the solid training of support assistants in Finland and their generous allocation."
- "There was a speech called 'Finland is very flexible,' but I wondered whether such flexibility can be created in the "unit learning" (small-group study) at the special needs education school where I work."

The symposium was an opportunity to learn things such as, regardless of the existence of a disability, it is important to create a system that can respond flexibly when it is realized that a child is having trouble learning, and to create lessons that communicate a depth of learning and that draw out the potential of each child.

Other Topics

World Autism Awareness Day 2019 in Japan

On Saturday, April 6th, the World Autism Awareness Day 2019 Symposium was held at the Japan National Council of Social Welfare, Nadao Hall (Tokyo). This year's theme was "People shining up with great talents and lighting up the world." The symposium welcomed 327 participants. Three themes were planned for this year. The first theme was "People lighting up communities"; opinions were exchanged regarding cities' support systems and the proactive involvement of businesses. In the second theme titled, "People shining up with great talents and lighting up the world on TV"; opinions were exchanged on the possibilities of using mass media, specifically television, as a tool to develop understanding and awareness of autism. In the third theme titled, "People shining up with great talent and lighting up our daily lives"; the scenes of people with autism sharing joy of growing together with their families were introduced.

At the venue, works by those with autism and messages rooting for them were displayed. During the lunch break, a video from the Tokyo Tower Awareness Event was played. This year, characters

from Sesame Street were there, and the video showed them participating in the event lit up with the blue heart. The symposium came to an end in warm atmosphere, with a stream of messages from autistic people around the country.

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



Picture1: World Autism Awareness Day 2019 Symposium

Workshop for Leaders Involved in Teaching Resource Rooms at High Schools

The FY 2019 Workshop for Leaders Involved in Teaching Resource Rooms at High Schools was held for two days from May 7 to 8. The workshop was attended by 111 teachers working at schools across the country. Participants brought up issues related to providing special needs services in resource rooms at high schools in different regions, and held discussions to resolve such issues.

The workshop was mainly consisted of "group discussions." Participants were split up into 14 groups, and actively discussed with an aim of enriching special needs services in resource rooms in their regions. Various topics were raised, ranging from those which cut to the essence of the system such as "Are special needs services in resource rooms at high school necessary in the first

place?" and "Why is it necessary to give students credits for independence activities?" to practical topics such as "What are some creative ways to provide support for students who need it?"

While listening to the discussions held by the groups on these topics, it came to our attention that different groups had brought up some of the same points. Various questions regarding how the coordination should be in special needs education were raised, such as "How should we go about team teaching?" "How can we provide opportunities for teachers other than those in charge of special needs services to contribute?" "How should we make handover from junior high school to senior high school?" "How should we go about promoting understanding and awareness in

communities?” and “How can we go about obtaining understanding from their students and their parents?”

Teaching special needs services in resource rooms involves formulating a special curriculum, and teaching students individually. On the other hand, only one teacher per student is not necessarily conducive to more fruitful instruction tailored to individuals. It is imperative that a variety of people inside and

outside of the school cooperate. The New National Curriculum Guidelines also stipulates “cooperation among teachers,” “cooperation among homeroom teachers and schools,” and “cooperation with related organizations”, to enrich special needs services in resource rooms. The said Guidelines frequently mention keywords to appeal importance of “cooperation”.

Seminar on Educational Practices for Persons with Developmental Disabilities

The “2019 Seminar on Educational Practices for Persons with Developmental Disabilities” was held for two days at the NISE training building from July 17 to 18. This was the third year of this annual seminar.

In the light of the “Triangle” project report that promotes cooperation among families, education, and welfare, the main theme this year was “The ideal teachers’ training for the promotion of cooperation among families, education, and welfare to support people with developmental disabilities.” This time, participation in this seminar was limited to supervisors of school education from local boards of education (hereinafter, supervisors) who are in charge of training at prefectural board of education, and education centers, to contribute to more thorough training in local communities.

On the day, there were 48 participants including supervisors in the seminar. On the first day, accounts of administrative policies and a keynote lecture were made. On the second day, panel discussions, reports of practices in education and workshops were held.

Up-to-date information on national policies were provided by

Yuichi Tanaka, Senior Specialist for Special Needs Education from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and Hisatoshi Kato, Senior Specialist for Developmental Disabilities from Ministry of Health, Labour and Welfare (MHLW). Professor Hideo Honda from Shinshu University gave a keynote lecture on the theme of “The present state and issues of support to children and people with developmental disabilities.” He made many suggestions on issues in the modern society, and the state of cooperation between families and welfare.

On the second day, panel discussions had the theme of “The desirable state of cooperation among education, family, welfare, and medical care, and the expertise required of teachers.” Discussions were held on the ideal state of cooperation, based on suggestions from the three panelists representing family (Osamu Yamaoka, Japan Developmental Disorders Network (JDDnet)), welfare (Koji Nishimura, Hiroshima Prefectural Support Center for Persons with Developmental Disorders), and medical care (Kengo Nishimaki, National Rehabilitation Center for Persons with Disabilities).

FY 2019 Workshop for Leaders Involved in ICT Utilization in Special Needs Education

The FY 2019 Workshop for Leaders Involved in ICT Utilization in Special Needs Education was held at the NISE for two days from July 22 to 23. This workshop aimed to realize a complete inclusive educational system, and to promote the ICT utilization for special needs education in each region through discussions among teachers

about the ICT utilization needed to provide appropriate instruction and advice to students and children with disabilities. This fiscal year, there were 77 participants including teachers from special needs schools, elementary/junior high schools, and supervisors.

On the first day, following the presentation of administrative

policies by MEXT entitled, “ICT Utilization Based on the New National Curriculum Guidelines,” the NISE group of teaching materials and tools provided information on their finding related to the ICT utilization.

On the second day, in an advanced effort to promote the ICT utilization, the Koji Katsuta, a supervisor of school education from the Tottori Prefectural Education Board, the Division for Special Needs Education, and Hiroyuki Nakano, a teacher at the Hiroshima Prefectural Onomichi Special Needs School, gave presentations on their efforts in local governments. In addition, the training of re-examining the ideal state of the ICT utilization in schools and

regions using hypothetical examples, and a hands-on trial of supporting equipment and teaching materials through a tour of the NISE facilities were conducted.

As a new initiative for this fiscal year, group discussions were held to corroborate what kind of images of students and schools are pursued by the efforts of participants’ schools and regions based on reports submitted in advance. As each group discusses problem-solving strategies for issues each participant faces, participants drafted a plan for solving future issues. Lastly, based on the plans they wrote down, all of the participants gave poster presentations looking back on what they had discussed.

