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About the NISE Bulletin

The NISE Bulletin reports on the results of the research activities, training operations, information gathering, awareness raising, and other business and topics conducted under the auspices of NISE¹ over the fiscal of the year.

This edition of the Bulletin constitutes the annual report for the 2023 fiscal year.

¹ The National Institute of Special Needs Education is referred to as “NISE” in this publication.

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Research Projects for FY2023

As the national center for special needs education, NISE conducts research into priority issues in education policy for children with special needs and practical research into priority issues faced on the ground in educational institutions on a national level, in order to contribute to developing an education system that addresses the individual education needs of each child with special needs.

In order for these research activities to proceed in a planned manner over the medium to long term, we have formulated a Basic Research Plan. This Basic Research Plan is periodically revised in line with the direction of national policy.

1. Types of Research Projects

We conduct priority issue research, disability-category-specific research, basic research activities, etc. strategically and systematically.

Categories		Characteristics of Research
Priority Issue Research		Research that transcends the boundaries of disability categories and contributes to the promotion of national policy of education for children with disabilities or the resolution of urgent issues in the field of education •Research on curriculums (policy contribution to the country) •Research on the enhancement of seamless support (responding to urgent issues in the field of education)
Disability-Category-Specific Research		Research that contributes to the resolution of urgent issues in each disability category
Others	Basic Research Activities	Fundamental research by theme-based research units and research units responding to specialized issues for each type of disability Basic and ongoing research activities such as annual basic surveys, surveys and analyses that contribute to the improvement of instruction, and dissemination of the results of these surveys and analyses
	Externally Funded Research	Studies funded by external funds such as MEXT/JSPS KAKENHI Grant
	Entrusted Research	Studies entrusted by an external organization

* Apart from the above, Categories include advanced and leading-edge research, research in response to government requests, and joint research.

2. Research Themes FY2023

1) Research on curriculums / Priority Issue Research

Research Title	Research Team	Principal Researcher	Research Period
Research on Curriculum Standards for Special Needs Education	Education Curriculum Team	MAKINO Yasumi	FY2023-2025
<p>The course of study has been improved to ensure that the curriculum is appropriately organized according to the realities of schools and children. On the other hand, there are lingering issues regarding the approach to subjects in special needs education schools, which provide education to students with intellectual disabilities.</p> <p>In this research, the team aims to organize issues examined during the past examination processes as well as possible issues from the state of organization, implementation, evaluation, and improvement of curricula organized based on the current course of study, conduct information gathering on practical examples related to these issues, and proceed with their organization and analysis. Furthermore, for each identified issue, the team will organize the educational outcomes achieved through its realization, as well as the various conditions necessary for implementation. Additionally, the team will clarify the relationship between these issues and the content outlined in the course of study. Through this process, the team aims to provide the insights necessary for the deliberation of the next revision of the course of study.</p> <p>In FY 2023, the team conducted an organization of issues to be addressed in this research by collecting and organizing current challenges based on previous research, special needs education policies, and discussions in various meetings. Among these, there have been numerous challenges pointed out regarding the organization, implementation, evaluation, and improvement of educational curricula for individuals with intellectual disabilities. Therefore, the team specifically focused on collecting exemplary cases related to curriculum management in special needs education schools (for individuals with intellectual disabilities).</p> <p>As a result of specific interviews conducted, it was observed that in schools where curriculum management is effectively conducted to align with the realities of the school, the leadership of the principal ensures that the educational goals and educational activity policies of the school are clearly defined. Additionally, it was evident that these schools comprehensively grasp their current situation, identify challenges, and advance development of both the curriculum and research on the learning-teaching process in tandem. Furthermore, as a strategy to advance curriculum management, it was noted that instead of trying to address all identified issues comprehensively, schools are progressing by addressing each issue individually to ensure that all staff can participate. Additionally, specific proposals for tools to facilitate the involvement of all staff members have been made.</p>			

2) Research on the enhancement of seamless support / Priority Issue Research

Research Title	Research Team	Principal Researcher	Research Period
Research on how to promote career guidance and cooperation for the smooth transition of students with disabilities to society at upper secondary schools	Career Guidance Team	ITO Yumi	FY2021-2023
<p>This study focused on career guidance for students with developmental disabilities in upper secondary schools, with the aim of identifying career guidance that supports a smooth transition from school to society and how to proceed with the necessary</p>			

cooperation in this process. Based on the findings from each survey, a guidebook was developed and disseminated for use at school sites.

In FY2023, the team analyzed the results of surveys conducted in FY2021 and FY2022, targeting universities, companies, special needs schools, and welfare and labor organizations, as well as surveys conducted at high schools. In addition, individual cases of career guidance were analyzed. The team organized these results and compiled them into a report of research findings. Also developed a career guidance guidebook for students with disabilities based on five perspectives.

Research on enrichment of learning environment for children with various educational needs

Learning
Opportunities
Team

INOUE
Hidekazu

FY2023-2025

For children with disabilities enrolled in elementary and lower secondary schools, there has been a situation where children who are eligible to attend special needs education schools have been learning in mainstream classrooms with the necessary support, including reasonable accommodation. Furthermore, according to a survey conducted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2022, it has been confirmed that there is a possibility of children requiring special educational support being enrolled in all mainstream classrooms.

In this research, the team aims to clarify how schools are enhancing classroom management, instruction, and internal support systems for teaching and supporting children with diverse educational needs enrolled in mainstream classrooms at the compulsory education stage, including elementary and lower secondary schools. Additionally, the team will refer to overseas practices to provide materials that can be utilized in future policies by national and local governments, as well as in school settings.

In FY 2023, the team organized past notifications and reports from the Ministry of Education, Culture, Sports, Science and Technology (MEXT), as well as previous research. The team also organized initiatives aimed at enhancing the learning of children with diverse educational needs enrolled in mainstream classrooms. Additionally, the team gathered information on the practices of school boards conducting unique initiatives across entire municipalities and schools implementing initiatives based on recent notifications and reports from the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

Research on education to nurture bearers of cohesive society, focusing on the examination of education for understanding disabilities

Cohesive
Society Team

KUBOYAMA
Shigeki

FY2023-2025

In order to build a cohesive society, it is necessary to develop educational activities that will prepare children to be leaders in such a society 10 or 20 years from now. This research aims to examine specific content and methods for education that fosters understanding and respect for diversity in mainstream classrooms at elementary and lower secondary schools—in other words, education that cultivates leaders of a cohesive society—and to offer these educational strategies to the educational field. To achieve this, the team will focus on collecting and examining information about current disability awareness education being conducted in mainstream classrooms at elementary and lower secondary schools. Additionally, the team will gather and examine information on practices that promote understanding and respect for diversity in daily lessons and classroom management. Based on this information, the team will develop a conceptual model that takes into account considerations for the educational field and evaluate its validity.

In FY 2023, the team visited ten schools to collect information on the actual implementation of education aimed at cultivating leaders for a cohesive society. Additionally, the team conducted a questionnaire survey in two prefectures on disability awareness lessons implemented by special needs education schools in elementary and lower secondary schools. The team also carried out interview surveys at some of these special needs education schools. The research findings will be compiled into an interim report and will be presented at academic conferences and other events in the future.

3) Disability-Category-Specific Research

Research Title	Research Team	Principal Researcher	Research Period
Research on the utilization of ICT in education for children with physical/motor disabilities	Physical/motor disabilities ICT Team	YOSHIKAWA Tomoo	FY2023-2025
<p>In education for children with physical/motor disabilities, initiatives have been undertaken to devise appropriate aids and supplementary means based on the characteristics of disabilities, body movement, and the state of expression of intent. Additionally, instruction utilizing ICT devices such as computers has been deployed. In the GIGA School Program, the utilization of ICT devices is intended not just for considering the characteristics of disabilities but also for exploring effective ways of utilization in relation to the development of students' qualities and abilities, as well as for enhancing teachers' instructional capabilities. Furthermore, to work towards the independence and social participation of children with disabilities, it is important to ensure that they can utilize the skills acquired through school education and maximize their potential to the fullest extent possible.</p> <p>Therefore, in this research, the team will focus on utilizing ICT devices in various subjects, taking into account the characteristics of physical/motor disabilities, to aim for the cultivation of qualities and abilities outlined in the course of study. The team will collect information on effective teaching methods, the utilization of teaching materials and tools, and teacher training to support these efforts. And, the team is conducting research with the aim of organizing the results, effectiveness, challenges, etc., of each initiative and providing insights that will be useful for local governments and educational institutions.</p> <p>In FY 2023, the team conducted a survey targeting special needs education schools for students with physical/motor disabilities, aiming to understand the initiatives and challenges related to the utilization of ICT in these schools. The survey results were published as a preliminary report on the NISE website. Additionally, practical research was conducted at 12 special needs education schools, which served as research partner institutions.</p>			

3. Basic Research Activity Report

1) Theme-based research units / Basic Research Activities

Research Unit Activity	Research Unit
Research on the utilization of teaching materials, teaching aids, and support equipment (ICT devices, etc.) focusing on the challenges posed by disabilities	ICT Unit
<p>There has been growing interest in the utilization of ICT devices in school settings. This study aims to explore the effective utilization of ICT devices to address the specific needs of students with disabilities or special needs.</p> <p>In FY2023, we visited regular and special-needs schools to gather information on the utilization of ICT devices in actual classroom situations. Additionally, meetings were held to exchange opinions with teachers and other stakeholders who advocate for the utilization of ICT devices, discussing recent trends and future challenges.</p>	

