

NISE Bulletin

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Research Projects for FY 2017

Category	Research Title	Research Unit	Research Leader	Research Period
Cross-sectional Research	Comprehensive Research Related to the Development of an Inclusive Education System in Japan	Inclusive Education System Unit	HARADA Kimihito	FY 2016-2020
	Comprehensive Research Related to Education Curriculums on Special Needs Education	Education Curriculum Unit	SAWADA Mayumi	FY 2016-2020

Category	Research Title	Research Unit	Research Leader	Research Period
Research on Specific Disability Categories	Research on instruction for students with multiple disabilities including visual impairment - Focusing especially on instruction in schools for special needs education (visual impairment) -	Visual Impairments Unit	KANEKO Takeshi	FY 2017-2018
	Research on educational support and accommodations for students with mental disorders or psychosomatic diseases	Health Impairments Unit	FUKAKUSA Tamayo	FY 2017-2018
	Research for Understanding the Actual Conditions of Children with Autism Enrolled in Schools for Special Needs Education (for Intellectual Disabilities) and their Instruction - Consideration of instruction focused on the links between objectives -	Autism Unit	YANAGISAWA Akiko	FY 2016-2017
	Research on the proper state of instruction suited to the actual state of students with developmental disorders in resource rooms of upper secondary schools - Consideration of issues at the implementation stage	Developmental Disabilities and Emotional Disturbances Unit	SASAMORI Hiroki	FY 2016-2017

Category	Research Title	Research Unit	Research Leader	Research Period
Collaborative Research on Practices in Local Communities	Research on the Development of an Inclusive Education System in Local Communities -A Focus on Cooperation among Schools and Cooperation between Prefectures and Municipalities-	Local Community Inclusive Education System Unit	MAKINO Yasumi	FY 2016-2017
	Research on Training Aimed at the Development of an Inclusive Education System -Utilization of the“ Inclusive Education System Development Training Guide”-	Training Unit	KUBOYAMA Shigeki	FY 2016-2017
	Research on Joint Activity and Learning Promotion	Joint Activity and Learning Unit	SADAOKA Koji	FY 2016-2017
	Research on Utilization and Evaluation of Educational Materials -Improvement of Expertise in Teaching Using Tablet Devices and Community Support-	Educational Materials Unit	ARAYA Yosuke	FY 2016-2017

Category	Research Title	Collaborating Institution	Research Leader	Research Period
Collaborative Researches	International Comparison of Teaching Content and Methods for Children with Intellectual Disabilities in Inclusive Education Settings -Based on Comparisons of Finland and Sweden with Japan-	Kochi University Tsuda College	MEIKAN Shigeru	FY 2016-2017

Category	Research Title	Entrusted Organization	Research Leader	Research Period
Entrusted Researches	Developmental Research towards Building Support Systems for deafblind Students - Workshop for Teachers of deafblind Students -	Yanai Tadashi Foundation	HOSHI Yuko	FY 2016-2017

Outlines of Research Projects for FY 2017

Cross-sectional Research

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

Research unit: Inclusive Education System Unit

Research Leader: HARADA Kimihito

Researchers:

HOSHI Yuko(Sub-leader), KANEKO Takeshi(Sub-leader), IKOMA Yoshio, YOKOYAMA Koichi, MATSUI Yuko, DOI Kouki, YANAGISAWA Akiko, NAMEKAWA Norihiro

Research period: FY2016-2020

Abstract:

Based on the ratification of the Convention of the Rights of Persons with Disabilities and enactment of the Act for Eliminating Discrimination against Persons with Disabilities, development of an inclusive education system is an important national policy issue. During the fourth medium-term objectives period, it is necessary to conduct research which supports the steady promotion of efforts aimed at the development of an inclusive education system in local

communities and educational settings. Therefore, this research will be conducted for a period of five years under the main theme “Comprehensive Research Related to the Development of an Inclusive Education System in Japan.” This research will contribute to promoting the development of a future inclusive education in Japan by showing remaining issues and future outlooks at the time an inclusive education system is developed in Japan while creating an assessment scale which allows for the visualization of results and issues related to local community based inclusive education system development, and use the assessment scale to verification purposes.

During the FY2016-FY2017 period, an inclusive education system development assessment scale (tentative plan) will be created by conducting a field survey related to inclusive education system development conditions both in Japan and overseas and related evaluation efforts.

Cross-sectional Research

Comprehensive Research Related to Education Curriculums on Special Needs Education

Research unit: Education Curriculum Unit

Research Leader: SAWADA Mayumi

Researchers:

SASAMORI Hiroki(Sub-leader), KOUDA Ryoichi(Sub-leader), KAIZU Akiko, KITAGAWA Takaaki, SHIMIZU Jun, TAKEDOMI Hirofumi, MURAI Keitaro, WAKABAYASHI Kazusaa

Research period: FY2016-2020

Abstract:

At the December 21, 2016, meeting of the Central Council for Education, a report was compiled on “Necessary policies and improvements to Courses of Study for kindergartens, elementary schools, lower and upper secondary schools, and schools for special needs education.” On March 31, 2017, the elementary and lower secondary school Courses of Study were announced. In the future, after a transitional period that ends FY 2020, curriculums based on these Courses of Study will be fully implemented. Supporting the smooth implementation of the Courses of Study in

the next phase is an important role of NISE. Therefore, this research will be conducted for a period of five years (FY 2016 - 2020) under the main theme “Comprehensive Research on Education Curriculums for Special Needs Education.”

NISE has conducted research on education curriculums for schools for special needs education, classes for special needs educations, and instruction through the use of resource rooms. From the perspective of establishing inclusive education systems, for the two-year period of FY 2016-2017 there is a focus on regular classes, “focusing on the continuity of learning through regular classes and special support service in resource rooms.” After that, for the three-year period from FY 2018-2020, NISE will conduct research that comprehensively unifies previous NISE education curriculum research as “Research on support for the smooth implementation of curriculums in a variety of diverse and connected places of learning in schools for special needs education, classes for special needs education, and regular classes, building on the new Courses of Study.

Research on Specific Disability Categories

Research on instruction for students with multiple disabilities including visual impairment

- Focusing especially on instruction in schools for special needs education (visual impairment) -

Research unit: Visual Impairments Unit

Research Leader: KANEKO Takeshi

Researchers:

DOI Koki, SAWADA Mayumi, NISHIMURA Takahiro, OOUCHI Susumu

Research period: FY2017-2018

Abstract:

In instruction at schools for special needs education (visual impairment), from a “visual impairment” perspective it is important to make use of the visual and tactile senses based on assessments of the visual and tactile functions. There is a need to clarify the current state and issues of instruction at schools for special needs education (visual impairment), as well as for necessary curriculum content and instruction methods to be

provided at such schools. This sort of research can provide useful findings not just for schools for special needs education (visual impairment), but also for such schools for other types of disabilities that include students with multiple disabilities including visual impairment.

Therefore, this research will examine, using national census data targeted at schools for special needs education, instructional issues for students with multiple disabilities including visual impairment at schools for special needs education (visual impairment). After examining the data, this research will present proper types of instructional content and methods. As a result of the research, a leaflet will be created that collects instructional content, methods, and other information, contributing to the improvement and enhancement of instruction for students with multiple disabilities including visual impairment.