FY 2019 Practical Workshop for Leadership at Dormitories of Special Needs Schools

On July 30, 2019, the NISE held the FY 2019 Practical Workshop for Leadership at Dormitories of Special Needs Schools in cooperation with the National Association of Special Needs School Principals. As there are very few opportunities for dormitory instructors to have trainings or share information at the national level, 63 dormitory instructors recommended by each prefectural board of education took part in the workshop.

In the morning, MEXT gave a presentation on the administrative policies, explaining trends in special needs education including details of the New National Curriculum Guidelines. This was followed by a keynote lecture by Shigeya Asahi, the Chairman of the National Association of Special Needs School Principals, also the principal of Otsuka School for the Deaf in Tokyo, on “Further improvement in lifelong learning and the ideal state of dormitory

education.” Participants deepened their understanding of the ideal education at dormitory from the perspective of lifelong learning.

In the afternoon, discussions were made by section: education for children with visual impairments, education for children with hearing impairments, education for children with intellectual disabilities (2 groups), education for children with physical/motor disabilities, and education for children with health impairment. Subjects of the discussion included: the diversification of dormitory students (in terms of the severity of their disabilities/multiple disorders, and age range); a decline in the number of students; how to implement emergency drills; the use of cell phones and smartphones by dormitory students; daily issues faced by dormitory instructors and other efforts to address such issues.

FY 2019 Practical Workshop for Physical Education and Sports Faculty at Special Needs Schools

Further improvement of the lifelong education, physical education and sports activities of children and students with disabilities have become a national agenda.

Since last fiscal year, the NISE has been aiming to improve the ability of teachers at special needs schools to teach physical education and sports to such students. The FY 2019 Practical Workshop for Physical Education and Sports Faculty at Special

Needs Schools was held on August 20 to 21 in cooperation with the National Association of Special Needs School Principals.

On the first day, the Sports Agency presented administrative policies involving sports for those with disabilities, a survey report on the physical education/sports instruction conducted by the National Association of Special Needs School Principals, and practical reports from participants. In addition, the Paralympic

Support Center provided information on the International Paralympic Committee's official teaching material of "I mPOSSIBLE".

On the second day, through practical networking through

"boccia", participants were trained on ideal coaching. In the afternoon, participants were divided into groups to exchange information on how the local governments and schools are addressing this matter based on reports submitted in advance.

FY 2019 Workshop for Leaders of Promoting Joint Activities and Learning

The NISE held the "FY 2019 Workshop for Leaders of Promoting Joint Activities and Learning" on November 14 and 15. The goal of this workshop was to further promote an inclusive education system. This workshop is held every year with the goal of providing an opportunity for networking and cooperative learning as well as promoting the understanding of disabilities in each region through researches and discussions among educators involved in the promotion of networking and cooperative learning between students with disabilities and students without disabilities in all prefectures. This year, there were 69 participants including teachers and supervisors from special needs schools and elementary/junior high schools across the country.

On the first day, following the presentation of administrative policies by MEXT, a symposium was held, with the theme of "Reconsider the significance of networking and cooperative learning: towards the formation of an inclusive society." At the symposium, Yoko Ogawa, a teacher at the Shizuoka Prefectural Fujieda Special Needs School presented the theme of "Networking and cooperative learning in residential areas using a networking box." Tsuneo Tamae, Principal of the Nanjo Municipal Baten Elementary School in Okinawa Prefecture, introduced the theme of "Creation of schools to raise personnel who will realize an

inclusive society, through further networking and cooperative learning." Following this, Yumiko Saito, a chief researcher at the NISE, presented a theme from the viewpoint of creating a school culture, and Shigeki Kuboyama, a senior chief researcher, presented a theme from the perspective of the teachers' roles. Then, the presenters all gathered together, and held discussions along those themes. On the second day, participants were divided into the three sections and seven groups, and held workshops based on their reports in consideration of the details of the symposium and the presentation of administrative policies from the first day. The theme of the first section was "Creative Learning Activities for Promoting Joint Activities and Learning." The theme of the second section was "Promotion of Joint Activities and Learning for Infants, Children, and Students in the Areas of Residence." The theme of the third section was "Administrative Initiatives in the Promotion of Joint Activities and Learning." Lively discussions were held in each section. Lastly, after sharing the contents of the group discussions with all of the other groups, Takaichi Aoki, School Inspector from the MEXT Elementary and Secondary Education Bureau, and Daisuke Nakamura, MEXT Senior Specialist for Special Needs Education, conducted a review of the symposium.

FY 2019 NISE Open Day

On November 16, the NISE was opened to the public for the first time in the Reiwa era, with a theme of "First Open Day event of the Reiwa era: Let's Discover and Experience NISE—Opening the doors to Inclusivity, starting with Kurihama." Over 400 people participated in the event.

This fiscal year, we invited Yoshu Nobusawa, a goalball athlete affiliated with C's Athlete. He gave a lecture on the theme of

"Trying to reach your goals, and cooperating with friends" and hosted a hands-on goalball course.

Furthermore, a wide variety of events were held, including "Masseur massage" experience provided by students and teachers from the Kanagawa Prefectural Hiratsuka School for the Blind.

As volunteers, eight students from Yokosuka Municipal

Yokosuka Sogo High School participated in the event. Also, users of the after-school day care service for special needs children in Yokosuka City had workplace experience by taking part in the event as support staff. With the cooperation of many people, the event ended in a great success.



Picture2: Teaching material exhibition and craft workshop

“Fu-re-ai Festival ” in Yokosuka City

◇Date: Friday, November 29, 2019.

◇Place: Yokosuka City Culture Hall, Middle Hall

◇Details: Two activities were held with the aim of promoting broader understanding and awareness of developmental disorders.

(1) A panel discussion: Parents, medical and welfare professionals took the stage, and introduced persons with disabilities who are working locally and lively as examples to discuss seamless support depending on their life stages through the coordination of families, education, and welfare.

(2) Workshops: Psychological simulated experiences, exhibition of teaching materials and tools, introduction of videos and books, mini lectures, and a booth to introduce researches were set up. Initiatives taken by schools in Yokosuka City were introduced, in addition to the exhibition on support for job seekers.

Many people including school officials in Yokosuka City, parents and families, welfare officials, and regular citizens all participated.



Picture3: A Panel discussion session

FY 2019 Inclusive Education System Dissemination Seminar (Chubu Region)

The purpose of the Inclusive Education System Dissemination Seminar is to have as many people as possible find out what the National Institute of Special Needs Education's Center for Promoting Inclusive Education System does, and learn about initiatives implemented in each region for establishing an inclusive education system.