Research on teachers' expertise in career education for pupils with disabilities	Career Unit
<p>① Organizing the expertise of teachers involved in career education for students with disabilities enrolled in elementary, lower secondary, and upper secondary schools (FY2021-FY2023)</p> <p>The unit aims to organize the expertise required by teachers who are in a core position to enhance career education for students with disabilities, emphasizing the creation and utilization of Career Passports. In FY 2023, through discussions within the unit based on information collected over the past two years, research meetings, and information gathering targeting schools, the unit examined, from various perspectives the fundamental knowledge and instructional capabilities expected for supporting the career development aimed at the independence and social participation of students with disabilities. Based on this, the unit organized the required expertise perspectives.</p> <p>② Collection of information that contributes to improving the teaching skills of teachers involved in career education at special needs schools (elementary through upper secondary departments) (FY2022-FY2023)</p> <p>With the focus on the effective creation and utilization of Career Passports for students with disabilities, the unit aims to collect pioneering examples that can serve as references for other schools. In FY 2023, examples of progressive Career Passport utilization of Career Passports by teachers in special needs education schools. The unit identified examples that used pictures, photographs, videos, or ICT devices as methods for recording and reviewing, tailored to the degree and characteristics of disabilities, as well as examples where Career Passports were utilized during practical training in the upper secondary department or for career selection.</p>	
Information gathering on special needs education in kindergartens / Implementation of a summer seminar	Infant Unit
<p>In order to grasp the actual situation of special needs education in kindergartens, etc., the unit established cooperative relationships for the development of future research activities with researchers in the field of early childhood education, the kindergarten department of Special Needs Education School for Children with Autism, University of Tsukuba, the National Association of Directors of Public Kindergartens and Childcare Centers, the Early Childhood Care and Education Research Institution of the Japanese Private Kindergarten Federation, the Early Childhood Education Research Center of the National Institute for Educational Policy Research, and others. The unit visited nurseries, certified child centers, and kindergartens nationwide to gather information on achieving inclusive childcare.</p> <p>The unit compiled and published a report on the "National Survey on Education and Care of Children with Special Needs in Nurseries, Certified Childcare Centers, and Kindergartens" conducted in FY 2021. This survey was conducted with the aim of comprehensively clarifying the current state of special needs education for infants with disabilities, including their enrollment status, the system of special needs education, and the awareness of those in charge. Through this, the survey aimed to provide information to support the educational administration of national and local governments as well as the utilization of preschool childcare facilities.</p> <p>The unit held the "FY2023 Summer Seminar: Let's Think Together about Childcare for Children with Special Needs" online, which was attended by about 300 people, including childcare providers and researchers.</p>	
Research into case studies with a view to fully providing for the learning of non-Japanese pupils with disabilities - Placing a focus on classes for special needs education in elementary and lower secondary schools -	Non-Japanese Unit
<p>During NISE's fifth medium-term objectives period (until FY2025), the Non-Japanese Unit aims to create "Considerations for Accepting Non-Japanese Students with Disabilities (tentative title)" and training contents based on it through individual cases,</p>	

in order to enhance the learning of non-Japanese students with disabilities.

In FY 2023, the unit analyzed and examined the "Survey on the Status of System Development for Supporting Children with Foreign Connections Enrolled in Classes for Special Needs Education" conducted in municipalities within particular prefectures in FY 2022. The unit compiled its findings into a report. Furthermore, the unit held online workshops related to non-Japanese students with disabilities, aiming to share insights among research partner institutions and collaborators. In addition, the unit participated in municipal international classroom workshops and forums to gather information. Furthermore, in FY 2023, as it marks the middle year of the research period, the unit created a "Midterm Report" and conducted a public research conference online to widely present the unit's research findings up to that point.

2) Research units responding to specialized issues for each type of disability / Basic Research Activities

Research Unit Activity	Research Unit
Research on information gathering regarding educational practices for students with multiple disabilities and a survey on the actual conditions of "deafblind" infants and children with disabilities in both vision and hearing	Multiple Disabilities Unit
<p>In the education of students with multiple disabilities, particularly, accurate understanding of the actual conditions of the students is crucial for actual teaching. However, many teachers experience difficulty in grasping these conditions. Furthermore, when creating individual syllabuses, it is important to establish a cycle of Plan-Do-Check-Action (PDCA) and proceed with appropriate instruction. However, especially for students with multiple disabilities, each student's disability condition varies greatly, and there is significant imbalance in various aspects of development. Additionally, these plans are based on initial hypotheses. For these reasons, uncertainty is further heightened. Therefore, it is crucial to evaluate the learning situation and implement strategies to further promote improvements in instruction. In implementing this initiative, it was recognized as an innovative approach to have homeroom teachers and other stakeholders, including external experts, collaborate, understand the actual situation, establish instructional objectives, and consistently conduct evaluations as part of an organized effort. Additionally, challenges were identified, such as the difficulty in inheriting the knowledge and skills necessary for instruction among teachers.</p> <p>Based on these considerations, from FY 2023 to FY 2025, through case study meetings based on video data in the educational practice of students with multiple disabilities, the unit will focus on the interactions between teachers and students, carefully recording how homeroom and related teachers are promoting the growth of students, so that the recordings can be utilized in subsequent instruction. The purpose of this initiative is to organize and compile innovative practices as well as articulate and organize some of the knowledge and skills of teachers involved in education for children with multiple disabilities. The plan is to carefully follow practical examples of students with multiple disabilities, describe and organize innovative practices, and then present the insights gained from these practical examples in a way that is easily understandable for teachers in the educational field.</p> <p>The surveys conducted on the actual conditions of infants and students with deafblindness (hereinafter referred to as "deafblind children") in special needs education schools nationwide include "Survey on the Actual Conditions of Children with Disabilities in Both Eyes and Ears (1999)" and "Survey on the Actual Conditions of Education of Deafblind Infants and Students in Special Needs Education Schools (FY 2017)," both conducted by NISE. The FY 2017 survey revealed trends in the actual conditions of deafblind children enrolled in special needs education schools, including their enrollment status, the nature of their disabilities, and the difficulties faced by the teachers in charge.</p> <p>In FY 2023, as it marks the fifth year since the survey conducted in FY 2017, the unit conducted a survey with the aim of understanding the actual situation of deafblind children, obtaining longitudinal data, and grasping the challenges that educational institutions are currently facing as well as the measures being taken by individual schools to address them.</p>	
Examining methods for the continuation and improvement of expertise in education for the visually impaired	Visual Impairments Unit
<p>The aim was to enhance the expertise in education for children with visual impairments at each school by sharing initiatives among special needs education schools (for visual impairments) nationwide. To achieve this, this fiscal year, the unit collected and shared instructional examples that utilized ICT from each school. The unit plans to ask each school to provide examples of ICT utilization, and to return the consolidated and organized examples to each school.</p> <p>Additionally, the unit analyzed the results of the "National Survey on the Actual Conditions of Special Needs Education Classes and Special Needs Services in Resource Rooms for Students with Low Vision at Elementary and Lower Secondary</p>	

Schools," conducted in FY 2022. A report on the survey findings was compiled and published on the NISE website.

Based on these survey results, the unit organized the current challenges faced by special needs education schools for visual impairments (e.g., providing specialized instruction within their own schools and enhancing support for elementary and lower secondary schools through the function as a resource center) as well as the direction for future initiatives. To support this, the unit prepared a document summarizing the status of visually impaired students in various settings—special needs education schools for visual impairments, classes for special needs education for students with low vision, special needs services in resource rooms for students with low vision, and mainstream classrooms, using statistical data on the number of enrolled students, its trends over time, and the state of instructions.

Dissemination of research outcomes on learning assessment in education for children with intellectual disabilities

Intellectual Disabilities Unit

The research outcomes of the Disability-Category-Specific Research, "Research on Lesson Design and Learning Assessment in Education for Children with Intellectual Disabilities (FY 2021 to FY 2022)," are considered to be in high demand in educational settings. Therefore, to disseminate these research findings, activities were conducted with the aim of not only presenting them in report form but also introducing them through online seminars and video content on the NISE website.

Regarding online seminars, sessions were held for educators in August and December, with a total of over 700 participants attending. Furthermore, when disseminating the outcomes on the NISE website, the unit published documents for unit creation and five video contents, making them available for use in training in the educational field.

In addition, the unit examined learning assessment practices in classes for special needs education for students with intellectual disabilities, and conducted research on learning-teaching processes in these classes at elementary schools to introduce these methods. In this research on learning-teaching processes, the unit examined the differences in unit creation resulting from variations in the environments between special needs education schools and classes for special needs education.

"Research on Support for Students with Hearing Impairments in Elementary and Lower Secondary Schools" and "Research on the Realities of Hearing and Support for Autistic Children with Intellectual Disabilities" / "Longitudinal Survey of Special Needs Education Schools for Hearing Impairments"

Deaf and Hard of Hearing Unit

This fiscal year, the unit collected examples of how special needs education schools for hearing impairments are connecting with elementary and lower secondary schools, collaborating with them, and undertaking initiatives such as support for students with hearing impairments and raising awareness and understanding among classmates and others.

Additionally, with the research cooperation of Special Needs Education School for Children with Autism, University of Tsukuba, the unit collected information on the process of audiometry during school health check-ups and preliminary guidance for autistic children with intellectual disabilities enrolled in the kindergarten and elementary departments.

Furthermore, the unit analyzed the results of longitudinal surveys of special needs education schools (hearing impairments) <Survey 1: "Survey on the Actual Situation of Communication among Children/Students in Special Needs Schools (Hearing Impairment)" and Survey 2: "Survey on the Use of Teaching Materials (Japanese Language) in Special Needs Schools (Hearing Impairment)"> and compiled a report.

Examination of the effectiveness of teaching methods, tools and materials that utilize ICT based on the disability characteristics of children with physical/motor disabilities in subject instruction or independence activities

Physical/Motor Disabilities Unit

With regard to children/students with physical/motor disabilities, their disabilities are becoming more severe, complex, and diverse. It is necessary to understand their actual conditions from the viewpoint of what difficulties they have in learning or living, and to what extent these difficulties can be alleviated by using supplementary means, including ICT, and to provide them with appropriate instruction and support. In light of the GIGA School Program, this research collects information on the usefulness of ICT-based instructional methods, teaching materials, and teaching tools that are used based on the characteristics of the physical/motor disabilities in the instruction of subjects and independence activities. This research then conducts case studies to verify their usefulness.

This fiscal year, overview documents (SNAPSHOT) were created for the seven cases collected. Furthermore, a compilation of case studies was created, on 14 cases, some of which were collected up to the previous fiscal year. These have been released on the NISE website.