Research on Specific Disability Categories

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

Research unit: Health Impairments Unit

Research Leader: FUKAKUSA Tamayo

Researchers:

TSUCHIYA Tadayuki(Sub-leader), NIIHIRA Shizuhiro

Research period: FY2017-2018

Abstract:

According to a national survey (joint survey of the Research Federation for Education of Children with Health Impairments and NISE) on the rate of illnesses among children receiving education for children with health impairments, the most common illnesses now are mental disorders (including secondary disorders stemming from developmental disabilities) and psychosomatic disorders. Highly specialized schools for special needs education (health impairments) have a lot of students enrolled, and the diseases there are very individualized and important even among education for students with health impairments. A high level of

staff expertise and expertise is required at such schools. Some regions have a low number of students, which is considered to create the problem of a lack of sufficient expertise, and information and guides regarding specific support and accommodations for students are demanded by the schools and classrooms themselves.

At present, mental disorders and psychosomatic illnesses are covered by education for children with health impairments (special needs education). In order to establish an inclusive education system in the future, there is a need to provide information on accommodations and instruction that is suited to the educational needs of a variety of places of learning, based on the actual situation in such places. As research contributing to this end, this research aims to provide analysis and collected practical examples pertaining to specialized educational needs and support / accommodations at schools for special needs education, and to make use of research results in actual educational settings.

This core research provides aggregation and analysis of specific

examples of support and accommodations for “educational needs” already studied in preliminary research. These examples are drawn from the practices of highly specialized teachers at schools for special needs education, and they are presented after analysis such that they can be utilized effectively in actual schools. The results of

this research are thought to be useful not only in enhancing schools for special needs education, but also in regular classes and resource room instruction at elementary, lower secondary, and upper secondary schools, as well as in instruction and support in classes for special needs education.

Research on Specific Disability Categories

Research for Understanding the Actual Conditions of Children with Autism Enrolled in Schools for Special Needs Education (for Intellectual Disabilities) and their Instruction - Consideration of instruction Focused on the Links between Objectives -

Research unit: Autism Unit

Research Leader: YANAGISAWA Akiko

Researchers:

MURAI Keitaro(Sub-leader), LEE Heebok ,MUNEKATA Tetsuya

Research period: FY2016-2017

Abstract:

Since the 2001 publication of “Special education in the 21st century: Proper special support suited to the needs of each individual (final report),” education suited to the unique characteristics of autism has been studied and performed in schools designated by the Ministry of Education, Culture, Sports, Science and Technology and other schools for special needs education (intellectual disabilities). Moreover, although there has been a noted increase in the enrollment of students with autism over this period, there have been no studies on the actual current state of the matter since NISE’s last study in 2004, and there is no accurate information on the topic. Therefore, the primary objective of this research is to assess the current state (enrollment and level of intellectual disability) of students with autism enrolled at schools

for special needs education (intellectual disabilities), and to clarify the state of initiatives on autism education, their results, and relevant issues and problems.

Additionally, for students with autism, new learning has trouble taking hold or being generalized, making it difficult for one-off lessons or lessons with unclear aims to achieve lasting learning with such children. Therefore, it is important to build up multiple lessons with a focus on a clear goal. In this light, the second objective of this research is to clarify how teachers set and maintain awareness of connections between the goals (objectives) of individualized education support plans, individual teaching plans, and daily lessons during their practice at cooperating research institutions, as well as to clarify the perspectives and intentions of teachers regarding this goal-setting (objective-setting).

On the basis of the above, this research serves to fulfill the function of schools for special needs education (intellectual disabilities) as local centers for special needs education by studying expertise in autism education that should be communicated to classes for special needs education and other places of learning.

Research on Specific Disability Categories

Practical Research Related to Teaching Content and Methods that Correspond to the Actual Conditions of Children for Which Special Support for Developmental Disabilities and Other Disabilities is Important - Consideration of Issues at the Implementation Stage -

Research unit: Developmental Disabilities and Emotional Disturbances Unit

Research Leader: SASAMORI Hiroki

Researchers:

ITO Yumi(Sub-leader), WAKABAYASHI Kazusa, KOUDA Ryoichi, KAIZU Akiko, YOKOYAMA Koichi, TAMAKI Munehisa, TAKEMURA Yoko, ATSUMI Yoshikata

Research period: FY2016-2017

Abstract:

In FY 2018, the system of providing instruction in resource rooms will be begun as a way to also support upper secondary school students that need special support for developmental disabilities, etc. This will be the first time that special instruction will be authorized for students with disabilities in upper secondary schools, which is an urgent issue facing the promotion of special needs education in such schools.

With the implementation of instruction using resource rooms in upper secondary schools, this research will study the role of such instruction, creative methods of implementation in local regions,

creative methods of utilizing such instruction within schools, and other system-building topics, in addition to studying the proper state of instructional content and methods of activities to promote independence, suited to the actual conditions of students requiring special aid (for developmental disabilities, etc.) and the characteristics of their disabilities.

In terms of outcomes, this research organizes methods of implementation and operation of resource room instruction suited to the actual state of upper secondary schools, as well as organizing the content and methods of activities to promote independence that ought to be adopted in resource rooms. This serves to provide guidelines for the proper state of resource room instruction in upper secondary schools, propagating its contents to prefectural boards of education and upper secondary schools. This research on the content and methods of activities to promote independence among students with developmental disabilities and other disorders at the upper secondary level shall provide new findings on reasonable accommodations to be made at such schools, as well as contribute to establishment and enhancement of inclusive education systems.

Collaborative Research on Practices in Local Communities

Research on the Development of an Inclusive Education System in Local Communities -A Focus on Cooperation among Schools and Cooperation between Prefectures and Municipalities-

Research unit: Local Community Inclusive Education System Unit

Research Leader: MAKINO Yasumi

Researchers:

WAKUI Megumi(Sub-leader), FUKAKUSA Tamayo, TAMAKI Munehisa, TAKEMURA Yoko, TSUCHIYA Tadayuki, LEE Heebok

Researcher of Collaborative Research on Practices in Local Communities:

TAKAMI Shozo, INOUE Wakako, OTA Rie, YAMANAKA Tomoko

Research period: FY 2016-2017

Abstract:

Policies which respond to situations and issues of local communities are necessary in order to make information critical for developing an inclusive education system indicated by the research of NISE effective in local communities. This research examines the

policies for developing an inclusive education system in cooperative research communities. It is important to have community based approaches which examine the function of the community's learning settings and maximize their utilization, mutual cooperation, sharing of knowledge and know-how possessed by related organizations and educational settings, and strengthening of systems in which prefectures support municipalities. There is a demand for finding a method to promote these factors in accordance with actual situations of local communities and issues surrounding them.

We will examine promoting measures in local communities through review knowledge built thus far, putting together regional issues and efforts, examining the situations of designated collaborative research on practices in local communities, implementation of promotion in local communities (workshops, etc.), and other efforts, and provide efforts which can serve as reference in the promotion of the development of inclusive education systems by each local community.