This fiscal year, for the Chubu region, the seminar was held on Saturday, December 14, 2019, in cooperation with the Shizuoka Prefectural Board of Education. About 170 people participated, including teachers from kindergartens, elementary schools, lower secondary and high schools, and special needs schools, people involved with boards of education, medical care and welfare organizations, parents, and students.

The seminar program consisted of two sections. In the first section, NISE reported on community practical research, international trends, and a short course on the inclusive education system. In the second section, the Shizuoka Prefectural Board of Education reported on the prefecture's initiatives and four sub-working-groups were held. The topics of each group are written below. Schools and institutions reported active efforts related to each topic and participants discussed them together.

I -1 In-school systems to systematically promote understanding of diversity

I -2 Career development for the disabled and support for lifelong learning

II -1 Special needs services in resource rooms at lower

secondary and high schools

II -2 Living together and learning together at special needs branch schools in elementary and high schools

We would like to express our deep appreciation for the assistance provided by many people in holding this seminar, including members of the Shizuoka Prefectural Board of Education. You can see highlights from the seminar on NISE's website, so please take a look.

See highlights from the Dissemination Seminar (Chubu region) here →

<https://www.nise.go.jp/nc/news/2019/1225>

FY2019 Regional Practical Research Forum

Regarding research results from regional practical research, we held Regional Practical Research Forums, etc. in designated research cooperation areas that participated in the research to share the knowledge and results that we gained. In each region, from about 40 to 500 people took part, including teachers from schools for special needs education, kindergartens, certified child centers,

daycare centers, elementary schools, lower and upper secondary schools, and employees of prefectural boards of education and boards of education of cities, towns, and villages, and there were active question and answer sessions. Questionnaires following each forum showed that participants have many expectations and requests for NISE and our regional practical research project.

Recent Trends in Special Needs Education

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

1. Current Status of Special Needs Education

For children with disabilities, we should provide necessary support as well as enhance diverse learning settings in accordance with educational needs of each child and the state of their disabilities in order to maximally develop their capabilities and potentials, and cultivate the skills needed for autonomy or social engagement. Currently, such children are provided with education by teachers with expert knowledge and experience using text books created with special care and facilities/equipment with considerations for disabilities under special curriculum and small class organization in schools and classes for special needs education, and special support services in resource rooms. Special Needs Education should be provided in all schools which has special-needs children including those with developmental disorder, and necessary support should also be given to students with

disabilities in regular classes with reasonable accommodations.

Regarding students in compulsory education, as of May 1, 2019, the number of children enrolled at special needs schools, in classes for special needs education or attending resource rooms, was about 452,000 and is increasing.

Currently, the Ministry of Education, Culture, Sports, Science and Technology [MEXT] is holding an advisory committee on “Special needs education for a new era.” Based on issues such as promoting collaboration with medical care and welfare, and international trends regarding the rights of the disabled, the committee is clarifying the current state and issues involved in special needs education, and considering how to create a new era of special needs education that addresses the needs of each individual, as well as policies and other measures to do that.

2. Recent Measures and Policies for Special Needs Education

(1) Starting special support services in resource rooms in upper secondary schools

Upper secondary school students with disabilities had been provided education and assistance with consideration within the range of normal classes according to the subjects/courses specified by the schools, therefore it had been impossible to be provided special support services in resource rooms with special curriculum.

The number of students with disabilities who receive special support services in resource rooms in lower secondary schools has increased over the years. However, their paths to take after upper secondary schools have been limited mainly to regular classes in upper secondary schools or upper secondary department of special needs school. Therefore, diverse learning settings are required so that such students can also learn appropriately under Special Needs Education at upper secondary schools based on the principal of “Inclusive Education System” proposed by Convention on the Rights of Persons with Disabilities.

Based on such circumstances, applicable laws and regulations

were revised in 2016 in order to start special support services in resource rooms in upper secondary schools in 2018.

Overview of the system are described below:

- In educating students who need special guidance according to their disabilities (speech impairment, autism, emotional disturbance, low vision, hard of hearing, learning disability [LD], attention-deficit/hyperactivity disorder [ADHD], physical disability, and health impairment) at upper secondary schools, special curriculum can be used.
- Special courses according to their disabilities can be added to the curriculum of upper secondary school, or some selected subjects/courses can be replaced with them.
- Not more than 7 credits per year related to the special courses according to their disabilities can be included in the credits required for graduation.

In FY 2018, these measures have already been started in 45 prefectures and will be implemented in all prefectures from FY 2019.

Recent Policy and Status on Special Needs Education in Japan

(2) Revision of Course of Study etc.

New Course of Study of kindergarten department of special needs school and national curriculum guidelines of elementary and lower secondary departments of special needs school were published in April 2017,

From FY 2020, new national curriculum guidelines will be applied across the board in the elementary departments of special needs schools.

The basic idea of the revised Course of Study is aimed at achieving the following: improvement and enhancement of entire primary and secondary education including realization of curriculum opened to society, capabilities/skills to be developed, improvement in teaching based on subjective/interactive and deep learning perspective, establishment of curriculum management at each school; continuity curriculum among kindergarten, elementary, lower and upper secondary school to help children with disabilities flexibly choose the place to learn; enhancement of curriculum corresponding to severe/multiple and diverse disabilities, and for self-assistance and social engagement after graduation.

The main improved items are as follows:

- Curriculum focusing on the continuous learning
 - Regarding curriculum for children with multiple disabilities, basic principles were specified to ensure children can continuously learn.
 - Goals and contents of each subject for children with intellectual disabilities were organized based on the three pillars of the children's capabilities/skills to be developed.
- Enhancement of curriculum meeting needs of each child
 - In school for Special Needs Education to provide education to children with visual impairment, hearing impairment, physical disability or health impairment, curriculums are to be enhanced with consideration according to status and characteristics of children's disability to develop their capabilities/skills.
 - In order to enhance curriculum according to various disabilities including developmental disorder, items on "Understanding characteristics of disabilities and adjustment of living environment" were specified as content of activities to promote independence.
- Enhancement of curriculum aimed at autonomy and social engagement
 - Planned and systematic implementation of curriculum management is required which emphasizes perspectives after graduation.
 - Enhancement of career education is required from the stages of kindergarten, elementary and lower secondary school.
 - Special consideration are required so that children can increase

motivation for lifelong learning and enjoy sports and cultural and artistic activities throughout life to have a fulfilling life.