Research activities on support in elementary and lower secondary schools based on the educational needs of students with illnesses - Utilization of the function of special needs school for children with health impairment as a resource center -

Health Impairments Unit

In research targeting students with physical illnesses, the unit conducted questionnaire surveys of special needs schools for children with health impairments. Additionally, the unit held workshops open to the public at the Japanese Association of Special Education's voluntary symposium. Through these activities, the unit was able to grasp nationwide trends regarding the support provided to elementary and lower secondary schools by special needs education coordinators at special needs schools for children with health impairments.

In the research targeting students with mental illnesses, the unit completed "Co-MaMe Guide for Supporting the Education of Children with Mental Illnesses," tailored for use in special needs education schools, based on previous research and activities. Furthermore, based on the Co-MaMe Guide, the unit visited workshops and schools to obtain information on the utilization of the Co-MaMe Guide in elementary and lower secondary schools.

For the illness survey, the unit collaborated with the National Research Federation for the Education of the Sick and Frail (NRFESF) to conduct a survey on the illnesses of students enrolled in special needs schools for children with health impairments and classes for special needs education (health impairments) nationwide. By collaborating with physicians to organize and classify the survey results, the unit was able to understand the longitudinal changes in the illnesses of the students.

Research on training to enhance the expertise of teachers responsible for speech and language impairment education, contributing to the promotion of a cohesive society

Speech and Language Disorders Unit

The Speech and Language Disorders Unit has been collaborating with language classrooms and speech and language impairment education research groups across various regions to grasp the urgent issues faced by speech and language impairment education in the field, gather information for formulating research implementation plans, and disseminate research findings to address challenges in the educational field.

In FY 2023, the Speech and Language Disorders Unit organized the expertise of teachers responsible for speech and language impairment education based on previous research, literature, and other materials to consider training content that contributes to enhancing their expertise and promoting a cohesive society. Furthermore, the unit participated in conferences of speech and language impairment education research groups and academic meetings, gathering information on the expertise of language classroom teachers and the training situations in various regions, and exchanging opinions with those teachers. In the coming fiscal years, the unit will continue to review the content of training programs aimed at maintaining, enhancing, and passing on the expertise of teachers responsible for speech and language impairment education.

A study on implementation of the independence activities(Jiritsu-Katsudou) to children with autism enrolled in special needs classes for autism/emotional disturbance	Autism Unit
<p>Over the course of two years from FY 2022 to FY 2023, the unit studied the instruction for children with autism that aims to associate independence activities with each subject, etc. (hereafter referred to as "instruction for association").</p> <p>In FY 2022, interviews were conducted regarding instruction for association with teachers responsible for special needs education classes for children with autism and emotional disturbances at research partner institutions. Through these interviews, the state of initiatives and challenges were identified. Subsequently, the process of associating the instruction of independence activities with the instruction of various subjects was examined.</p> <p>In FY 2023, the unit examined key points for considering "the instruction of independence activities for association with each subject, etc.," based on practices using the association organization sheet that links the instruction of independence activities with the instruction of each subject, etc. Regarding each subject, etc., the unit presented through case studies specific measures on appropriate collaboration for effective instruction, taking into account the instruction provided by exchange class teachers and subject teachers. The case studies were presented through posters at the FY 2023 National Institute of Special Needs Education Seminars.</p>	
Research activities related to the nature of individual instruction and support responsive to the unique characteristics of developmental disabilities and educational needs	Developmental Disabilities and Emotional Disturbances Unit
<p>Many children with developmental disabilities are enrolled in mainstream classrooms and receive special needs services in resource rooms. Special needs services in resource rooms are essential for children with developmental disabilities enrolled in mainstream classrooms. However, the teaching effectiveness can vary depending on the experience and other factors of the teachers in charge. Additionally, since children receiving special needs services in resource rooms are expected to demonstrate their abilities in their regular classes, the coordination between special needs services in resource rooms and mainstream classrooms is crucial. However, in cases of peripatetic instruction or attending resource rooms at other schools, it is more challenging to coordinate with the regular classes compared to attending resource rooms within their own school.</p> <p>In FY 2023, as part of this research activity, workshops were conducted for teachers responsible for "peripatetic instruction" in elementary and lower secondary schools. The workshops aimed to gather information on practical innovations, challenges, and solutions, and some of these initiatives were shared with educational boards and teachers. Additionally, through case studies with correctional educational institutions and medical care institutions, information was gathered on specialized instruction and support outside the school education settings.</p>	

4. Advanced and Leading-edge Research

Research Title	Research Team	Principal Researcher	Research Period
Leading-edge research for the promotion of systematic programming education for students with intellectual disabilities	Intellectual Programming Team	ORITA Teruyoshi	FY 2023-2024
<p>Through practical implementation at five research collaboration schools, the team examined the approach to programming education that takes into account the disability characteristics of students with intellectual disabilities. The team organized curricula, teaching methods, and evaluation approaches for programming education according to the developmental and learning stages of these students. Additionally, the team examined programming materials that are easy to use for students with intellectual disabilities. Regarding the examination of programming materials, practical research was conducted at research collaboration schools as a joint research with e-Craft inc. using "embot," a product developed and sold by the company. embot allows programming learning by combining freely assembled cardboard and a programming-executing core. Through this collaboration, progress was made in discussions on effectiveness of learning and improvements to the tools and interface.</p>			

Research Summaries from the Final Reports of the Research Projects in 2023

Priority Issue Research

Research on How to Promote Career Guidance and Cooperation for the Smooth Transition of Students with Disabilities to Society at Upper Secondary Schools

[Research period] FY2021-2023

[Principal researcher] ITO Yumi

[Summary]

In reference to support for career paths after graduation from upper secondary schools, the “Report of the Advisory Committee on Special Needs Education in the New Era” (2021) highlighted that some students encounter difficulties in their career paths. It emphasized the importance of providing guidance and support starting from the school stage with a view to post-graduation, ensuring that there is a handover of information to the student’s future places of employment or study, and cooperating with special needs schools and related organizations for this purpose.

Focusing on upper secondary schools, this research

conducted six surveys over three years to identify effective career guidance for supporting the smooth transition of students with developmental and other disabilities from school to society and methods for promoting the necessary cooperation for this process. The results of the surveys revealed that factors contributing to the challenges encountered at places of employment or study include difficulties in self-understanding and envisioning career paths before graduation from upper secondary school, and the expectations in career guidance for students with developmental and other disabilities.

[Keywords]

upper secondary school, career guidance, developmental disabilities, cooperation with places of employment or study, support for a smooth transition

Activity Report of Each Department / Center

The following will introduce the main initiatives implemented by each department and center of NISE in FY 2023.

(1) Department of Policy and Planning

The Department of Policy and Planning is responsible for planning and promoting research activities conducted at NISE.

In FY 2023, the department mainly conducted the following activities:

- ① Activities aimed at promoting research
- ② Activities aimed at disseminating research results
- ③ Activities related to the research evaluation process
- ④ Activities for planning and coordinating research activities for the next fiscal year
- ⑤ Activities related to collaboration with institutions involved in research

The activities aimed at promoting research included regularly holding meetings with principal researchers and other key personnel to ensure the smooth progress of each research team and unit's activities, coordinating with cooperating prefectures, and organizing research results reporting sessions where teams and units could share their findings.

The activities aimed at disseminating research results included publishing the NISE Research Report, which provides an overview and results of all research conducted at NISE, and issuing brochures summarizing the research outcomes of NISE. Additionally, starting in FY 2023, the department began creating "Research Activity Overview Diagrams" to explain research activities. In relation to this, training sessions were also held to equip participants with techniques for creating easy-to-understand overview diagrams.

The activities related to the research evaluation process included setting evaluation criteria for each research

topic of Priority Issue Research and Disability-Category-Specific Research from the perspective of contributions to national policy objectives and challenges in the educational field and making assessments internally by an evaluation committee, followed by external evaluation conducted by the Research Institute Management Committee comprising external experts. Furthermore, as part of an evaluation-related survey, a utilization survey was conducted targeting prefectural and designated city boards of education, among others, to understand the degree of utilization of research outcomes from completed studies.

The activities for planning and coordinating research activities for FY 2024 included compiling research implementation plans for each research team and unit. Furthermore, coordination with executive staff and the Finance Division was conducted to scrutinize the plans, content, budgets, and other details of each research project. Additionally, regarding FY 2024, when a new Priority Issue Research project titled "Research on Enhancing Career Education for Students with Disabilities" is scheduled to commence, the department coordinated related planning.

Regarding activities related to collaboration with institutions involved in research, the main focus was on advancing collaboration with boards of education and universities. With the Kanagawa Prefectural Board of Education, the department held two research subcommittees, which are positioned as meetings to promote collaboration and cooperation between the Kanagawa Prefectural Board of Education and NISE, to

discuss ways to enhance the content of research cooperation. Furthermore, the department led coordination and collaboration with Hiroshima University mainly through the Hiroshima Office, West Japan Branch of NISE, which was established within the

university under the framework of the comprehensive collaboration agreement between the university and NISE, holding the Hiroshima University and the National Institute of Special Needs Education Joint Symposium.

(2) Department of Teacher Training

NISE serves as a national center for special needs education. Based on practical research findings, NISE provides support related to the development of leaders and the quality improvement for teachers and others, so that they will contribute to the advancement of special needs education policies and educational practices in various prefectures.

In training programs aimed at developing leaders, programs for specific disability categories are provided to enhance expertise and instructional skills through courses and programs tailored to specific disabilities. Additionally, the department conducts workshops and seminars for leaders to address urgent issues in special needs education policy and the education field.

In FY 2023, programs for specific disability categories were conducted over a training period of 9 weeks, comprising 6 weeks of online training and 3 weeks of group/accommodation-based training.

In the workshops for leaders, discussions were held on "ICT Utilization in Special Needs Education," "Special Needs Services in Resource Rooms at Upper Secondary Schools," and "Joint Activities and Learning." A seminar was also held, titled "Seminar on Educational Practices for Persons with Developmental Disabilities." Additionally, as part of the coordinated training with the National Association of Special Needs Education School Principals, the "Workshop for Leaders of Guidance Practices in Dormitories of Special Needs Education

Schools" was held through a choice of online sessions only, including on-demand distribution (for a certain period), or a combination of online sessions and group/accommodation-based sessions.