Collaborative Research on Practices in Local Communities

Research on Training Aimed at the Development of an Inclusive Education System -Utilization of the "Inclusive Education System Development Training Guide"-

Research unit: Training Unit

Research Leader: KUBOYAMA Shigeki

Researchers:

ITO Yumi(Sub-leader), MEIKAN Shigeru, OSAKI Hirofumi, YAMAMOTO Akira, YOSHIKAWA Tomoo, HANDA Ken

Researcher of Collaborative Research on Practices in Local Communities:

FUJIKAWA Kumi, SAKAGUCHI Katsunobu, MATSUMI Kazuki, FUKUI Tomoyuki, NISHIMURA Keiko, GOTODA Kazushige

Research period: FY 2016-2017

Abstract:

Further promotion of special needs education is necessary for leading to the development of an inclusive education system. The foundation of this is the enhancement of teaching and support which correspond to the diverse needs of individuals. Therefore, in addition to aiming for the improvement of the expertise of individual teachers, it is important to consider the development of a

system allows each individual teacher to sufficiently demonstrate their abilities.

Aiming for the development of an inclusive education system, NISE created the "Inclusive Education System Development Training Guide" in FY2012. The guide consists of examples of training measures for the acquisition of capabilities and abilities demanded by teachers by examining what are the capabilities and skills that serve as the necessary foundation for teachers. During practical research related to system creation conducted in FY2014, things which should be emphasized including matters related to fundamental environment establishment in schools, efforts for supporting reasonable accommodation, enhancement of education through the utilization of local community support, and education expertise were put together as content. Referencing suggested guides and way of thinking through prior research of these matters, we suggest plans and management approaches for training connected to the improvement of capabilities and skills of teachers through practical research.

Collaborative Research on Practices in Local Communities

Research on Joint Activity and Learning Promotion

Research unit: Joint Activity and Learning Unit

Research Leader: SADAOKA Koji

Researchers:

SAITO Yumiko (Sub-leader), NIIHIRA Shizuhiko, OZAWA Michimasa, NISHIMURA Takahiro

Researcher of Collaborative Research on Practices in Local Communities:

ENDO Maiko, NISHIUCHI Kazuhiro

Research period: FY 2016-2017

Abstract:

Joint activity and learning provides serves as an opportunity for children with disabilities and children without disabilities to learn together, and serves as an important educational activity for positioned by fundamental environment establishment aimed at the

development of an inclusive education system, etc. Although case examples have been examined through model programs with the Ministry of Education, Culture, Sports, Science, and Technology and other efforts conducted up to today, no research has been found which clarifies the conditions and issues surrounding national level implementation, examines from the point of view of an inclusive education system (standpoint of fundamental environment establishment, reasonable accommodation, etc.), or specifically examines the significance behind children with disabilities and children without disabilities studying together.

Therefore, NISE clarifies the actual conditions surrounding joint activity and learning through national and site surveys to recommend the approaches and the significance of joint activity and learning aimed at the development of an inclusive education system.

Collaborative Research on Practices in Local Communities

Research on Utilization and Evaluation of Educational Materials -Improvement of Expertise in Teaching Using Tablet Devices and Community Support-

Research unit: Educational Materials Unit

Research Leader: ARAYA Yosuke

Researchers:

YOKOO Shun(Sub-leader), MUNEKATA Tetsuya, SUGIURA Toru, KAMIYAMA Tsutomu

Researcher of Collaborative Research on Practices in Local Communities: NIMURA Shun

Research period: FY 2016-2017

Abstract:

A MEXT report titled “Development of Educational Materials for Students with Disabilities” (August 2013) included the following: “In order to enhance learning aimed at the future independence of children with disabilities and their participation in society, it is important to effectively utilize educational materials based on conditions and specific characteristics of disabilities and

provide appropriate guidance. In addition, the Act for Eliminating Discrimination against Persons with Disabilities which was enacted in April of this year exemplifies the realization of reasonable accommodation which utilizes devices, including information and communication technology (ICT) devices. It is important to show specific methods for utilizing ICT.

Therefore, the goal is to clarify how to enhance the utilization of ICT devices for realizing reasonable accommodation as tools for the development of an inclusive education system. NISE plans to promote an inclusive education system by improving expertise related to the utilization of tablet devices at schools for special needs education and share those approaches with regional elementary and lower secondary schools. Furthermore, we plan to disseminate research results by posting case study information on portal websites and the website for designated collaborative research in local communities.

Collaborative Research

International Comparison of Teaching Content and Methods for Children with Intellectual Disabilities in Inclusive Education Settings -Based on Comparisons of Finland and Sweden with Japan-

Collaborative Institution: Kochi University, Tsuda College

Research Leader: MEIKAN Shigeru

Researchers:

WAKUI Megumi(Sub-leader), TAKEDOMI Hirofumi, YOKOO Shun, SHIMIZU Jun, MATSUI Yuko, KAMIYAMA Tsutomu, HANDA Ken, FUKUMOTO Toru

Research period: FY 2016-2017

Abstract:

Although the development of an inclusive education system is an urgent issue in the current world of education, knowledge is still lacking about effective teaching methods in inclusive education settings, where children with and without disabilities learn together, and group formation. In addition, in order to truly verify educational results, it is necessary to examine the educational results of both children with disabilities and children without disabilities.

Therefore, this research aims to search for effective teaching methods through international comparisons, comparing Scandinavian countries (Sweden and Finland), which are leaders in education and welfare related to children with disabilities and adults, with Japan.

As for the research method, field surveys will be conducted at Scandinavian elementary and middle schools and interview surveys will be conducted with teachers and other educators. The data from these surveys will then be qualitatively analyzed. Analysis will be conducted while also taking into account primary factors such as the education system and cultural background of each country, and specific information will be compiled regarding effective teaching content and methods for inclusive classes. This findings will be useful for teachers in the school setting since it deepens the implementation of exchange and joint learning with children with intellectual disabilities in Japan.

Entrusted Research

Developmental Research towards Building Support Systems for deafblind Students - Workshop for Teachers of deafblind Students -

Entrusted Organization: Yanai Tadashi Foundation

Research Leader: HOSHI Yuko

Research period: FY 2016-2017

Abstract:

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

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

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

H28-01 (Research on Specific Disability Categories)

Practical Research into the Roles Speech Development Classes Play in Building an Inclusive Education System - Utilizing Expertise in Education for Children with Speech Disorders -

[Research period] FY2015-2016

[Principal researcher] Yasumi Makino (FY2015)

Michiyo Kobayashi (FY2016)

[Summary]

Around half of all teachers in charge of speech development classes (speech disorder resource rooms and speech disorder special support classes) have three years or less of experience with speech development classes. The aims of this research were to (1) identify specific approaches for maintaining, improving and passing along expertise in communication and language intervention and to (2) investigate and summarize the roles speech development classes can play in building inclusive education systems in local communities, including from the standpoint of utilizing expertise in education for children with speech disorders. Towards these ends, research literature, surveys, opinion exchanges, field work studies and other resources were used to gather data which was then analyzed. From this analysis it was

learned that, when training seminars aimed at maintaining and improving expertise are held, ways are found to enable participants to learn independently, and awareness-raising booklets, collections of examples and other literature is created to be used in enhancing expertise. Further, it was learned that efforts are made to coordinate the activities of speech development classes with those of the classes in which the students are enrolled, school support committees and others, indicating that, in the context of building inclusive education systems in local areas, teachers in charge of speech development classes play the role of child development and speech-related expert as well as teacher having a special needs education perspective.