- Joint activities and learning with children without disabilities are to be enhanced.
- Contents of each subject for children with intellectual disabilities are to be enhanced.

(3) Collaboration between Education and Welfare

It is essential to collaborate seamlessly beyond the areas of administration in supporting children with disabilities including developmental disorder, further promotion of collaboration has been required. Especially in cooperation between education and welfare, support system for high-need children and their guardians has been required to be established so that they can receive seamless support in their community from babyhood to school age, and eventually to social engagement under the initiative of board of education and welfare sector.

Through the joint collaboration of MEXT and the Ministry of Health, Labour and Welfare [MHLW], the Triangle Project for collaboration among families, education, and welfare, began in December 2017. In March of the following year, policies were put together to promote collaboration between education and welfare and to advance support of guardians. In the written report, as a specific future measure, it proposed that boards of education and welfare departments at the various local governments act as the main leaders, and speed up collaboration between education and welfare by establishing opportunities to create relationships between schools and welfare service operators for the disabled. It also proposed measures such as reorganizing consultation counters and enhancing initiatives to support guardians. In May that same year, the ministries issued a joint notice to each local government that, as well as broadly notifying the points of the report, also described favorable examples and other information from municipalities and urged that active measures be taken toward advancing further collaboration between education and welfare.

Furthermore, MEXT in August that year revised Enforcement Regulations for the School Education Law to require institutions in areas related to medical care, welfare, health care, and employment to share information needed to support students when creating "Individualized education support plans," while basing those plans on the wishes of the students and their guardians.

(4) Remote Education

In April 2015, remote lessons (simultaneous and interactive) carried out via diverse, high-grade media in places other than classrooms, were recognized by the Enforcement Regulations for the School Education Law as a form of lesson. This made it possible for high school (or other) students to take lessons via

Recent Policy and Status on Special Needs Education in Japan

remote education and gain credit for them.

However, to use this system, the high school, or other school where the lesson was taken was required that the teacher giving the lesson via transmission was one of its own staff and had to be licensed to teach that subject. Also, in principle, teachers from the applicable high (or other) school needed to be deployed at the receiving site.

Amid these circumstances, in June 2019, MEXT put together the final draft of its policy, “Promotion of technological utilization to support a new era of education,” in which requirements for remote education were relaxed. In response to this, in November 2019, MEXT issued a notice saying that, for high school students under medical treatment for illness, the requirement concerning deployment of a teacher from the school receiving transmitted lessons had been relaxed.

Specifically, for students acknowledged as likely to be absent from school for a considerable amount of time due to disability or medical treatment for an illness, in the case of simultaneous interactive lesson transmission, a teacher from the applicable high (or other) school is no longer required to be in the hospital room, or equivalent, at the receiving site.

Other points of note in such a case are as follows.

- The school and the guardian should collaborate and cooperate with each other to establish a system, based on the child’s circumstances, that can manage the child’s physical condition and respond appropriately in case of emergency.
- The teacher at the transmitting site should collaborate and cooperate with the people in the hospital (or other) room who are responsible for responding appropriately, and understand the daily circumstances and changes that occur in the physical condition of the child.

(5) Improvement of teachers’ expertise and skills

Teachers for Special Needs Education have been developed mainly in the related college course. According to the law and regulations revised in 2017, the students who want to be a teacher for Special Needs Education and enter college from April in 2019 should earn at least one credit of “Understanding of infants and children who need special support.” From April 2019, based on the judgement of the Central Council for Education, a new teacher-training curriculum began at universities approved by the Minister of Education, Culture, Sports, Science and Technology.

In addition, the National Institute of Special Needs Education provides online training and lecture related to Special Needs Education. The Board of Education of each prefecture incorporates the contents related to the Special Needs Education into beginning or mid-level teachers’ training for improving the quality of teachers.

(6) Joint Activities and Learning

Joint activities and learning have great significance for both children with and without disabilities, which represent opportunities to form a well-rounded character and learn the importance of respect for others leading to “barrier-free minds.”

Based on the Universal Design 2020 Action Plan established by the government in February 2017, the MEXT, working with the MHLW, held the “Promotion Council of Barrier-free Minds” to discuss on action for promoting education on “barrier-free minds” in schools, and the proposal on “Promotion of Joint Activities and Learning in Schools” was compiled in February 2018.

This proposal states that:

- It is important to adequate prior and post learning, proceed systematically as a continuous activity throughout the year
- It is necessary for the whole school to get involved in the activities systematically under the leadership of the principal.
- It is important for the board of education to play a main role to form a network of welfare departments and other related organizations

The MEXT makes this proposal known to each board of education and ask for the promotion, and is working on the enhancement of the project on barrier-free minds and nationwide spread of these efforts.

Furthermore, following “Promotion of joint activities and learning in schools,” the “Joint Activities and Learning Guide” was revised in March 2019 and examples of initiatives related to joint activities and learning were published on the homepage and publicized.

(7) Medical Care

According to the results of a survey conducted by MEXT in May 2018, the number of children at public special needs schools and public elementary and junior high schools who need medical care is increasing. Based on that fact, MEXT is, for example, expanding the budget for deploying nurses to schools to perform medical care, and supporting initiatives at schools, boards of education, and elsewhere.

Changes in the number of children at public special needs schools and public elementary and junior high schools who need medical care

Type of school	2018	2017	2016
Special needs school	8,567	8,218	8,116
Elementary, Junior High school	974	858	766

Recent Policy and Status on Special Needs Education in Japan

In addition, in recent years, amid advances in medical technology, the number of children who have tracheotomies and use artificial respirators is increasing, and creating a structure to accept such children at school is an urgent issue. Based on this, MEXT began an investigative study in 2017 into issues such as the type of system schools should have when handling medical care and management of oxygen treatment and artificial respirators.

Furthermore, at schools – which are not medical institutions – it

is preferable that medical care is carried out through the joint work, or cooperation, of teachers and nurses. Due to that peculiarity, it is important not only for teachers to receive training, but also nurses. Therefore, in order for boards of education to be able to offer and enhance training opportunities for nurses, with cooperation from MHLW and the Japanese Nursing Association, MEXT held training sessions for nurses and others about conducting medical care at schools.