Support related to quality improvement aims to enhance the qualities of a wide range of teachers, including those involved in the education of children with disabilities in various prefectures. Specifically, the program is titled "NISE Learning Lab - Special Needs Education e-Learning," which utilizes the internet (accessible from personal computers, tablets, and smartphones). As of the end of FY 2023, there are 174 lecture contents available. These contents are classified and provided under three categories: "General Special Needs Education," "Specialization by Disability Type," and "Instruction According to the Level of Learning Difficulties in Mainstream Classrooms." Furthermore, to cater to individual needs, training programs such as "Becoming a Homeroom Teacher for Classes for Special Needs Education (Intellectual Disabilities)" are also available. Moreover, there are convenient features that can be utilized for training at various schools, educational centers, etc.

Additionally, the department has launched online accredited courses for teacher certification for obtaining special needs education school teacher licenses in the fields of visual impairment education and hearing impairment education, contributing to the increase of the

licensing rate for special needs education. In FY 2023, "Curriculum and Instructional Methods" were offered in

the first semester, followed by "Psychology, Physiology, and Pathology" in the second semester.

(3) Department of Information and Support

The Department of Information and Support is working on the fifth medium-term plan with a focus on enhancing the dissemination of information on special needs education, promoting understanding and awareness of special needs education, providing school support in cooperation with related organizations, and providing consultation and support to Japanese schools. Specific initiatives implemented in FY 2023 included the dissemination of research findings through the NISE website and social media platforms and the dissemination of information related to special needs education and inclusive education. In addition, the department published 10 kinds of "Special Needs Education Leaflet" mainly for teachers who are in charge for the first time of special needs classes or instruction through special

support services in resource rooms at elementary or lower secondary schools and for teachers who have not had many opportunities to learn about special needs education; held the "Seminar promoting special needs education" three times to promote understanding and awareness of special needs education in local communities; held "NISE Seminar" to disseminate the results of NISE's research and share information with educational institutions and other education-related organizations; and supported Japanese schools. Furthermore, the department revamped and launched the "Portal Site for Special Needs Education Materials," where information on ICT materials and tools related to special needs education and their utilization can be obtained.

(4) Center for Promoting Education for Persons with Developmental Disabilities

In FY 2022 the Ministry of Education, Culture, Sports, Science and Technology (MEXT) conducted a survey titled "Survey on Students Requiring Special Educational Support in Mainstream Classrooms" and published the results in December of the same year. According to responses from elementary and lower secondary school homeroom teachers and others to the survey questions, it was reported that the estimated proportions of students

showing significant difficulties in learning or behavior were 8.8% in elementary and lower secondary schools, compared to 2.2% in upper secondary schools. This indicates a rise in the data for elementary and lower secondary schools from the previous survey conducted in 2012, where the estimated proportion was 6.5% for elementary and lower secondary schools.

In light of such pressing issues, the Center for

Promoting Education for Persons with Developmental Disabilities provides the latest information on developmental disabilities and national trends through websites and exhibition facilities to promote public understanding and awareness, and offers necessary basic knowledge and information related to instruction and support to teachers at kindergartens, elementary, lower secondary, upper secondary, and other schools. However, we, at the department, believe it is necessary to consider further enhancing our information dissemination methods and make improvements so that more effective information can be provided.

In light of the results of the aforementioned survey conducted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) as well as the "Report of the Study Council on the Support for Students with Disabilities in Mainstream Classrooms" (March 13, 2023), among others, we have established a study group to advance the enhancement of information provision regarding developmental disabilities education in mainstream classrooms. That way, the department aims to improve the provision of information on developmental disabilities education in mainstream classrooms. In FY 2023, building upon the considerations from FY 2022, the department explored specific approaches to information dissemination, focusing on pillars such as "Individualized

Instruction and Support," "Development and Training of In-School Support Systems," and "Seamless Instruction and Support."

Furthermore, as a continued effort since FY 2022, the department has been holding the Seminar on Educational Practices for Persons with Developmental Disabilities for supervisors of school education in charge of training at prefectural and designated city boards of education and educational centers, with the aim of contributing to the promotion of efforts related to human resource development for the enhancement of developmental disabilities education in mainstream classrooms. Furthermore, to promote collaboration between education and welfare, the department has been undertaking projects such as jointly operating the Developmental Disabilities Navi Portal with the National Rehabilitation Center for Persons with Disabilities (Developmental Disabilities Information and Support Center). Due to the establishment of the Children and Families Agency in April 2023, it is necessary to promote efforts to enhance support for individuals with developmental disabilities, including children, through greater collaboration than ever before with the Ministry of Health, Labour and Welfare, the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and now the Children and Families Agency.

(5) Center for Promoting Inclusive Education System

The Center for Promoting Inclusive Education System aims to contribute to building an inclusive education system for the formation of a cohesive society by engaging in the following three projects: (1) conducting the "collaborative project to solve local issues" for addressing local and school challenges towards building an inclusive education system, (2) monitoring

international trends in inclusive systems, gathering the latest information of various countries, and conducting research exchange with overseas entities, and (3) providing the Database for Supporting Development of Inclusive Education System (Inclu-DB).

(1) The objective of the collaborative project to solve local issues is for NISE to collaborate with municipalities

on their planned projects to establish an inclusive education system. In FY 2023, 16 municipalities participated. The projects undertaken by each municipality included efforts to raise awareness and understanding of the inclusive education system, the development of regional support structures, and the promotion of in-school training. The results of this project were disseminated by posting the "Report on the Collaborative Project to Solve Local Issues" on the NISE website.

(2) In international relations, the center systematically collected the latest trends and initiatives in other countries related to building inclusive education systems, compared and examined them with domestic data, and published the results as useful insights on the NISE website. The center facilitates exchanges with overseas special needs education research institutions, e.g., jointly organizing the annual "Japan-ROK Special Needs

Education Conference" with the National Institute of Special Education (ROK). Furthermore, the center accepted visits and training sessions from overseas, including those organized by JICA (Japan International Cooperation Agency), providing information on Japan's educational system.

(3) The Inclu-DB is publicly available with the aim of providing a wide range of information related to the establishment of inclusive education systems. In addition to featuring 590 case studies from "practical examples of reasonable accommodation" implemented in kindergartens, elementary, lower secondary, and upper secondary schools, the Inclu-DB included some new sections in FY 2023, including training examples utilizing the database and a collection of practical examples related to the childcare and early childhood education for children requiring medical care.

FY 2023 Topics

① World Autism Awareness Day 2023 Event (co-sponsor)

Every year, April 2nd is World Autism Awareness Day, as designated by the United Nations General Assembly. The Japan Executive Committee, organized by related organizations including NISE, held "World Autism Awareness Day ONLINE 2023 - Everyone Matters: Individuality, Characteristics, Diversity -" with the aim of spreading understanding about autism.

During this event, there was a project where the Sesame Street character "Julia," who has autism, sang the song "We Belong," accompanied by the voices and images of individuals with autism. Additionally, there was a lighting ceremony for the Tokyo Tower's blue illumination.

② Full-scale operation of the Hiroshima Office, West Japan Branch of NISE

Since FY 2023, the Hiroshima Office, West Japan Branch of NISE (hereinafter referred to as "Hiroshima Office") has been fully operational. The Hiroshima Office was established within the School of Education at Hiroshima University in FY 2021. Since then, it has organized events such as the "FY 2021 Special Needs Education Promotion Seminar (Chugoku Block)" and engaged in information gathering related to special needs education in Hiroshima Prefecture.

Starting this spring, two researchers and one research assistant have been stationed at the office, and they have begun to work primarily towards enhancing special needs education in the western Japan area.

③ Holding of the Japan-ROK Special Needs Education Conference

On Friday, May 19, 2023, the "Japan-Korea Special Needs Education Conference" was held at the National Institute of Special Education (ROK) (for details, please refer to page 47).

④ Implementation of Workshop for Leaders Involved in ICT Utilization in Special Needs Education

On July 27 (Thu.) and 28 (Fri.), 2023, the "FY2023 Workshop for Leaders Involved in ICT Utilization in Special Needs Education" was held. The purpose of this workshop is to promote the ICT utilization in special needs education in each community by having teachers and staff in leadership positions in ICT utilization exchange opinions on their respective efforts and issues. This fiscal year, there were 82 participants (teachers and supervisors of school education from elementary, lower secondary, and upper secondary schools, and special needs schools) from all over Japan.

In this workshop, the participants were divided into groups (12 groups of 5 to 8 members) and held "group discussions." As a tool for the discussion, each group utilized an online bulletin board application called Padlet. As a result, the discussions were visualized consistently from setting common challenge topics to the overall sharing on the second day of the conference.

During the group discussions, participants utilized the demo facilities for ICT, teaching materials, etc., at NISE, including "Tomorrow's Classroom (Seminar Room for Practical Use of ICT)," "i-Library (Exhibition Room Featuring Educational Support Devices and Other Educational Materials)," "Center for Promoting Education for Persons with Developmental Disabilities Exhibition Room," and the "Snoezelen Room," for observation and practical exercises. This fiscal year, participants were given a new experience with programming teaching materials. Furthermore, regarding the utilization of ICT, distinctive initiatives from boards of education, special needs education schools, and elementary schools were introduced. Specific themes included the "Project for Ensuring Improved Academic Performance through ICT in Special Needs Education Schools" (by the Special

Needs Education Promotion Office, Division of School Education, Aomori Prefectural Board of Education), "Initiatives Utilizing ICT at Keyaki Special Support School - Learning Based on 'Connections'" (by Saitama Prefectural Keyaki Special Support School), and "Utilization of ICT in Classes for Special Needs Education" (by Midori Elementary School, Sumida Ward, Tokyo). Through these hands-on practices and introductions of initiatives, participants gathered materials and clues to deepen their discussions.



Photo 1: A scene from the workshop for leaders involved in ICT utilization in special needs education

⑤ Implementation of the Workshop for Leaders of Guidance Practices in Dormitories of Special Needs Education Schools

On Tuesday, August 22, 2023, the “FY2023 Workshop for Leaders of Guidance Practices in Dormitories of Special Needs Education Schools” was held using both online and on-demand formats.

This workshop was attended by 82 dormitory supervisors recommended by prefectural boards of education and other organizations.