[Keywords]

Education for children with speech disorders, speech development classes, maintaining and improving expertise, school support, social support

H28-02 (Research on Specific Disability Categories)

Curriculum Creation Focused on the Cultivation of Target Capacities and Skills in Education for Children with Intellectual Disabilities

- Active Learning-based Integration of School Subject Goals, Contents, Methods and Learning Assessments -

[Research period] FY2015-2016**[Principal researcher]** Shigeru Meikan**[Summary]**

This research was conducted with the aim of contributing to the further development of special needs education by empirically testing the recommendation that active learning can serve as a key instructional method enabling the creation of a curriculum for education for children with intellectual disabilities which is focused on cultivating capacities and skills essential to a new era, one in which the national curriculum is undergoing significant change.

The focus of the research was threefold: 1) "Specific Investigation of 'Target Capacities and Skills' in Education for Children with Intellectual Disabilities," 2) "Investigation of Active Learning Implementation by Research Affiliates in the Field of Education for Children with Intellectual Disabilities" and 3) "Investigation of Techniques for Integrating Educational Goals, Content, Instructional Methods and Learning Assessments in Education for Children with Intellectual Disabilities." With regard to the first research focus, in order to investigate concrete manifestations of target capacities and skills in education for children with intellectual disabilities, the systematic charts created by research affiliates for individual units were analyzed from the

perspective of OECD key competencies, etc., and it was found that instruction in general-purpose skills is already being done in schools for special needs education (intellectual disabilities). This confirmed that, for capacities and skills essential in the new era, the same approach can be applied even in education for children with intellectual disabilities, so long as developmental realities are taken into consideration. With regard to the second and third research focus, five research affiliates implemented an active learning-focused approach over the course of two years, and this was used to identify characteristics essential for lesson creation in education for children with intellectual disabilities. From this, the importance of having schools promote a shared understanding of what strengths and abilities should be cultivated and then engaging in systematic curriculum management of goals, content, instructional methods and learning assessments, centered on research into the learning-teaching process.

[Keywords]

Intellectual disabilities, target capacities and skills, learning assessment, active learning, curriculum management

Other Topics

World Autism Awareness Day 2017

On Saturday, April 8th, a day in which the cherry blossoms were in full bloom, the World Autism Awareness Day 2017 Symposium was held at Nadao Hall through cooperation of all sponsors under the theme “Important Things that We Want to Convey to You About Developmental Disabilities.” During Symposium 1 titled “Thoughts of Leaders Involved in Regional Development,” the mayors of Amagasaki City (Hyogo Prefecture), Fujieda City (Shizuoka Prefecture) as well as the Okinawa Prefecture Association of Small Business Entrepreneurs spoke about childhood developmental support measures and employment support efforts for people with disabilities.

While Symposium 2 titled “Effective Ways of Delivering Messages through Mass Media” was held, members of the media and representative of general incorporated associations exchanged opinions about how mass media should exist to provide appropriate understanding to many people about characteristics of persons with disabilities.

During Symposium 3 titled “Understanding of People Around You,” writings addressing the feelings of people with developmental disorders as well as the thoughts of their families were introduced, and discussion was held on what both disabled persons and their family members think about going through life

together. In addition, works created by people with autism and messages of support were also exhibited at the venue. NISE will continue to strive to spread information through various events and awareness projects so that our support for people with developmental disorders, including autism, will be further enhanced.

World Autism Awareness Day Official Website

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



Blind Soccer Experience Activity at NISE

On Saturday, April 22nd, NISE held the “Blind Soccer Experience Activity at NISE” in its on-site gymnasium. 95 people, mostly children who are members of soccer teams in the region, participated in the event. This number of participants surpassed that originally planned for.

During the beginning of the activity, at the beginning an instructor from the Japan Blind Football Association explained about the rules of the game and how to communicate using words. Guided by the instructor, the participants wore blindfolds and practiced basic soccer moves, such as passing and shooting. Afterwards, participants ended the activity by forming teams which played against each other.

When participants were leaving, many children said that they would like to experience playing blind soccer again, quite a memorable result of the effort.

In addition, NISE’s on-site gymnasium, futsal court, and other athletic facilities can also be used by outside parties. Please use them if you have the opportunity to do so.



Workshop for Leaders Involved in Teaching Resource Rooms at High Schools

The first Workshop for Leaders Involved in Teaching Resource Rooms at High Schools (first of a series of three workshops) was held at NISE for a two-day period from May 8 to May 9. This new workshop has held for aiming to improve the expertise of teachers at high schools and promoting understanding of resource rooms at high schools through research discussions and other activities at the teacher level geared towards the smooth implementation of resource rooms at high schools, which will begin in the next fiscal year. 100 supervisors of school education from local boards of education and high school educators attended this first workshop of the series.

On the first day of the workshop, a presentation on the latest policy trends by the Ministry of Education, Culture, Sports, Science and Technology titled “Preparing for the Introduction of Resource Rooms at High Schools” was given. Following this, a lecture by NISE was given titled “Enhancement of Special Needs Education at High Schools and the Role of Teaching in Resource Rooms,” and participants were assigned to 15 groups that held discussions.

On the second day of the workshop, those who participated in “About Efforts of Board of Education Committees (Schools) Related to Resource Rooms at High Schools” in Course 1 (for

supervisors of school education from local boards of education) and Course 2 (for educators) gave presentations focusing on such efforts. In addition, as for the separate group discussions, lively discussions and exchanges of opinions about accounts, latest information, etc. based on reports submitted by each student were conducted.

Mr. Tanaka and Mr. Shoji, who each hold the title of Senior Specialist for Special Needs Education, participated in the workshop on both days.



FY 2017 Workshop for Leaders Involved in ICT Utilization in Special Needs Education

The FY 2017 Workshop for Leaders Involved in ICT Utilization in Special Needs Education was held at NISE for a two-day period from July 20th to July 21st. Aiming for the enhancement of an inclusive education system, the workshop was designed to promote the utilization of ICT in special needs education in all regions through research discussions by educators through a leadership perspective regarding utilization of ICT necessary for providing appropriate guidance and support to students with disabilities. 80 people from around the country participated in this year's workshop, including teachers from special needs schools, elementary and junior high schools as well as for supervisors of school education from local boards of education.

The first day of the workshop featured a presentation by MEXT on the latest policy trends titled “ICT Utilization in Special Needs Education based on the New Curriculum Guidelines,” followed by a presentation by NISE titled “Expertise in Teaching with

Utilization of Tablet Computers and other ICT Devices,” serving as an introduction to our research.

The second day was divided into two courses: Course 1 (for supervisors of school education from local boards of education) and Course 2 (for educators). Under the theme “Regarding Efforts Taken by Boards of Education (and Schools) Aimed at Promoting ICT Utilization,” presentations were given by each group in the seminar room showing ICT in use, and presentations by participants Masaki Hiraoka (General Teacher Supervisor, Osaka City Board of Education) and Takamitsu Aoki (licensed teacher from Inariyama Special Needs School in Nagano Prefecture), highlighting the distinctive efforts taken by their respective institutions.