Recent Data on Education for Children with Disabilities in Japan

Statistical data are collected as of May 1, 2018

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

Type	Number of schools		Number of schools established by department				Number of schools with upper secondary dept. classes for multiple disabilities	Number of classes	Number of children enrolled					Number of full-time teachers	Number of full-time staffs
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total		
Total	1,141	(110)	167	974	966	996	802	36,139	1,440	42,928	30,126	68,885	143,379	84,600	14,099
Total of Schools for Specific Disability only	882	(97)	138	722	714	751	565	24,828	1,314	29,573	21,097	49,689	101,673	59,212	10,475
(1) Visual impairment	62	(1)	43	59	59	53	46	1,143	180	522	455	1,419	2,576	2,991	1,348
(2) Hearing impairment	86	(8)	81	79	73	58	49	1,731	1,030	1,760	1,101	1,477	5,368	4,328	1,299
(3) Intellectual disabilities	556	(64)	9	414	411	499	338	17,137	79	22,073	16,223	43,107	81,482	40,599	5,822
(4) Physical/motor disabilities	121	(10)	5	115	117	107	102	3,843	25	4,405	2,565	2,998	9,993	9,044	1,689
(5) Health impairment	57	(14)	-	55	54	34	30	974	-	813	753	688	2,254	2,250	317
Total of Schools for two or more Disabilities	259	(13)	29	252	252	245	237	11,311	126	13,355	9,029	19,196	41,706	25,388	3,624
(1)+(3)	2	(-)	2	2	2	1	1	84	11	191	95	13	310	168	50
(1)+(5)	1	(-)	1	1	1	1	1	19	4	2	7	20	33	37	24
(2)+(3)	11	(-)	9	11	11	10	7	256	47	237	197	480	961	655	146
(3)+(4)	147	(10)	3	141	141	141	138	6,832	11	8,331	5,585	12,736	26,663	15,388	2,049
(3)+(5)	16	(-)	1	15	15	16	15	686	2	915	652	1,286	2,855	1,525	165
(4)+(5)	32	(2)	4	32	32	28	27	1,233	19	1,362	817	937	3,135	2,705	458
(1)+(4)+(5)	1	(-)	1	1	1	1	1	32	1	22	20	21	64	80	18
(2)+(3)+(4)	3	(-)	2	3	3	3	3	204	7	214	143	392	756	457	100
(3)+(4)+(5)	29	(-)	-	29	29	28	28	1,250	-	1,356	984	2,222	4,562	2,812	389
(2)+(3)+(4)+(5)	2	(-)	1	2	2	2	2	97	3	103	57	125	288	208	17
(1)+(2)+(3)+(4)	1	(-)	1	1	1	1	1	88	7	97	45	129	278	171	7
(1)+(2)+(3)+(4)+(5)	14	(1)	4	14	14	13	13	530	14	525	427	835	1,801	1,182	201

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

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

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

(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	81	2,191	207	1,577	1,123	2,408	5,315
Hearing impairment	117	2,818	1,119	2,955	1,788	2,302	8,164
Intellectual disabilities	781	31,277	226	39,169	27,198	64,224	130,817
Physical/motor disabilities	350	12,499	121	13,466	8,289	9,800	31,676
Health impairment	152	7,595	42	7,314	5,039	6,882	19,277

Source: School Fundamental Statistics (MEXT)

*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		Compulsory education schools		Total	
	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children
Intellectual disabilities	19,190 (43.4%)	84,140 (45.8%)	8,785 (46.5%)	36,452 (50.7%)	136 (46.4%)	568 (49.3%)	28,111 (44.4%)	121,160 (47.2%)
Physical/motor disabilities	2,310 (5.2%)	3,591 (2.0%)	797 (4.2%)	1,110 (1.5%)	10 (3.4%)	17 (1.5%)	3,117 (4.9%)	4,718 (1.8%)
Health impairment	1,619 (3.7%)	2,676 (1.5%)	655 (3.5%)	1,041 (1.4%)	5 (1.7%)	8 (0.7%)	2,279 (3.6%)	3,725 (1.5%)
Low vision	372 (0.8%)	432 (0.2%)	136 (0.7%)	160 (0.2%)	0 (0.0%)	0 (0.0%)	508 (0.8%)	592 (0.2%)
Hard of hearing	859 (1.9%)	1,310 (0.7%)	361 (1.9%)	506 (0.7%)	6 (2.0%)	9 (0.8%)	1,226 (1.9%)	1,825 (0.7%)
Speech and language disorders	569 (1.3%)	1,621 (0.9%)	130 (0.7%)	184 (0.3%)	5 (1.7%)	10 (0.9%)	704 (1.1%)	1,815 (0.7%)
Autism/ Emotional disturbance	19,289 (43.6%)	89,921 (49.0%)	8,009 (42.4%)	32,376 (45.1%)	131 (44.7%)	539 (46.8%)	27,429 (43.3%)	122,836 (47.9%)
Total	44,208	183,691	18,873	71,829	293	1,151	63,374	256,671
Number of teachers in charge	47,197		20,760		309		68,266	
Number of schools established	16,392		7,928		73		24,393	

Source: School Fundamental Statistics (MEXT)

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

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

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

Type	Elementary schools	Lower secondary schools	Upper secondary schools	Total
Speech and language disorders	38,275 (35.3%)	477 (3.3%)	2 (0.4%)	38,754 (31.5%)
Autism	20,418 (18.9%)	3,529 (24.7%)	228 (44.9%)	24,175 (19.6%)
Emotional disturbance	13,317 (12.3%)	2,669 (18.7%)	86 (16.9%)	16,072 (13.1%)
Low vision	184 (0.2%)	24 (0.2%)	6 (1.2%)	214 (0.2%)
Hard of hearing	1,719 (1.6%)	392 (2.7%)	11 (2.2%)	2,122 (1.7%)
Learning disabilities	16,142 (14.9%)	4,069 (28.5%)	82 (16.1%)	20,293 (16.5%)
Attention deficit hyperactivity disorder	18,129 (16.7%)	3,086 (21.6%)	85 (16.7%)	21,300 (17.3%)
Physical/motor disabilities	98 (0.1%)	31 (0.2%)	5 (1.0%)	134 (0.1%)
Health impairment	24 (0.0%)	4 (0.0%)	3 (0.6%)	31 (0.0%)
Total	108,306	14,281	508	123,095

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

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

*The percentage of the total is shown in parentheses.