During the prior on-demand distribution, the participants received administrative explanations from the Special Needs Education Division of the Elementary and Secondary Education Bureau of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), on the theme of "Enhancing Special Needs Education." The presentation covered the current status of special needs education, recent trends considering the new basic

educational promotion plan, and the utilization of ICT.

On the day of the event, the workshop was held online. Professor Emeritus Ichiro Nomura from Nippon Sport Science University delivered a keynote speech on the theme "Leisure in Dormitory Life," providing an opportunity for the participants to reflect on the nature of leisure as a proactive issue for those involved with young children and students. Additionally, the Assistant Superintendent of Dormitory at Special Needs Education School for Children with Autism, University of Tsukuba gave a practical report on the theme "Dormitory Initiatives and Practices: Teaching Autistic Children with Intellectual Disabilities—Instruction Based on Developmental Stages and Aiming to Be a Reassuring Person." Drawing from specific practices undertaken in the dormitory of the special needs education school, the report summarized insights about becoming a reassuring person and provided topics for discussion in the various subcommittees.

In the subcommittee discussions, participants were divided into 10 groups: education for children with visual impairment (3 groups), education for children with hearing impairment (1 group), education for children with intellectual disabilities (4 groups), and education for children with physical/motor disability and education for children with health impairment (2 groups). They discussed the theme "Proactive Efforts and Innovations to Support a Rich Dormitory Life for the Future of Dormitory Students." In each group, supervisors of school education from Aomori and Chiba prefectures, along with research staff from NISE, served as facilitators, enabling lively discussions and information exchange on initiatives and challenges in dormitory guidance tailored to the characteristics of each disability type. At the end of the workshop, eight principals recommended by the National Association of Special Needs Education School Principals offered valuable advice based on their extensive experience, bringing the workshop to a successful conclusion.



Photo 2: Online distribution

⑥ Implementation of the Workshop for Leaders Involved in Special Needs Services in Resource Rooms at Upper Secondary Schools

The "Workshop for Leaders Involved in Special Needs Services in Resource Rooms at Upper Secondary Schools" has been held at NISE since FY 2017, a year before the institutionalization of "special needs services in resource rooms" at upper secondary schools in FY 2018. Last fiscal year, due to the impact of the COVID-19 pandemic, the event was held online. However, this fiscal year, it was held in person over two days on August 31 (Thursday) and September 1 (Friday). A total of 77 participants, including 36 supervisors of school education and 41 teachers responsible for special needs services in resource rooms at upper secondary schools, gathered at NISE from across the country.

The method of holding the event was face-to-face this time, but similar to the online format, a dedicated website was set up to maintain learning opportunities, in other words, to ensure participants have the opportunity to watch administrative explanations by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), as well as research presentations on special needs services in resource rooms via video, prior to participating in the workshop.

This workshop, the seventh since its inception, revisited the focus on instruction based on independence activities.

It set the theme of "Raising Awareness of Special Needs Services in Resource Rooms" for teachers and "Instruction Based on Independence Activities" for supervisors of school education.

On the first day, Mr. Hiroki Sasamori, a specially appointed researcher, delivered a lecture titled "Outcomes and Challenges of Special Needs Services in Resource Rooms at Upper Secondary Schools, and Future Directions." Following this, a supervisor of school education from the Gifu Prefectural Board of Education and a teacher from a high school in Miyazaki Prefecture presented their initiatives aligned with each theme. Based on the presentations, Mr. Sasamori and a Senior Specialist for Special Support Education from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) provided comments related to the workshop's themes, offering an opportunity to reflect on the significance of special needs services in resource rooms in preparation for the research discussions. After that, boards of education and teachers responsible for resource room instruction divided into 11 groups to conduct group discussions using prior reports.

On the second day, each group held discussions based on their respective themes and then presented and shared the outcomes of their discussions. Afterward, participants engaged in individual work and exchanged information, concluding with feedback from the Senior Specialist for Special Support Education from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) on the two-day event.



Photo 3: A scene from the workshop for leaders

involved in special needs services in resource rooms at upper secondary schools

⑦ NISE Newsletter Issue No. 200 Distributed

The NISE Newsletter, which has been distributed since April 2007, reached its 200th issue with the distribution on November 1st of 2023.

⑧ Introduction of the Collaborative Project to Solve Local Issues

NISE was engaged in the "collaborative research project on practices in local communities" from FY 2016 to FY 2020, aiming to build and promote an inclusive education system. Since FY 2021, it has transitioned into the "collaborative project to solve local issues," drawing on its previous efforts and achievements, to support projects to promote inclusive education systems planned by prefectural and municipal boards of education.

In the "collaborative project to solve local issues," supervisors of school education from local education boards participating in this project lead initiatives aimed at resolving local challenges. At NISE, research staff of the Center for Promoting Inclusive Education System receive consultations from their areas in charge and work on advancing the projects. Additionally, project briefing sessions are held in April, promotion programs in August, and project reporting sessions in March, providing opportunities for mutual sharing of progress in each region. Furthermore, throughout the year, NISE offers "Exchange Space," where participants can interact with each other online every month.

In FY 2023, there was participation from boards of education in five prefectures, nine cities, one ward, and one town: Tochigi Prefecture, Yamanashi Prefecture, Hiroshima Prefecture, Miyazaki Prefecture, Okinawa Prefecture, Nagoya City, Ichinohe Town, Miyako City, Shimotsuke City, Konosu City, Yoshikawa City, Toshima Ward in Tokyo, Iida City, Inuyama City, Akune City, and Makurazaki City. The participating boards of education worked on the project to resolve the specific issues in their respective regions, such as raising awareness among

mainstream classroom teachers, reviewing methods for conducting training, creating indicators for teacher development, and advancing the process of school attendance consultation. The initiatives of each region are summarized and posted as the Community Support Report on the NISE website.

○ Community Support Report



https://www.nise.go.jp/nc/about_nise/inclusive_center/regional_support_R3

⑨ FY 2023 Open Day

The Open Day held on November 3 (national holiday), under clear autumn skies was attended by many people, who were able to observe and experience various events.

This year, as there were no entry restrictions in place, the event was even more bustling than before the COVID-19 pandemic.

At NISE's events for different types of disabilities, visitors had the opportunity to learn about special needs education by engaging in activities such as poster presentations, learning communication through card games, and experiencing remote participation using robots. Additionally, many were able to experience Universal Baseball, playing on a considerably large baseball board, and the event generated a great deal of excitement with the support of students from Yokosuka Sogo High School, who participated as volunteer staff.



Photo 4: A scene from Universal Baseball

Through collaboration with the Central Research Institute of Electric Power Industry, NISE was able to propose the utilization of FUTTE-Me in the field of education during the experience session. In another program, children were able to experience various occupations. Children who use nearby after-school daycare services made preliminary arrangements for the Open Day by preparing items for distribution to visitors. On the day of the event, they assumed staff roles and distributed plastic bottles of green tea, "Oi Ocha," provided by Ito En, Ltd., one of the sponsors, to visitors, gaining hands-on experience in the operations and staff duties of the Open Day.



Photo 5: A scene from the FUTTE-Me experience



Photo 6: A scene from the work experience



Photo 7: A scene from the mini-lecture

⑩ **Implementation of the FY 2023 Workshop for Leaders of Promoting Joint Activities and Learning**

The "FY 2023 Workshop for Leaders of Promoting Joint Activities and Learning" was held online on Wednesday, November 22. To enhance the inclusive education system, this workshop aims to promote joint activities and learning and foster understanding of disabilities in each community through research and discussion by teachers and staff who are in a position to promote joint activities and learning among children/students with disabilities and those without disabilities in each prefecture. This fiscal year, the workshop had a total of 80 participants, comprising teachers and staff from elementary, lower secondary, and special needs education schools nationwide, as well as supervisors of school education from boards of education and educational centers.

At this workshop, a Senior Specialist for Special Support Education from the Ministry of Education, Culture, Sports, Science and Technology (MEXT)

provided administrative explanations. Next, the participants received presentations from various entities on their initiatives: the Toshima Ward Board of Education in Tokyo presented on "Efforts to Enhance Joint Activities and Learning," Ina Special School in Nagano Prefecture discussed "Efforts to Enhance Joint Activities and Learning in Special Needs Education Schools," and Moritaka Lower Secondary School in Nagoya City spoke on "Efforts to Enhance Joint Activities and Learning at Moritaka Lower Secondary School."

Afterwards, the participants divided into 12 groups and conducted group discussions based on the administrative explanations, presentations on initiatives, and prior reports submitted from each participant. After the group discussions, the participants shared the details of the group discussions on three themes: "Administrative issues in promoting joint activities and learning," "Promoting joint activities and learning between different schools (residential school exchange, inter-school exchange, etc.)," and "Promoting joint activities and learning between special needs classes and mainstream classrooms."

Finally, Mr. Hiroaki Kato, Senior Specialist for Special Support Education, provided overall feedback to the entire workshop, and the session was concluded.

⑪ Implementation of FY 2023 Seminars Promoting Special Needs Education

In FY 2023, the seminars promoting special needs education were held in three regional blocks (Chugoku/Shikoku, Hokkaido/Tohoku, and Kyushu) in cooperation with boards of education, special needs education centers, related organizations, and universities, with the aim of promoting understanding and awareness of special needs education in the regions (For details, please refer to page 38).

⑫ Implementation of the FY 2023 Inclu-DB Seminar

On Friday, December 15, 2023, the Inclu-DB Seminar for FY 2023 was held, with registrations exceeding the

capacity of 1,000 attendees. For those who couldn't register due to reaching capacity, simultaneous streaming via YouTube was also conducted, allowing many people to watch the seminar.

The "Practice Examples Database" of Inclu-DB operated by NISE has published 590 practical examples that can help determine what kind of basic environmental improvements and reasonable accommodations are effective based on children's actual conditions. Users can also download detailed documentation of these examples. NISE aims for broad utilization of Inclu-DB and organized this online seminar to facilitate participants in deepening their understanding of Inclu-DB and enable them to search for examples of cases involving children and students related to reasonable accommodations and basic environmental improvements as well as to apply these insights in training sessions in schools and communities.