In addition, lively discussions and opinion exchanges took place based on the content and new information from the reports given by each participating from a total of 11 groups.

FY 2017 Practical Workshop for Leadership at Dormitories of Special Needs Schools

On Thursday, July 27th, NISE together with the National Association of Special Needs School Principals (hereinafter “Zentokucho”) held the FY 2017 Practical Workshop for Leadership at Dormitories of Special Needs Schools at NISE. There are very few places for workshops on dormitory leadership at special needs schools or opportunities for information exchange at the national level. 62 people, including persons in leadership positions at special needs school dormitories recommended by prefectural boards of education and other organizations participated.

In the morning, a policy presentation titled “Trends and Measures in Special Needs Education” was given by the Ministry of Education, Culture, Sports, Science and Technology, followed by a keynote speech by Kazuya Kuwayama, Principal of the Tokyo Metropolitan Bunkyo School for the Blind and Vice Chairman of Zentokucho, titled “The Way Leadership at Special Needs School

Dormitories that Responds to Various Educational Needs Should Be to meet your needs – Approach based on Self-confidence.” The presentation and speech both shined light on the recently published new curriculum guidelines and their relation to leadership at special needs school dormitories.

From the afternoon, section meeting discussions were held separately for each type of education (education for the visually impaired, hearing impaired education, education for the mentally disabled, and education for children with physical/motor disabilities and health impairments). People in leadership positions at dormitories discussed issues that they face on a daily basis, such as diversification of dormitory residents (severity/redundancy of disability, age), reduction of the number of entering students, implementation of evacuation drills, guidance that can be provided based on the existence of a dormitory environment, their improvement, etc.

FY 2017 Practical Workshop for Physical Education and Sports Faculty at Special Needs Schools

With the Olympic and Paralympic Games in 2020 and demand for the promotion of lifelong learning for people with disabilities, further improvement of physical education and sports activities for children is expected through classes and club activities in schools.

On Friday, August 18th, NISE together with the National Association of Special Needs School Principals held the FY 2017 Practical Workshop for Physical Education and Sports Faculty at Special Needs Schools at NISE. This new effort is aimed at improving the leadership abilities of physical education and sports staff at special needs schools

During the morning of the day of the workshop, there were presentations on policies related to sports for the disabled, research reports and lectures given on teaching physical education and sports at special needs schools, and a report given on the actual situations at two municipal government and school locations. In the afternoon, we implemented real-life exchange through boccea

and learned about how to practice it, provide coaching, etc.

Participants obtained a wide variety of information. The workshop ended on a high note with many participants saying that they want to make use of what they learned in their day-to-day activities.



FY 2017 NISE Open Day

NISE held an Open Day event on Saturday, November 11th under the theme “Gaining Information and Real Experiences through NISE.” Many people, mostly from the local community, participated in the event.

Continuing from last year, we conducted a stamp rally targeting the exhibition spaces which introduce each type of disability. Many people, mostly together with their families, could be seen walking around the venue with their stamp sheets in hand collecting stamps at the exhibition spaces.

In addition, other activities were held offering a wide variety of content, including a lecture by Motonori Watanabe (former manager of baseball at Yokohama High School) and his discussion with Kazushige Shishido (President of NISE), class creation experience activity from a special needs education perspective, wheelchair basketball experience activity to provide people with the experience of what it is like playing a sport designed for the disabled, and an anma massage experience provided conducted by students and teachers from the Special Needs Education School for the Visually Impaired, University of Tsukuba, an activity that visitors responded very well to last year.

New this year was a performance given by hospital clowns, an appearance Tsuepon, a character that uses a cane design for the visually impaired, an awareness activity related to the bumpy tiles located in public areas designed to provide a path for the visually

impaired, and the establishment of a childcare area which also accepted children without disabilities to enter.

In addition, we received cooperation from many people involved in making the event happen, including the participation by eight student volunteers from Yokosuka Municipal Yokosuka Sogo High School, a local school.

The weather improved on the day of the event which saw an attendance of 919 people, more than double the number of people who visited last year's Open Day event. In particular, since there were also many children that came to the event, the atmosphere was lively from beginning to end, quite different from the normal atmosphere one would expect to find at a research facility.



FY 2017 Workshop for Leaders of Promoting Joint Activities and Learning

NISE held the Workshop for Leaders of Promoting Joint Activities and Learning from two days from November 16 to November 17 at its location.

This workshop is held annually to support the promotion of understanding of joint activities and learning in each region through research discussions and other activities led by educators in the position of promoting exchange between students with disabilities and students without disabilities and joint learning in each prefecture for the purpose of developing an inclusive education system. 73 people from around the country, including teachers from special needs schools, elementary and junior high schools, as well as supervisors of school education from local boards of education, participated in this fiscal year's workshop.

The first day of the workshop featured a presentation on the latest administrative and policy matters by MEXT titled “The Current State and Challenges of Joint Activities and Learning,” followed by

a FY 2016/2017 report titled “Research Related to the Promotion of Joint Activities and Learning.” Following the report, a presentation titled “Cooperating with Municipalities for Promoting Exchange in Schools of Residential Areas” was given by the Kochi Prefectural Board of Education, and another presentation was given by Naroyo City Naroyo Nishi Elementary School (Hokkaido) titled “Creating Environments and Schools which Support Joint Activities and Learning at Elementary Schools.” Both presentations addressed the distinct efforts taken by each.

On the second day, the participants were divided up into four groups (three subgroups) where they carried out research discussions. The theme of the first subgroup was “Inventive Learning Activities for the Purpose of Promoting Joint Activities and Learning.” The theme of the second subgroup was “Promotion of Joint Activities and Learning for Students in Their Residential Areas.” The theme of the third subgroup was “Administrative

Involvement in the Promotion of Joint Activities and Learning.” Lively discussions were held regarding content based on reports given by each participant and recent information. At the end of the workshop, reports were given on the content of the discussions held by each subgroup, and afterwards they were provided with guidance and support from Mr. Haginiwa, Senior Specialist for

Special Needs Education, Ministry of Education, Culture, Sports, Science and Technology. reasonable accommodation and fundamental environmental improvement in schools, the results of those efforts, and related issues, and held lively research discussions as well as exchanged information aimed at solving related issues.

FY 2017 NISE Inclusive Education System Dissemination Seminar (Kyushu/Okinawa and Chugoku/Shikoku regions)

The purpose of the Inclusive Education System Dissemination Seminar is to allow more people to know about activities of the Center for Promoting Inclusive Education System (NISE) and efforts implemented in each region towards building an inclusive education system. NISE plans to hold the seminar in six regions throughout Japan between FY2016 and FY2020. This fiscal year's seminar was for the Kyushu/Okinawa regions and Chugoku/Shikoku regions.

The seminar for the Kyushu/Okinawa regions was held on Saturday, December 16th, 2017 co-sponsored by the Okinawa Prefectural Board of Education, and the seminar for the Chugoku/Shikoku regions was held on Sunday, December 17th, 2017 co-sponsored by the Okayama Prefectural Board of Education. More than 100 people attended each of the seminars. Part One of each seminar consisted of reports about the activities of NISE, and Part Two of each seminar consisted of reports which addressed the efforts being taken in each region.