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

	Kindergartens, combined schooling and daycare certified child centers, kindergarten dept. of special needs schools	Elementary schools, Elementary dept. of Schools for special needs education	Lower secondary schools, Lower secondary dept. of Schools for special needs education	Upper secondary schools, Upper secondary dept. of Schools for special needs education	Total
Number of children	1,813,278	6,494,115	3,309,312	3,320,594	14,937,299
Schools for special needs education	1,440 (0.08%)	42,928 (0.66%)	30,126 (0.91%)	68,885 (2.07%)	143,379 (0.96%)
Classes for special needs education	-	184,474 (2.84%)	72,197 (2.18%)	-	256,671 (1.72%)
special needs services in resource rooms	-	108,306 (1.67%)	14,281 (0.43%)	508 (0.02%)	123,095 (0.82%)
Total	1,440 (0.08%)	335,708 (5.17%)	116,604 (3.52%)	69,393 (2.09%)	523,145 (3.50%)

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

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

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

Number of Children postponed or exempted schooling because of Health impairment/ Growth retardation		34
Number of Children postponed or exempted schooling because of other reasons	Enrolled in children's facilities/corrective institutions	17
	Multiple nationality	3,528
	Others	306

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

Type		Number of children			Number of schools		
		Elementary dept.	Lower secondary dept.	total	Elementary dept.	Lower secondary dept.	total
Schools for special needs education	(1) Visual impairment	522	455	977	59	59	118
	(2) Hearing impairment	1,760	1,101	2,861	79	73	152
	(3) Intellectual disabilities	22,073	16,223	38,296	414	411	825
	(4) Physical/motor disabilities	4,405	2,565	6,970	115	117	232
	(5) Health impairment	813	753	1,566	55	54	109
	(1)+(3)	191	95	286	2	2	4
	(1)+(5)	2	7	9	1	1	2
	(2)+(3)	237	197	434	11	11	22
	(3)+(4)	8,331	5,585	13,916	141	141	282
	(3)+(5)	915	652	1,567	15	15	30
	(4)+(5)	1,362	817	2,179	32	32	64
	(1)+(4)+(5)	22	20	42	1	1	2
	(2)+(3)+(4)	214	143	357	3	3	6
	(3)+(4)+(5)	1,356	984	2,340	29	29	58
	(2)+(3)+(4)+(5)	103	57	160	2	2	4
	(1)+(2)+(3)+(4)	97	45	142	1	1	2
	(1)+(2)+(3)+(4)+(5)	525	427	952	14	14	28
	total	42,928	30,126	73,054	974	966	1,940

Type		Number of children				Number of classes			
		Elementary schools	Lower secondary schools	Compulsory education schools	total	Elementary schools	Lower secondary schools	Compulsory education schools	total
classes for special needs education,	Intellectual disabilities	84,140	36,452	568	121,160	19,190	8,785	136	28,111
	Physical/motor disabilities	3,591	1,110	17	4,718	2,310	797	10	3,117
	Health impairment	2,676	1,041	8	3,725	1,619	655	5	2,279
	Low vision	432	160	-	592	372	136	-	508
	Hard of hearing	1,310	506	9	1,825	859	361	6	1,226
	Speech and language disorders	1,621	184	10	1,815	569	130	5	704
	Autism/Emotional disturbance	89,921	32,376	539	122,836	19,289	8,009	131	27,429
	Total	183,691	71,829	1,151	256,671	44,208	18,873	293	63,374

Type		Elementary schools	Lower secondary schools	total
special needs services in resource rooms	Speech and language disorders	38,275	477	38,752
	Autism	20,418	3,529	23,947
	Emotional disturbance	13,317	2,669	15,986
	Low vision	184	24	208
	Hard of hearing	1,719	392	2,111
	Learning disabilities	16,142	4,069	20,211
	Attention deficit hyperactivity disorder	18,129	3,086	21,215
	Physical/motor disabilities	98	31	129
	Health impairment	24	4	28
	total	108,306	14,281	122,587
Total number of children (Special needs education schools, classes, and special needs services in resource rooms)		Elementary school/dept. total	Lower secondary school/dept. total	Total
		335,708	116,604	452,312

Source: School Fundamental Statistics (MEXT)

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

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

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

* As student numbers are determined according to the disability categories served by each school, figures differ to those shown in 2(5) Schools for special needs education (criterion for establishing classes) disability classification class and number of enrollments (totals for national, public, and private institutions).

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

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

	Elementary dept.		Lower secondary dept.		Upper secondary dept.		total	
	Number of children	Enrolment rate	Number of children	Enrolment rate	Number of children	Enrolment rate	Number of children	Enrolment rate
Total	15,903	37.0%	9,682	32.1%	12,231	17.8%	37,816	26.6%
(1) Visual impairment	250	47.9%	190	41.8%	226	15.9%	666	27.8%
(2) Hearing impairment	444	25.2%	224	20.3%	240	16.2%	908	20.9%
(3) Intellectual disabilities	5,409	24.5%	3,541	21.8%	4,592	10.7%	13,542	16.6%
(4) Physical/motor disabilities	3,879	88.1%	2,154	84.0%	2,284	76.2%	8,317	83.4%
(5) Health impairment	310	38.1%	261	34.7%	304	44.2%	875	38.8%
(1)+(3)	33	17.3%	20	21.1%	1	7.7%	54	18.1%
(1)+(5)	1	50.0%	3	42.9%	3	15.0%	7	24.1%
(2)+(3)	56	23.6%	41	20.8%	50	10.4%	147	16.1%
(3)+(4)	3,413	41.0%	1,946	34.8%	2,833	22.2%	8,192	30.7%
(3)+(5)	196	21.4%	137	21.0%	218	17.0%	551	19.3%
(4)+(5)	970	71.2%	588	72.0%	573	61.2%	2,131	68.4%
(1)+(4)+(5)	18	81.8%	16	80.0%	18	85.7%	52	82.5%
(2)+(3)+(4)	85	39.7%	44	30.8%	78	19.9%	207	27.6%
(3)+(4)+(5)	505	37.2%	330	33.5%	542	24.4%	1,377	30.2%
(2)+(3)+(4)+(5)	49	47.6%	20	35.1%	33	26.4%	102	35.8%
(1)+(2)+(3)+(4)	71	73.2%	34	75.6%	50	38.8%	155	57.2%
(1)+(2)+(3)+(4)+(5)	214	40.8%	133	31.1%	186	22.3%	533	29.8%

*Calculated according to School Fundamental Statistics (MEXT).

*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'.

(8) 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 –

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

*Calculated according to School Fundamental Statistics (MEXT).