The seminar began with an overview of Inclu-DB and an explanation of how to search for practical examples in the database, provided by NISE. Following this, Ms. Atsumi Kitahata, a supervisor of school education at the Yamanashi Prefectural Education Bureau, gave a detailed explanation of actual teacher training utilizing Inclu-DB. On the day of the seminar, many participants from across the country attended, including educators, government officials, welfare professionals, guardians, and others. There were many questions from the participants, and through the question and answer session, the participants were able to deepen their understanding further.

⑬ Implementation of the FY 2023 Seminar on Educational Practices for Persons with Developmental Disabilities

On Thursday, January 25, 2024, the "FY 2023 Seminar on Educational Practices for Persons with Developmental Disabilities" was held online.

This seminar was held for supervisors of school education in charge of training at prefectural and designated city boards of education and education centers. They are responsible for human resource

development of teachers, with the aim of contributing to the promotion of efforts related to human resource development for the enhancement of developmental disabilities education in mainstream classrooms. On the day of the event, many people participated from prefectures nationwide, including Ishikawa Prefecture, which was still reeling from the Noto Peninsula Earthquake that occurred on New Year's Day. There were 95 connections via Zoom and 126 connections via "YouTube".

In the morning, a panel discussion was held on the theme of "Establishing an In-School Support system for Individualized Support." Three panelists from an educational center (Miyazaki Prefecture), a school (Sendai City lower secondary school resource room), and a university (faculty of education for teacher training) presented the current status of their initiatives and issues from their respective standpoints, and discussed the prospects for future practice.

In the afternoon, Nagano Board of Education and the Tokushima education center, they announced practice and the practice about the system architecture for personnel training by developmentally disabled education in the afternoon. The Nagano Board of Education announced the practice to strengthen nursing education in resources room. The Tokushima education center announced the practice by the positive behavior support (PBS) that they practiced at all elementary schools and all junior high schools.

Afterward, the participating municipalities held information exchange sessions divided into three themes: "Development of In-School Support Systems," "Seamless Instruction and Support," and "Enhancing Individualized Instruction and Support." There was a lively exchange of opinions on the achievements and challenges of each municipality's practice, incorporating content from the panel discussions and presentations of practice.

Finally, a Senior Supervisor for Special Support Education from the Special Needs Education Division of

the Ministry of Education, Culture, Sports, Science and Technology (MEXT) gave a concluding speech for this seminar.

Participants shared their feedback, such as, "The pre-event videos helped me understand the current situation and challenges," "The panel discussion and initiative presentations were very relevant to the issues we face in our own prefecture and were extremely informative," and "Even though the time for information exchange was short, I learned about other prefectures' practice, which I plan to use as a reference moving forward."

In this seminar, two on-demand lectures were streamed: "Expectations for Enhancing Education for Developmental Disabilities in Mainstream Classrooms" (by the National Association of Principals of Schools with Special Needs Classes and Resource Rooms), and "Introduction to the Developmental Disabilities Navi Portal" (by the National Rehabilitation Center for Persons with Disabilities). Furthermore, For an absent person, videos of the panel discussions and practice presentations were made available for viewing afterward.

⑭ Implementation of FY 2023 NISE Seminar

On Sunday, March 3, 2024, the "FY 2023 NISE Seminar" was held (for details, please refer to page 37).

⑮ Acceptance of Mansfield Trainees

The "Mansfield Fellowship Program," conducted by the U.S. Department of State under the Mike Mansfield Fellowship Program Act, is implemented with the cooperation of the Japanese Ministry of Foreign Affairs and the National Personnel Authority. This program entails U.S. federal government employees receiving approximately one year of practical training at Japanese government agencies, among other institutions. At NISE, we hosted Ms. Nkemjika Ofodile-Carruthers, a trainee from the 27th term, for approximately two weeks.



Photo 8: Interaction with the Mansfield trainee

⑮ **Hosting of the Hiroshima University and the National Institute of Special Needs Education Joint Symposium**

On Sunday, March 24, 2024, the Hiroshima University and the National Institute of Special Needs Education Joint Symposium took place at the International Conference Center Hiroshima, with approximately 150 participants. Prior to the symposium, a commemorative ceremony and lecture were held to mark the establishment of the Institute for Diversity & Inclusion, Hiroshima University. During the commemorative ceremony, following the remarks by Hiroshima University President Mitsuo Ochi, President Shinichi Nakamura of NISE delivered a speech as a guest, and Yumiko Suzuki, Director of the Institute for Diversity & Inclusion, Hiroshima University, provided an overview of the organization's structure. Subsequently, a commemorative lecture was delivered by Professor K. Vish Viswanath from Harvard University.

The symposium proceeded under the theme of "Building the Future of Well-Being through Diversity & Inclusion: Towards the Formation of a Symbiotic Society Realizing Human Happiness and Sustainable Growth."

The symposium featured five panelists, including K. Vish Viswanath, who, based on his keynote speech, discussed topics such as data collection leading to policy and practice, offering a deeper perspective on well-being. Professor Antti M. Kauppinen from the University of Helsinki discussed "equality (i.e., something that is not affected by ethnicity, birth or upbringing, or the amount of support needed)" based on the current situation in Finland, exploring various perspectives. Research Director Tetsuya Munekata from NISE, stemming from the topic related to the construction of inclusive education systems, discussed the importance of the sense of "agency," a concept central to the topic. Mr. Joe Hironaka from the UNESCO Regional Office, Bangkok, Thailand, discussed the "Recommendation on the Ethics of Artificial Intelligence" adopted by the UNESCO's General Conference in 2021, as well as international initiatives such as UNESCO Associated Schools. Professor Toshiyuki Yasui from Eikei University of Hiroshima discussed technologies that enhance Subjective Well-Being (SWB), along with specific examples (such as Smile Wash) and the results of comparative empirical experiments.

The designated discussion, facilitated by Professor Norimune Kawai from Hiroshima University, noted that the improvement of collective well-being enhances individual well-being, and the panelists exchanged opinions on what they thought was important, such as how to foster relationships between people. The symposium provided an opportunity to reflect on well-being from various perspectives, including health communication, technology, education, and more.

Recent Data on Education for Children with Disabilities in Japan

Recent Data on Education for Children with Disabilities in Japan

Statistical data are collected as of May 1, 2022

(1) Overview of special needs education schools (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	1,171	(116)	163	987	979	1,021	804	37,119	1,203	49,580	32,497	65,355	148,635	86,816	14,121
Total of Schools for Specific Disability only	902	(104)	133	727	721	768	566	25,266	1,085	33,769	22,187	47,176	104,217	60,048	10,265
(1) Visual impairment	61	(1)	44	57	58	52	42	1,048	150	471	385	1,124	2,130	2,806	1,271
(2) Hearing impairment	84	(7)	79	77	71	57	46	1,601	870	1,561	956	1,197	4,584	4,059	1,232
(3) Intellectual disabilities	582	(73)	7	427	424	519	345	18,108	51	26,871	17,881	41,628	86,431	42,503	5,846
(4) Physical/motor disabilities	118	(9)	3	111	114	106	104	3,614	14	4,176	2,330	2,655	9,175	8,564	1,605
(5) Health impairment	57	(14)	-	55	54	34	29	895	-	690	635	572	1,897	2,116	311
Total of Schools for two or more Disabilities	269	(12)	30	260	258	253	238	11,853	118	15,811	10,310	18,179	44,418	26,768	3,856
(1)+(3)	2	(-)	2	2	2	1	1	90	10	242	109	10	371	172	46
(1)+(5)	1	(-)	1	1	1	1	1	14	1	5	1	14	21	36	24
(2)+(3)	12	(-)	9	12	12	10	6	314	36	417	259	512	1,224	767	166
(3)+(4)	154	(8)	1	147	146	147	140	7,331	5	10,171	6,575	12,389	29,140	16,523	2,190
(3)+(5)	14	(-)	1	13	13	14	12	672	5	1,113	659	963	2,740	1,450	147
(4)+(5)	35	(3)	4	35	35	31	31	1,261	16	1,363	861	898	3,138	2,850	496
(1)+(2)+(3)	1	-	1	1	1	1	1	30	7	14	6	69	96	80	28
(1)+(4)+(5)	1	(-)	1	1	1	1	1	26	2	19	15	19	55	73	22
(2)+(3)+(4)	3	(-)	2	3	3	3	3	203	11	226	180	358	775	446	131
(3)+(4)+(5)	28	(-)	-	27	26	27	25	1,203	-	1,469	1,013	1,958	4,440	2,746	330
(2)+(3)+(4)+(5)	2	(-)	2	2	2	2	2	98	11	103	91	131	336	236	26
(1)+(2)+(3)+(4)	1	(-)	1	1	1	1	1	83	2	92	53	107	254	175	5
(1)+(2)+(3)+(4)+(5)	15	(1)	5	15	15	14	14	528	12	577	488	751	1,828	1,214	245

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

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

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

Recent Data on Education for Children with Disabilities in Japan

(2) Number of special needs education schools, 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	82	2,049	170	1,515	1,055	2,024	4,764
Hearing impairment	118	2,768	945	2,946	1,709	2,023	7,623
Intellectual disabilities	814	32,601	165	46,142	29,909	61,585	137,801
Physical/motor disabilities	357	12,196	81	13,526	7,950	9,148	30,705
Health impairment	153	7,695	8	7,590	5,203	6,559	19,360

Source: School Basic Survey (MEXT)

* In this table, class size and enrollment are classified based on classes established in special needs education schools. 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 -