At the seminar held in Okinawa Prefecture, Tomoko Sakihama, Principal of Yomitan Sonritsu Furugen Elementary School, presented a report titled “Implementation of Education which Allows All Students to Experience Joy, Learn, and Grow Together, and Sonoko Shiroma, Associate Professor at the University of the Ryukyus, presented a report titled “Current Conditions and Issues Surrounding the Creation of an Inclusive Education System in Okinawa Prefecture.”

At the seminar held in Okayama Prefecture, Hideo Yoshida, Principal of Tsuyama City Kita Elementary School, presented a report titled “Enhancement of Seminar-type Functions and Classes for Disabled Students. Kuzuko Ooka from the Okayama

Prefectural Board of Education gave a report titled “Project for Pre-school Level Developmental Support Project,” and Masahiro Okabe, a teacher at Shoo Choritsu Katsumada Elementary School, presented a report titled “Project for the Utilization of Special Needs Education Block Leaders for Standard Classes.”

Feedback from participants of both seminars revealed that they were quite easily able to understand about current conditions surrounding the inclusive education system as well as future related demands, want to soon implement efforts that they learned about from case examples throughout their entire schools, etc.

We would like to express our deep appreciation for the assistance provided by many people, including members of the Okinawa Prefectural Board of Education and Okayama Prefectural Board of Education, for holding this seminar. Later we plan to provide information about these seminars on the NISE website for your viewing.



Third NISE International Symposium on Special Needs Education

NISE held the Third NISE International Symposium on Special Needs Education on Saturday, January 20th, 2018 at Hitotsubashi Hall (Chiyoda-ku, Tokyo). More than 230 people from all over Japan participated in the symposium.

The theme of this year's symposium was "Promotion of an Inclusive Education System: From the current conditions to the future outlook of efforts in Japan and the UK." In line with this, a field study results report was provided by NISE researchers who were dispatched overseas which focused on actual guidance and support for disabled children in both standard schools and special needs schools in the UK, and inclusive education system related research conducted by NISE was introduced. Afterwards, the keynote speech was delivered by Dr. Susan Pearson (Visiting Fellow, University of Leeds (UK)) titled "The Road to Inclusive Education" which introduced inclusive education related efforts that are being taken in the UK.

Professor Norimune Kawai of Hiroshima University joined the discussion session as a designated panelist, deepening

understanding of consensus building around the wishes (aspirations) of the other parties.

NISE will continue to hold this international symposium as an effort to collect and distribute information on overseas trends related to inclusive education systems.



World Autism Awareness Day in Yokosuka

On Wednesday, January 24th, 2018, World Autism Awareness Day in Yokosuka was held at the Yokosuka City Lifelong Learning Center's Manabikan as a part of a FY 2017 weeklong campaign for disabled people in Yokosuka under the theme "Knowing and Connecting: Towards creating schools in which children with autism can easily learn and a society in which they can easily live." This year's event was comprised of two sections: educator training and a workshop. During educator training, teachers such as special needs education coordinators from schools in Yokosuka City learned about important things for the education of children with autism. The workshop included an introduction to teaching tools, psychological simulation experience, training lectures, introduction to research conducted by NISE as well as display of works by students from the Special Needs Education School for Children with Autism, University of Tsukuba, and by students in special needs classes at schools in Yokosuka City, and an introduction to welfare classes held at Yokosuka Municipal Yokosuka Sogo High School, and a research presentation on autism given by students from the same school. We are deeply grateful that many people

participated in the event, including guardians, district welfare officers, and child welfare volunteers.

This event was made possible through co-sponsorship provided by NISE, the Special Needs Education School for Children with Autism, University of Tsukuba, Tanpopo no Kai, an organization for persons with autism and their parents in the Yokosuka area, and the Yokosuka Municipal Board of Education.



FY 2017 Regional Practical Research Forum

The Regional Practical Research Forum is designed to support the promotion of the creation of an inclusive education system by quickly spreading the results of regional practical research in prefectures participating in the NISE Regional Practical Research Project. In FY 2017, the forum was held in Aomori, Saitama, Chiba, Shizuoka, Nagano, Wakayama, and Nara, prefectures designated as cooperative research regions.

The following is an overview of the Regional Practical Research Forum held in each prefecture:

Aomori, Saitama, and Chiba prefectures participated in “Research on Training Aimed at the Development of an Inclusive Education System.” Research reports on teacher training and the current state of inclusive education related efforts at senior high school efforts were presented, leading participants to think about how teacher training systems and school systems inside and outside the school should be created in the future. Wakayama and Nara Prefectures were involved in “Research on the Development of an Inclusive Education System in Local Communities.” Research reports on the current state of cooperation among schools in local communities and the situation surrounding the utilization of an individual educational support plan were given, deepening the understanding of regional system development for constructing inclusive education systems. Shizuoka Prefecture participated in “Research on Joint Activity and Learning Promotion.” Reports on research results of special needs schools designated by the Shizuoka Prefectural Board of Education and research reports on visits to the board of education and elementary school in regional practice research related to field surveys at the Board of Education and Elementary Schools in carrying out regional practical research, leading participants to think about specific ways to move forward in joint activity and learning efforts in the future.

Nagano Prefecture was involved in “Research on the Utilization and Evaluation of Educational Materials.” Research on the current situation and efforts related to the utilization of ICT equipment for special needs education in Nagano Prefecture was conducted, and research reports on the practical use of ICT equipment were given, leading participants to consider further dissemination of ICT equipment at schools.

Approximately 60 to 300 people, including educators from special needs schools, kindergartens, authorized centers for early childhood education and care, elementary schools, junior high schools, and high schools as well as staff from prefectural and municipal boards of education, participated in the forums held in each prefecture. They listened diligently to research reports and participated in lively question and answer sessions. From the participant questionnaires completed after the end of each forum, it was revealed that there are many expectations and requests for NISE and the Regional Practical Research Project.



FY 2017 National Institute of Special Needs Education Seminar

NISE holds the National Institute of Special Needs Education Seminar annually for its midterm goal of aiming for the sharing of information with related educational institutions involved in special needs education and diffusion of research results. The theme of the seminar for this fiscal year was “Promotion of an Inclusive Education System: The role of special needs education in various learning setting” held for two days from Friday, February 16, 2018 to Saturday, February 17, 2018 at the National Olympics Memorial Youth Center.