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

(9) Situations after graduation

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

- totals for national, public and private institutions -

[March 2018 graduates]

Type		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
Lower secondary dept. of Schools for special needs education	Total	10,491 (100.0%)	10,322 (98.4%)	21 (0.2%)	4 (0.04%)	62 (0.6%)	82 (0.8%)
	Visual impairment	177 (100.0%)	174 (98.3%)	-	-	1 (0.6%)	2 (1.1%)
	Hearing impairment	402 (100.0%)	400 (99.5%)	-	-	-	2 (0.5%)
	Intellectual disabilities	7,881 (100.0%)	7,780 (98.7%)	14 (0.18%)	3 (0.04%)	29 (0.4%)	55 (0.7%)
	Physical/motor disabilities	1,698 (100.0%)	1,657 (97.6%)	2 (0.1%)	-	24 (1.4%)	15 (0.9%)
	Health impairment	333 (100.0%)	311 (93.4%)	5 (1.5%)	1 (0.3%)	8 (2.4%)	8 (2.4%)
Total lower secondary school classes for special needs education		22,132 (100.0%)	20,927 (94.6%)	429 (1.9%)	153 (0.7%)	623 (2.8%)	

Source: School Fundamental Statistics (MEXT).

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

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

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

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

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

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

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

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

- totals for national, public and private institutions -

[March 2018 graduates]

区分		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
Upper secondary dept. of Schools for special needs education (regular course)	Total	21,657 (100.0%)	427 (2.0%)	342 (1.6%)	6,760 (31.2%)	13,241 (61.1%)	887 (4.1%)
	Visual impairment	290 (100.0%)	90 (31.0%)	10 (3.4%)	47 (16.2%)	125 (43.1%)	18 (6.2%)
	Hearing impairment	492 (100.0%)	193 (39.2%)	20 (4.1%)	192 (39.0%)	68 (13.8%)	19 (3.9%)
	Intellectual disabilities	18,668 (100.0%)	76 (0.4%)	241 (1.3%)	6,338 (34.0%)	11,267 (60.4%)	746 (4.0%)
	Physical/motor disabilities	1,841 (100.0%)	43 (2.3%)	47 (2.6%)	111 (6.0%)	1,575 (85.6%)	65 (3.5%)
	Health impairment	366 (100.0%)	25 (6.8%)	24 (6.6%)	72 (19.7%)	206 (56.3%)	39 (10.7%)

Source: School Fundamental Statistics (MEXT)

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

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

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

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

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

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

[As of March in each year]

Type	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Lower secondary dept. of Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		90.1	90.7	92.0	91.3	92.1	92.7	94.2	93.7	94.7	95.0	95.6	95.8	95.8	95.8	96.3	96.5	96.7
	Visual impairment																	
		94.4	92.5	95.4	94.2	95.3	93.6	96.3	99.4	97.6	98.4	97.6	97.6	98.0	95.5	94.6	96.0	96.3
	Hearing impairment																	
		95.4	94.5	93.8	96.6	94.6	96.9	96.0	92.0	96.9	94.2	95.7	91.1	93.1	91.1	93.8	95.5	92.4
	Intellectual disabilities																	
		94.5	94.4	95.8	95.1	95.8	96.9	97.4	97.0	97.8	97.5	98.2	98.5	97.9	98.3	98.5	98.4	98.3
	Physical/motor disabilities																	
		94.1	95.5	95.0	94.3	95.5	94.6	96.7	96.7	96.9	95.9	96.3	97.4	97.1	96.9	97.0	97.7	97.4
	Health impairment																	
		42.9	46.4	42.9	45.3	45.0	47.7	49.9	50.0	50.4	52.4	53.1	51.5	53.9	51.7	55.9	55.4	57.6
Classes for special needs education of lower secondary regular schools																		
		62.2	64.9	73.1	62.6	64.6	64.8	65.5	70.2	69.7	70.0	67.3	66.5	65.2	63.4	61.4	58.5	55.1

* Calculated according to School Fundamental Statistics (MEXT)

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

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

[As of March in each year]

Type	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	22.0	20.5	19.4	20.4	20.5	22.7	23.1	24.3	23.7	23.6	24.3	25.0	27.7	28.4	28.8	29.4	30.1	31.2
Visual impairment																		
	12.6	13.3	11.9	11.9	17.0	14.4	12.4	15.3	19.1	21.4	16.3	10.9	13.4	17.6	16.2	15.5	11.6	16.2
Hearing impairment																		
	31.4	29.3	25.5	31.5	34.4	32.4	35.4	42.4	35.1	33.5	34.5	32.7	37.3	36.1	38.5	39.8	43.2	39.0
Intellectual disabilities																		
	25.5	23.7	22.4	23.2	23.2	25.3	25.8	27.1	26.4	26.7	27.4	28.4	30.2	31.1	31.5	32.1	32.9	34.0
Physical/motor disabilities																		
	6.5	6.6	6.0	6.4	6.1	7.7	7.7	11.8	11.0	9.7	12.0	10.5	7.1	6.5	5.8	5.5	5.1	6.0
Health impairment																		
	8.0	6.1	10.1	13.0	10.3	15.4	18.5	16.4	12.1	11.0	12.2	14.6	18.0	17.5	14.4	16.0	15.8	19.7

*Calculated according to School Fundamental Statistics (MEXT)

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

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

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

*Calculated according to School Fundamental Statistics (MEXT)

(12) Expenditure of school education per one child - public institution - [FY 2016]

	Elementary schools	Lower secondary schools	schools for special needs education
FY2016	931,435 yen	1,084,063 yen	7,273,494 yen

Source: Survey on Local Educational Expenditures (MEXT)

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

English Abstracts of the Research Papers from *Bulletin of The National Institute of Special Needs Education* or “国立特別支援教育総合研究所研究紀要”, Vol. 46, 2019.

1. LEE Heebok and TANAKA Mari (2019). Narrative Ability about the Personal Experience in Children with Autism Spectrum Disorder, *Bulletin of The National Institute of Special Needs Education*, Vol. 46, pp.1-14, 2019

Narrative Ability about the Personal Experience in Children with Autism Spectrum Disorder

LEE Heebok and TANAKA Mari

Abstract: The ability of children with autism spectrum disorder (ASD) and typically developing (TD) children to narrate their personal experiences, and special events were investigated. ASD children (n=17) and TD children (n=29) were asked to relate narratives of their personal experiences about a time when they had been happy, sad, or unpleasant with their family or friends, as well as special events that they experienced. The results indicated (1) ASD children were less likely than TD children to talk about “results” as narrative components of their personal experiences. (2) ASD children were less likely to identify causes of their mental states and emotions and between self and others. (3) It was more difficult for ASD children to narrate personal experiences from their perspective. (4) Also, ASD children narrated about special events without others. These results suggest that ASD children’s narrative ability is related to their understanding of self and others.

Key words: Autism Spectrum Disorder, Personal Narrative, Understanding of Self, Understanding of others

2. YANAGISAWA Akiko and NATSUUMI Yoshio (2019). Activities to Promote Independence of Students with Autism: Clarification of Key Goals throughout Educational Activities and Relations between the Goals in a Vocational Training Program, *Bulletin of The National Institute of Special Needs Education*, Vol. 46, pp. 15-27, 2019.