Disability Type	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	22,141 (41.6%)	108,802 (43.5%)	9,953 (43.9%)	46,367 (46.5%)	338 (43.2%)	1,492 (45.3%)	32,432 (42.3%)	156,661 (44.3%)
Physical/motor disabilities	2,295 (4.3%)	3,353 (1.3%)	832 (3.7%)	1,134 (1.1%)	32 (4.1%)	52 (1.6%)	3,159 (4.1%)	4,539 (1.3%)
Health impairment	2,026 (3.8%)	3,181 (1.3%)	914 (4.0%)	1,487 (1.5%)	28 (3.6%)	38 (1.2%)	2,968 (3.9%)	4,706 (1.3%)
Low vision	401 (0.8%)	461 (0.2%)	153 (0.7%)	172 (0.2%)	4 (0.5%)	5 (0.2%)	558 (0.7%)	638 (0.2%)
Hard of hearing	968 (1.8%)	1,364 (0.5%)	418 (1.8%)	563 (0.6%)	15 (1.9%)	18 (0.5%)	1,401 (1.8%)	1,945 (0.6%)
Speech and language disorders	538 (1.0%)	1,113 (0.4%)	143 (0.6%)	202 (0.2%)	6 (0.8%)	16 (0.5%)	687 (0.9%)	1,331 (0.4%)
Autism/ Emotional disturbance	24,898 (46.7%)	132,061 (52.8%)	10,257 (45.2%)	49,887 (50.0%)	360 (46.0%)	1,670 (50.7%)	35,515 (46.3%)	183,618 (52.0%)
Total	53,267	250,335	22,670	99,812	783	3,291	76,720	353,438
Number of teachers in charge	56,660		24,858		839		82,357	
Number of schools established	16,455		7,959		157		24,571	

Source: School Basic Survey (MEXT)

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

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

【collect as of March 31, 2022】

Disability Type	Elementary schools	Lower secondary schools	Upper secondary schools	Total
Speech and language disorders	46,389 (30.0%)	774 (2.8%)	12 (0.7%)	47,175 (25.7%)
Autism	29,306 (19.0%)	6,743 (24.4%)	711 (42.5%)	36,760 (20.0%)
Emotional disturbance	19,376 (12.5%)	4,908 (17.8%)	270 (16.2%)	24,554 (13.4%)
Low vision	196 (0.1%)	39 (0.1%)	4 (0.2%)	239 (0.1%)
Hard of hearing	1,725 (1.1%)	362 (1.3%)	12 (0.7%)	2,099 (1.1%)
Learning disabilities	25,927 (16.8%)	7,994 (28.9%)	214 (12.8%)	34,135 (18.6%)
Attention deficit hyperactivity disorder	31,490 (20.4%)	6,741 (24.4%)	425 (25.4%)	38,656 (21.0%)
Physical/motor disabilities	105 (0.1%)	50 (0.2%)	4 (0.2%)	159 (0.1%)
Health impairment	45 (0.0%)	38 (0.1%)	19 (1.1%)	102 (0.1%)
Total	154,559	27,649	1,671	183,879

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

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

* The percentage of the total is shown in parentheses.

* The number of pupils receiving instruction through partial inclusion for FY2022 will be listed in “Recent Data on Education for Children with Disabilities in Japan (FY2023).”

Recent Data on Education for Children with Disabilities in Japan

(5)-1 Number of students enrolled at special needs education schools and in classes for special needs education -
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 Special needs education schools	Lower secondary schools, Lower secondary dept. of Special needs education schools	Upper secondary schools, Upper secondary dept. of Special needs education schools	Total
Number of children	1,745,909	6,246,268	3,277,892	3,037,863	14,307,932
Special needs education schools	1,203 (0.07%)	49,580 (0.79%)	32,497 (0.99%)	65,355 (2.15%)	148,635 (1.04%)
Classes for special needs education	-	252,580 (4.04%)	100,858 (3.08%)	-	353,438 (2.47%)
Total	1,203 (0.07%)	302,160 (4.84%)	133,355 (4.07%)	65,355 (2.15%)	502,073 (3.51%)

(5)-2 Number of children receiving special support services in resource rooms - totals for national, public and private
institutions –

【collect as of March 31, 2022】

	Kindergartens, combined schooling and daycare certified child centers, kindergarten dept. of special needs schools	Elementary schools, Elementary dept. of Special needs education schools	Lower secondary schools, Lower secondary dept. of Special needs education schools	Upper secondary schools, Upper secondary dept. of Special needs education schools	Total
Number of children	1,807,191	6,310,070	3,298,707	3,088,795	14,504,763
special support services in resource rooms	-	154,559 (2.45%)	27,649 (0.84%)	1,671 (0.05%)	183,879 (1.27%)

Source: School Basic Survey (MEXT), Survey of actual conditions of special support services in resource rooms (MEXT)

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

* The number of pupils receiving instruction through partial inclusion for FY2021 will be listed in “Recent Data on Education for Children with Disabilities in Japan (FY2022).”

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

Number of Children postponed or exempted schooling because of Health impairment/ Growth retardation		36
Number of Children postponed or exempted schooling because of other reasons	Enrolled in children's facilities/correctional institutions	32
	Multiple nationality	3,552
	Others	425

Recent Data on Education for Children with Disabilities in Japan

(6) Situation at special needs education schools, classes for special needs education and special support 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
Special needs education schools	(1) Visual impairment	471	385	856	57	58	115
	(2) Hearing impairment	1,561	956	2,517	77	71	148
	(3) Intellectual disabilities	26,871	17,881	44,752	427	424	851
	(4) Physical/motor disabilities	4,176	2,330	6,506	111	114	225
	(5) Health impairment	690	635	1,325	55	54	109
	(1)+(3)	242	109	351	2	2	4
	(1)+(5)	5	1	6	1	1	2
	(2)+(3)	417	259	676	12	12	24
	(3)+(4)	10,171	6,575	16,746	147	146	293
	(3)+(5)	1,113	659	1,772	13	13	26
	(4)+(5)	1,363	861	2,224	35	35	70
	(1)+(2)+(3)	14	6	20	1	1	2
	(1)+(4)+(5)	19	15	34	1	1	2
	(2)+(3)+(4)	226	180	406	3	3	6
	(3)+(4)+(5)	1,469	1,013	2,482	27	26	53
	(2)+(3)+(4)+(5)	103	91	194	2	2	4
	(1)+(2)+(3)+(4)	92	53	145	1	1	2
	(1)+(2)+(3)+(4)+(5)	577	488	1,065	15	15	30
	Total	49,580	32,497	82,077	987	979	1,966

Recent Data on Education for Children with Disabilities in Japan

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	108,802	46,367	1,492	156,661	22,141	9,953	338	32,432
	Physical/motor disabilities	3,353	1,134	52	4,539	2,295	832	32	3,159
	Health impairment	3,181	1,487	38	4,706	2,026	914	28	2,968
	Low vision	461	172	5	638	401	153	4	558
	Hard of hearing	1,364	563	18	1,945	968	418	15	1,401
	Speech and language disorders	1,113	202	16	1,331	538	143	6	687
	Autism/Emotional disturbance	132,061	49,887	1,670	183,618	24,898	10,257	360	35,515
	Total	250,335	99,812	3,291	353,438	53,267	22,670	783	76,720
Total number of children (Special needs education schools, classes)		Elementary school/dept. total	Lower secondary school/dept. total	Total					
		302,160	133,355	435,515					

【collect as of March 31, 2022】

Type		Number of children		
		Elementary schools	Lower secondary schools	Total
Special support services in resource rooms	Speech and language disorders	46,389	774	47,163
	Autism	29,306	6,743	36,049
	Emotional disturbance	19,376	4,908	24,284
	Low vision	196	39	235
	Hard of hearing	1,725	362	2,087
	Learning disabilities	25,927	7,994	33,921
	Attention deficit hyperactivity disorder	31,490	6,741	38,231
	Physical/motor disabilities	105	50	155
	Health impairment	45	38	83
	Total	154,559	27,649	182,208

Source: School Basic Survey (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 special needs education schools and the number of students is calculated according to school basic survey (MEXT).

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

* The number of students enrolled in special support services in resource rooms for FY2022 will be listed in “Recent Data on Education for Children with Disabilities in Japan (FY2023).”

Recent Data on Education for Children with Disabilities in Japan

(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 special needs education schools - total for national, public and private institutions -

Disability Type	Elementary dept.		Lower secondary dept.		Upper secondary dept.		Total	
	Number of children	Enrollment rate	Number of children	Enrollment rate	Number of children	Enrollment rate	Number of children	Enrollment rate
Total	16,337	33.0%	9,672	29.8%	11,502	17.6%	37,511	25.4%
(1) Visual impairment	241	51.2%	175	45.5%	188	16.7%	604	30.5%
(2) Hearing impairment	446	28.6%	237	24.8%	204	17.0%	887	23.9%
(3) Intellectual disabilities	5,615	20.9%	3,433	19.2%	4,262	10.2%	13,310	15.4%
(4) Physical/motor disabilities	3,737	89.5%	1,998	85.8%	2,129	80.2%	7,864	85.8%
(5) Health impairment	275	39.9%	175	27.6%	228	39.9%	678	35.7%
(1)+(3)	40	16.5%	15	13.8%	1	10.0%	56	15.5%
(1)+(5)	4	80.0%	-	0.0%	3	21.4%	7	35.0%
(2)+(3)	87	20.9%	51	19.7%	44	8.6%	182	15.3%
(3)+(4)	3,847	37.8%	2,310	35.1%	2,958	23.9%	9,115	31.3%
(3)+(5)	201	18.1%	139	21.1%	138	14.3%	478	17.5%
(4)+(5)	998	73.2%	584	67.8%	604	67.3%	2,186	70.0%
(1)+(2)+(3)	1	7.1%	4	66.7%	6	8.7%	11	12.4%
(1)+(4)+(5)	19	100.0%	12	80.0%	15	78.9%	46	86.8%
(2)+(3)+(4)	77	34.1%	41	22.8%	56	15.6%	174	22.8%
(3)+(4)+(5)	466	31.7%	309	30.5%	437	22.3%	1,212	27.3%
(2)+(3)+(4)+(5)	24	23.3%	17	18.7%	24	18.3%	65	20.0%
(1)+(2)+(3)+(4)	65	70.7%	38	71.7%	41	38.3%	144	57.1%
(1)+(2)+(3)+(4)+(5)	194	33.6%	134	27.5%	164	21.8%	492	27.1%

* Calculated according to School Basic Survey (MEXT).

* This table is classified by the type of disabilities which each special needs education schools 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'.