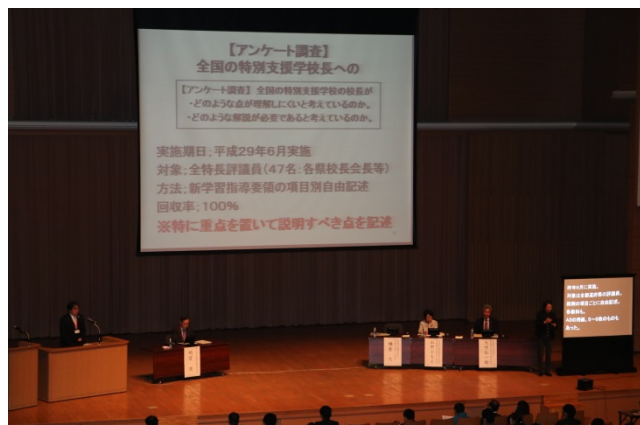
On the first day of the seminar, a talk on administrative policy was given followed by the keynote speech titled “Development of Education based on the New Curriculum Guidelines: From the viewpoint of promoting and further enhancing special needs education” and a symposium titled “Regarding Efforts and Issues in Various Learning Settings Related to the new curriculum guidelines. On the second day of the seminar, NISE presented research results reports (on core research and regional practical research), a developmental disability awareness seminar was given,

educational materials and other items were placed on display, and an exhibition of support devices, etc. including presentations was conducted. 811 people attended the seminar, participating in lively discussions and other activities. The seminar came to a successful conclusion. The 229 educators from kindergartens, elementary schools, junior high schools, and high schools represent a larger number of such attendees than in normal years. We are thankful to

everyone who attended.

Information and other details about the seminar are featured on the website listed below, so please have a look for yourself.

In addition, we plan to change the venue for the next fiscal year due to various circumstances. We will plan for and manage the seminar so that it will be improved. Please check information about the seminar in our e-mail magazine, on the NISE website, etc.



Japan's Pluralistic Approach to an Inclusive Education System and its Progress – A Provisional Scenario for the Constructive Dialogue –

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1. Introduction

The UN Convention on the Rights of Persons with Disabilities (hereafter the “CRPD”), which Japan ratified in 2014, is the first legally binding document that refers to “inclusive education” (UN Committee on the Rights of Persons with Disabilities 2016). Article 24 of the CRPD obliges the states parties to “ensure an inclusive education system at all levels” (UN General Assembly 2007). Adoption of this clause symbolizes that recognition of inclusion was increasingly seen as a “key to achieving the right to education” (UN Committee on the Rights of Persons with Disabilities 2016).

To ensure proper implementation of the CRPD's precepts, the signatories are accountable to both national and international monitoring bodies (Office for the High Commissioner for Human Rights 2010). At the domestic level, how well the states parties implement the precepts of the CRPD is monitored by national focal points and independent monitoring mechanisms. In Japan, the Office of the Director General for Policy on Cohesive Society in the Cabinet Office and the Human Rights and Humanitarian Affairs Division in the Ministry of Foreign Affairs are jointly designated as the national focal points, and the Commission on Policy for Persons with Disabilities (hereinafter the “Policy Commission”) as the independent monitoring body (United Nations 2016). At the international level, the Committee on the Rights of Persons with Disabilities (hereafter “the CRPD Committee”) monitors the implementation and the Conference of States Parties (hereafter the “Conference”). The administrative bodies of the signatories, therefore, must undergo regular monitoring in both national and international frameworks

The CRPD Committee requires the states parties to report on how well the rights stipulated in the CRPD are implemented within two years following ratification, and thereafter every four years (Division for Social Policy and Development, n.d.). These reports serve as the basis for the review process by the CRPD Committee. Following the submission of the initial report, the CRPD Committee is expected to draft a List of Issues (hereafter “LOI”),

in which the Committee asks various questions to obtain further information. In response to the LOI, the government composes a reply to the LOI and conducts a public “constructive dialogue” with the CRPD Committee. The CRPD Committee then publishes its assessment and recommendations in relation to the implementation of the CRPD in the form of concluding observations. Japan submitted its initial report in 2016 based on the collected views of the Policy Commission on the status of the Basic Program for Persons with Disabilities, which is a five-year national programme to improve policies for persons with disabilities (United Nations 2016). The following procedure is yet to come; when and what kind of LOI to Japan is to be released remains to be determined.

As a government official, a trigger to initiate this task is the forthcoming international monitoring by the CRPD Commission. Some intellectuals have raised concerns regarding a problem that Japan would face in reporting on the implementation of Article 24 (Nagase 2014; Ochiai and Shimada 2016). They argue that a recent increase of the number of students attending special needs schools in Japan may become a target of criticism in the LOI. Contrarily, my claim is that Japan's recent initiatives in special needs education are in line with the spirit of the CRPD, contributing to the development of an inclusive education system. Observers should not be distracted by the increase in the number of students attending special needs schools when evaluating the progress of Japan's inclusive education system. As the Japanese government makes clear, Japan's special needs schools are part of the “general education system” stipulated in Article 24 of the CRPD (MEXT 2012b).

Increased accessibility to quality education has been improving education for children with disabilities in a variety of settings in Japan, from regular classes to special needs schools. This spectrum way of thinking will offer more pragmatic and realistic ways to promote inclusion. Although I was in charge of legal affairs of Japan's special needs education from July 2016 to January 2018,

the view presented in this article is solely my own and does not represent any of my institution. Readers are asked to be aware that this article is a provisional document for discussion purposes and does not necessarily represent the official position of the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

This article begins by exploring the relationship between the concept of inclusive education and special educational settings. It

explains how the CPRD Committee and states parties have understood the concept of “inclusive education”. International variation of approaches to inclusive education is evident, and I will emphasize the risk of advocating an interpretation that inclusion is possible only by integration of educational settings. I then look into Japan’s efforts to abide by the concept of “inclusive education system” and its remaining challenges.

2. “Inclusive education” and special educational settings

Interpreting the concept of “inclusive education” referred to in Article 24 has been controversial, especially in relation to “special schools” or other forms of education schemes specially reserved for children with disabilities. While such environments are sometimes referred to as “segregated settings” or other concepts associated with separation or segregation, I avoid such terminology because (i) children with disabilities may have needs for a special educational setting; (ii) educational services that special schools or classes offer may be regarded as a form of affirmative action; (iii) some special educational settings (intermediary forms, such as a resource room programs) may facilitate mainstreaming and inclusion.

A consensus of aiming for an inclusive environment in education for children with and without disabilities is almost unanimous among the signatories of the CRPD. Even the United Kingdom and Mauritius, the only two countries that place a reservation on Article 24, seem to agree on the overall principle of inclusiveness. The UK reservation on Article 24 is grounded upon the right of children with disabilities to choose special school education; however, it did not fail to express its continued commitment to an inclusive education system. Upon its ratification of the CRPD, the UK government entered a reservation and issued an interpretative declaration to Article 24. The interpretive declaration reads:

The United Kingdom Government is committed to continuing to develop an inclusive education system where parents of disabled children have increasing access to mainstream schools and staff and which have the capacity to meet the needs of disabled children. (Joint Committee on Human Rights 2010)

Mauritius is also concerned that accepting Article 24 is a risk for special schools to continue support for severe disabilities, while acknowledging its continuous efforts to develop a “policy of free and inclusive education” (Government of Mauritius 2010). In its Initial Report, the Government of Mauritius makes it clear that “it is expected that special schools will continue to operate alongside inclusive education until there is total mainstreaming” (United

Nations 2014).

Although the United Kingdom and Mauritius were wary about the risk of denying the right to “special schools” to the point where they maintain their reservations on Article 24, many other signatories have preserved schools and classes reserved for children with disabilities. If Article 24 were to mean repealing any special educational settings for children with disabilities, most countries would have opposed the clause. It is incorrect to assume that whether entering a reservation on Article 24 or not is about being for or against “special schools”.