Activities to Promote Independence of Students with Autism: Clarification of Key Goals throughout Educational Activities and Relations between the Goals in a Vocational Training Program

YANAGISAWA Akiko and NATSUUMI Yoshio

Abstract: “Activities to promote independence” is a specialized subject area in the national curriculum for special needs education schools that aims to promote independent living for children with disabilities. The present study examined teaching based on the relations between the goals of activities to promote independence in a vocational training program, by clarifying key goals throughout the educational activities of a student with autism who cried loudly and had difficulty in entering into relationships from others when he became emotionally unstable. At first, the class teacher focused on the problem behaviors of the student with autism and had a hard time dealing with them. However, the teacher’s teaching style and understanding of the student improved after the teacher reconsidered the goals and clarified the key goals of the activities to promote independence. This study discussed the significance of clarifying the key goals of activities to promote independence throughout educational activities and its effect on the teacher and the student.

Key words: autism, activities to promote independence (jiritsu katsudo), vocational training program, key goal-setting, improvement of teaching

3. YOSHIKAWA Tomoo, KITAGAWA Takaaki, IKOMA Yoshio and SUGIURA Toru (2019). The Current Status and Issues of Students with Physical Disabilities enrolled in Elementary and Lower Secondary Schools, *Bulletin of The National Institute of Special Needs Education*, Vol. 46, pp. 29-42, 2019

The Current Status and Issues of Students with Physical Disabilities enrolled in Elementary and Lower Secondary Schools

YOSHIKAWA Tomoo, KITAGAWA Takaaki, IKOMA Yoshio and SUGIURA Toru

Abstract: An inclusive education system is being promoted at present, thus the number of classes for special needs education for students with physical disabilities in elementary and lower secondary schools and the number of students enrolled in these classes is increasing. It is therefore important to enhance the quality of instruction for students with physical disabilities enrolled in elementary and lower secondary schools, including students likely to be enrolled in regular classes in the future.

This study investigated the enrollment status of students with physical disabilities enrolled in regular classes and/or classes for special needs education for students with physical disabilities in elementary and lower secondary schools. The discussion focused on potential future issues.

The results of this study suggested that it is necessary to improve the instruction given in courses and the teaching strategies employed, considering the cognitive as well as physical characteristics of the students with physical disabilities. Moreover, it appears that special needs education schools play important roles as resource centers.

Key words: physical disability, class for special needs education, regular class, function as a resource center of special needs education schools

4. YAMAMOTO Akira, YOKOKURA Hisashi, and UNO Kounosuke (2019). Survey on the State of Communication and Language in Special Needs Education Schools for Children with Hearing Impairments, *Bulletin of The National Institute of Special Needs Education*, Vol. 46, pp. 43-52, 2019

Survey on the State of Communication and Language in Special Needs Education Schools for Children with Hearing Impairments

YAMAMOTO Akira, YOKOKURA Hisashi, and UNO Kounosuke

Abstract: Questionnaire surveys on the state of communication and language in special needs education schools for children with hearing impairments are conducted every five years, with the most recent study conducted in fiscal 2017. The results of the 2017 survey were as follows: 20.7% of those enrolled at the above schools were children and students with multiple disabilities, while 27.4% of those enrolled were children and students wearing a cochlear implant. Moreover, the main communication means in the schools were utterances and utterances along with sign language. In addition, many test and examination tools are utilized in order to grasp the state of communication and language of children and students.

Key words: hearing impairment, communication, language, evaluation

5. WAKABAYASHI Kazusa, KAMIYAMA Tsutomu, HANDA Ken, ENDO Ai and KATO Tetsubumi (2019). Discussion on the Process of Support provided by Special Needs Education Coordinators to General Education Teachers, *Bulletin of The National Institute of Special Needs Education*, Vol. 46, pp. 53-67, 2019.

Discussion on the Process of Support provided by Special Needs Education Coordinators to General Education Teachers

WAKABAYASHI Kazusa, KAMIYAMA Tsutomu, HANDA Ken, ENDO Ai and KATO Tetsubumi

Abstract: In this study, interviews were conducted with 10 Special Needs Education Coordinators (SENCOs) in order to obtain and discuss a comprehensive picture of the process of support given to general education teachers in charge of instructing regular classes.

The interviews were recorded, transcribed, and then analyzed utilizing the Modified Grounded Theory Approach. Under the theme of "Effective support from SENCOs for general education teachers", 17 concepts and 5 categories were generated, and the relationships between them were considered. As a result, two processes in the support given by SENCOs were illustrated: the process of developing a teaching plan based on the SENCO's analysis, sharing information, and implementing and evaluating the instructions and support; and the process of promoting general education teachers' understanding to improve their teaching.

The processes and categories generated were considered and compared with previous studies. The discussion focused particularly on how the evaluation of instructions and support bolsters teachers' instructions and supports, as well as feedback for developing new individual support plans.

Key words: Special Needs Education Coordinator, support for general education teachers, Modified Grounded Theory Approach, promoting general education teachers' understanding

6. ENDO Maiko and SAITO Yumiko (2019). Points to Note in High Quality Joint Activities and Learning at Schools in Local Communities – through Analysis of Case Examples –, *Bulletin of The National Institute of Special Needs Education*, Vol. 46, pp. 69-83, 2019.

Points to Note in High Quality Joint Activities and Learning at Schools in Local Communities – through Analysis of Case Examples –

ENDO Maiko and SAITO Yumiko

Abstract: Currently, there are very few studies on a practical approach towards joint activities and learning at schools in local communities, and many researchers have pointed out the need to accumulate and share relevant practices. This research aimed to present points to note in joint activities and learning for regular classroom teachers in elementary and junior high schools, and illustrate practical efforts by examples through analyzing quality case examples.

The targets of analysis were six case examples that were part of research conducted by the National Institute of Special Needs Education (2018).

Items on "The checklist on joint activities and learning" (working title), which were developed as points to note regarding joint activities and learning, were used to observe points for data analysis, and practical efforts in the case examples were organized.

Through the analysis of case examples, the items on the checklist were reviewed, and practical efforts in the case examples were organized into 18 items from 5 domains.

The significance of this research was discussed and an approach for quality joint activities and learning at schools in local communities was proposed.

Key words: joint activities and learning at schools in local communities, case examples, checklist

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NISE Bulletin Vol. 19

March 2020

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

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NISE Bulletin

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