Recent Data on Education for Children with Disabilities in Japan

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

	Elementary dept. & Lower secondary dept.						Upper secondary dept.					
FY	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	8.0	6.0	13.6	51.1	30.6	18.8
2000	41.9	17.9	37.6	75.0	32.5	45.1	7.6	7.9	17.9	60.5	45.1	23.9
2001	43.3	17.4	36.7	74.9	34.1	44.6	7.9	7.3	17.1	59.5	45.0	23.2
2002	43.8	17.9	34.9	74.4	35.9	43.4	8.3	7.2	16.5	60.8	44.5	23.0
2003	42.3	17.9	34.9	74.8	37.9	43.5	8.0	8.0	16.8	60.8	44.5	23.1
2004	44.5	18.4	34.3	75.3	38.5	43.3	7.5	8.9	16.2	59.6	41.6	22.4
2005	46.4	19.4	34.3	75.4	39.5	43.1	7.7	9.5	16.5	58.1	44.2	22.4
2006	46.0	18.8	34.3	75.3	39.3	42.8	7.9	7.9	16.3	57.9	39.5	22.0
2007	47.0	19.6	35.9	66.1	44.4	42.5	8.1	8.0	17.8	46.9	39.5	22.1
2008	48.8	26.1	34.9	64.5	44.8	41.2	15.8	18.8	17.4	43.7	37.7	21.3
2009	46.5	24.9	34.5	63.8	45.5	41.2	15.6	18.3	16.8	41.8	39.1	21.0
2010	44.3	24.7	34.2	63.8	45.5	41.1	15.4	16.9	15.9	40.3	33.9	19.9
2011	45.1	24.8	33.3	61.7	43.3	40.1	16.8	15.9	15.6	37.9	31.6	19.5
2012	41.0	25.0	31.9	59.7	43.1	39.1	16.0	15.5	15.1	36.4	31.2	19.0
2013	42.2	25.7	31.1	58.0	43.8	38.2	17.2	16.3	15.1	35.7	32.1	19.0
2014	41.9	26.1	30.6	57.2	43.6	37.7	18.1	16.8	14.6	34.6	32.3	18.5
2015	41.0	26.5	30.1	56.0	43.0	37.2	19.1	17.4	14.5	34.4	31.0	18.3
2016	41.4	27.1	29.5	55.4	43.2	36.5	18.5	16.9	14.1	33.3	31.0	17.9
2017	40.6	27.8	28.9	54.0	43.4	35.9	18.7	18.0	14.1	32.2	31.1	17.8
2018	40.8	28.8	27.8	53.5	42.6	35.0	19.9	18.5	14.0	32.3	30.6	17.8
2019	38.4	28.7	26.2	52.0	41.3	33.4	20.7	18.7	13.7	32.2	30.6	17.6
2020	38.1	28.9	25.9	51.6	41.7	33.0	22.6	19.4	14.4	33.9	32.2	18.2
2021	38.1	29.0	24.8	49.9	40.0	31.8	21.5	18.5	13.6	33.3	31.4	17.6
2022	38.0	28.2	24.9	49.9	39.0	31.7	20.0	17.2	13.8	33.4	30.4	17.6

* Calculated according to School Basic Survey (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.

Recent Data on Education for Children with Disabilities in Japan

(9) Situations after graduation

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

– totals for national, public and private institutions –

【March 2022 graduates】

Type		Number of graduate students	Number of students entering higher education	Number of students entering training institutions	Number of students entering Job finders, etc.		Number of students entering institutions or medical institutions	Others
						Proportion of short-term workers		
Lower secondary dept. of special needs education schools	Total	10,289 (100.0%)	10,140 (98.6%)	12 (0.1%)	- (---)	1 (0.01%)	66 (0.6%)	70 (0.7%)
	Visual impairment	136 (100.0%)	136 (100.0%)	- (---)	- (---)	- (---)	- (---)	- (---)
	Hearing impairment	340 (100.0%)	340 (100.0%)	- (---)	- (---)	- (---)	- (---)	- (---)
	Intellectual disabilities	8,088 (100.0%)	7,977 (98.6%)	11 (0.1%)	- (---)	1 (0.01%)	42 (0.5%)	57 (0.7%)
	Physical/motor disabilities	1,468 (100.0%)	1,435 (97.8%)	1 (0.1%)	- (---)	- (---)	21 (1.4%)	11 (0.7%)
	Health impairment	257 (100.0%)	252 (98.1%)	- (---)	1	- (---)	3 (1.2%)	2 (0.8%)
Total of lower secondary school classes for special needs education		29,107 (100.0%)	27,583 (94.8%)	576 (2.0%)	206 (0.7%)		742 (2.5%)	

Source: School Basic Survey (MEXT).

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

* Total of job finders, etc. is the total of self-employed workers, etc., permanent workers (fixed-term and indefinite-term workers).

* 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.

Recent Data on Education for Children with Disabilities in Japan

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

– totals for national, public and private institutions –

【March 2022 graduates】

Type		Number of graduate students	Number of students entering higher education	Number of students entering training institutions	Number of students entering Job finders, etc.	Proportion of short-term workers	Number of students entering institutions or medical institutions	Others
Upper secondary dept. of Special needs education schools (regular course)	Total	21,191 (100.0%)	399 (1.9%)	337 (1.6%)	6,342 (29.9%)	48 (0.2%)	12,943 (61.1%)	1,122 (5.3%)
	Visual impairment	232 (100.0%)	86 (37.1%)	10 (4.3%)	25 (10.8%)	1 (0.4%)	84 (36.2%)	26 (11.2%)
	Hearing impairment	442 (100.0%)	168 (38.0%)	34 (7.7%)	132 (29.9%)	- (---)	96 (21.7%)	12 (2.7%)
	Intellectual disabilities	18,489 (100.0%)	81 (0.4%)	244 (1.3%)	6,043 (32.7%)	46 (0.2%)	11,140 (60.3%)	935 (5.1%)
	Physical/motor disabilities	1,684 (100.0%)	47 (2.8%)	25 (1.5%)	84 (5.0%)	1 (0.1%)	1,418 (84.2%)	109 (6.5%)
	Health impairment	344 (100.0%)	17 (4.9%)	24 (7.0%)	58 (16.9%)	- (---)	205 (59.6%)	40 (11.6%)

Source: School Basic Survey (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 education 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.

* Total of job finders, etc. is the total of self-employed workers, etc., permanent workers (fixed-term and indefinite-term workers).

* 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.

Recent Data on Education for Children with Disabilities in Japan

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

[As of March in each year]

Type		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Lower seconda ry dept. of Special needs educatio n schools	Total	% 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	% 96.3	% 96.4	% 96.4	% 96.5	% 96.7
	Visual impairment	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	94.9	95.2	93.8	97.0	95.6
	Hearing impairment	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	93.0	93.9	88.9	91.3	87.6
	Intellectual disabilities	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	98.1	98.1	98.3	98.2	98.1
	Physical/motor disabilities	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	96.0	95.8	97.2	96.7	96.3
	Health impairment	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	59.5	62.8	60.2	58.3	66.9
	Classes for special needs education of lower secondary regular schools	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	50.3	47.8	45.4	40.1	37.8

* Calculated according to School Basic Survey (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 special needs education schools (regular course) - totals for national, public and private institutions -

[As of March in each year]

Type	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	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	32.3	32.0	30.7	30.2
Visual impairment	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	13.4	7.4	8.0	11.2
Hearing impairment	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	49.0	38.9	32.0	29.9
Intellectual disabilities	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	34.9	34.7	33.7	32.9
Physical/motor disabilities	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	5.9	6.2	4.8	5.0
Health impairment	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	18.1	20.0	16.9	16.9

* Calculated according to School Basic Survey (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.

Recent Data on Education for Children with Disabilities in Japan

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

Fiscal Year	Number of schools	Number of children
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
2019	235	822
2020	236	784
2021	231	794
2022	231	764

* Calculated according to School Basic Survey (MEXT)

(12) Expenditure of school education per one child - public institution - [FY2020]

	Elementary schools	Lower secondary schools	Special needs education schools
FY2020	1,036,472 yen	1,197,343 yen	7,514,575 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, special needs education schools, 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. 51, 2024

1. MANABE Shingo (2024). Research on the Effectiveness of Training in Supporting Persons with Autism who have Behavioral Problems, *Bulletin of The National Institute of Special Needs Education*, Vol. 51, pp.1-14, 2024

Research on the Effectiveness of Training in Supporting Persons with Autism who have Behavioral Problems

MANABE Shingo

Abstract: Basic training was provided to a teacher with little experience in teaching children with autism how to deal with behavioral problems related to intellectual disabilities and autism and consider changes in the teacher's awareness through seven months of guidance and support for a student A with autism. As a result of the teacher reorganizing their understanding of the situation of student A, who has behavioral problems, conducting a functional assessment, setting positive behavior, and formulating and implementing a support plan, a decrease in behavioral problems during and after on-the-job learning and an increase in self-selected learning participation and appropriate behavior were confirmed. Additionally, changes in the teacher's awareness gained through providing support for Student A deepened their understanding of Student A's characteristics and behavior problems and clearly defined “environmental adjustments,” “the timing of support,” “how to keep records,” and “sharing information in team support.”

Keywords: autism, behavior problems, teacher training, special needs schools for intellectually challenged children

2. MUNEKATA Tetsuya (2024). An Interpretation of Article 24 Education of the CRPD –As a fundamental resource for establishing national policies on Inclusive Education in Japan–, *Bulletin of The National Institute of Special Needs Education*, Vol. 51, pp.15-31, 2024

An Interpretation of Article 24 Education of the CRPD –As a fundamental resource for establishing national policies on Inclusive Education in Japan–

MUNEKATA Tetsuya

Abstract: The purpose of the present paper is to develop an interpretation of Article 24 of the CRPD and General

Comment No. 4 of Article 24: Right to inclusive education. General comment No. 4 on Article 24 of the UN Convention on the Rights of Persons with Disabilities (CRPD/C/GC/4) is the guideline of Article 24 of the Convention which was decided under the Committee on the Rights of Persons with Disabilities in 2016. The document contains 22 cited related human rights conventions, articles, and legislations for references. The author examined all the references as well as several other states parties' concluding comments which have been decided by the Committee and developed an interpretation of Article 24 of the CRPD. The author then applied the interpretation to analyze the contents of the first concluding comments of the Committee of CRPD to the government of Japan and discuss the issues. The results can be referred to as a useful resource for establishing national policies on Inclusive Education in Japan.

Keywords: CRPD, General Comment No.4, commentary(legal interpretation)

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