Variations of approaches to inclusive education can be grouped into three categories: (i) countries that aim for single track education with full inclusion, abolishing special schools; (ii) countries with a high enrollment rate in special schools; (iii) countries that provide a variety of learning settings to meet different needs (Saumont 2015). The rates of children with special educational needs in special schools or full-time special classes in the countries of the first category are mostly less than 2%, whereas that of the second category are more than 4%, except for the Netherlands, where there are legal reforms to transform some types of special schools into mainstream schools (European Agency for Development in Special Needs Education 2003).

The countries in the second and third categories clearly preserve educational settings reserved for children with disabilities when necessary, while aiming for an increased level of inclusion. It should be noted that the CRPD Commission has emphasized “placing students with disabilities within mainstream classes without appropriate support does not constitute inclusion” (UN Committee on the Rights of Persons with Disabilities 2016).

Although the rate of integration has often been regarded excessively as a preferred criterion, actual policy initiatives to promote an inclusive education system usually encompass multiple approaches. Opportunities for children with and without disabilities to engage in Interaction and Collaborative Learning (hereafter “ICL”), intermediary learning settings such as a resource room program, and allocating special support staff to regular schools are enumerated as such approaches. I call such a policy

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trend a pluralistic approach to inclusive education, or “pluralistic inclusive education”.

A dichotomous mindset of integration or separation does not only overlook diversity in approaches to inclusive education, but also grants potential leeway to market liberalists to slash the budget for special needs education on a large scale, deteriorating the quality of support that children with disabilities have received. In a

country like Japan, where quality education has traditionally been offered to children with disabilities, capitalizing on an existing framework is indispensable to the efforts to promote an inclusive education system. Even though Japan’s former special education scheme used to put insufficient attention on the importance of inclusiveness, the recent efforts of the Japanese government reflect the spirit of an “inclusive education system” in the CRPD.

3. Japan’s pluralistic efforts towards an inclusive education system

As of January 2018, 68 LOIs have been issued from the CRPD Committee. In terms of the focus of Article 24, countries can be roughly classified into three types: (i) countries where still many children with disabilities are deprived of the right to education; (ii) countries that have special educational settings, although some children are deprived of the right to education; (iii) countries that have diminished or abolished special educational settings. The CRPD Committee generally asks countries in the first category about data on the number of children with disabilities who are deprived of education, countries in the second category about the rate of inclusion and measures taken to improve the situation, and countries in the third category about the quality and accessibility of inclusive education. This trend probably reflects the difference between exclusion, segregation, integration, and inclusion, which the CRPD Committee emphasized in its General Comment on Article 24 (UN Committee on the Rights of Persons with Disabilities 2016). Accordingly, it is expected that the focus of the LOI issued to Japan will be on the rate of inclusion and measures taken to implement the concept of an inclusive education.

Japan’s initiative to promote an “inclusive education system” can be illustrated as a form of pluralistic inclusive education. It is not an overstatement to say that the last decade has seen remarkable mainstreaming of special needs education in Japan. Both legal and actual transformations are ongoing, which will serve as effective responses to the CRPD Commission on the achievements and challenges regarding inclusive education.

On a legal basis, a number of reforms, which can be framed as part of the concept of “continuous diverse learning settings” (MEXT 2012a), have been implemented in recent years. The 2006 amendment of the School Education Act changed the framework of education for children with disabilities in Japan (MEXT 2006). Accordingly, in 2007, “special schools” were transformed into “special needs schools”, allowing flexibility for establishing schools that accommodate children with multiple disabilities. The amended Act also encourages special needs schools to function as a regional center of special needs education, supporting children with disabilities in regular schools.

As part of Japan’s efforts to ratify the CRPD, several

government reports were created, and legal transformations were put into place. In the area of education, such efforts are epitomized in the “Report on the Promotion of Special Needs Education for Developing an Inclusive Education System Leading to the Creation of Cohesive Society”, which was issued in 2012 by the Central Council for Education and the 2013 Amendment of the Order for Enforcement of the School Education Act (MEXT 2013a). Before, children with relatively severe disabilities had to attend special needs schools. The Report pointed out that “[t]he appropriate goal is to establish mechanisms that will decide the school of enrolment based on the condition of the disability, the educational needs of the child, the opinions of the child and the guardians, and the views of educational, medical, and psychological specialists” (MEXT 2013b). In the amended Order, whether a child with disabilities attends a regular school or a special needs school is decided by the Boards of Education from a “comprehensive viewpoint”, while respecting the opinions of the child and his or her parents.

In addition, two important legal reforms were carried out in 2017: one regarding teacher assignment and the other regarding teacher qualification. Teachers for resource room (tsukyu) programs, in which children with disabilities attending regular classes receive special instruction individually several times a week, had been in high demand despite budgetary restrictions. As a result, many children had been on a waiting list. Improving the accessibility to a resource room program was increasingly becoming a priority in Japan’s teacher assignment system. The Act on Standards for Class Formation and Fixed Number of School Personnel of Public Compulsory Education Schools was amended in March 2017 so that resource room teachers were allocated in a ratio of one teacher to 13 children in need in 10 years (MEXT 2017a). Another reform was on qualifications, requiring all teacher training students to acquire fundamental knowledge on special needs education. Having been urged by teachers and specialists in special needs education for more than a decade, taking more than one course in special needs education is finally going to become mandatory for all students in teacher training programs (MEXT 2017b). Responding well to the needs of children with disabilities is now clearly recognized as one of the key competencies that all

teachers should acquire.

Financial efforts were also made to ensure that children with disabilities in Japan have better access to quality inclusive education. Special support staff are allocated in regular schools to assist children with disabilities and make it more likely for them to have a quality school life. The cost of allocating such staff is embedded in the local allocation tax and, each year, more and more grants are transferred to local governments as an increased number of special support staff are employed. The latest data of MEXT imply that the number of special support staff in 2016 was about as much as 56,000 nationwide (MEXT 2017c).

It is incorrect to assume that most children with special needs in Japan are taught in special educational settings. In fact, the majority of children with special needs study in regular schools. It is estimated that 598,607 children are those with special needs (who need an individualized instruction plan) in compulsory education, and around 88% of them are in regular schools (MEXT 2017c). If children who may have developmental disorders but are

not judged that they need an individualized instruction plan are included, the rate of integration will be even higher.

Furthermore, mainstreaming special needs education is becoming evident in a social context. Apart from the fact that resource room programs are in high demand, school teachers allege that increasingly fewer parents and guardians regard receiving special support in a regular school or enrolling in a special needs school as something special. Receiving special support is becoming a source of confidence and security rather than one of reluctance and shame.

The current form of special needs education in Japan demonstrates the increased diversity of options that children with disabilities are offered. In the inclusive education system that Japan is aiming for, children with disabilities should be provided with flexible choices and study together with those without disabilities insofar as possible. Children with disabilities may be enrolled in a special needs school, but they should not face social stigma or discrimination because of the type of school.

4. Remaining challenges

Despite the significant progress that has been made in the last decade, the construction of an inclusive education system in Japan is still in progress. Although I do not deny integration of educational settings in appropriate cases, raising the rate of inclusion itself should not be a policy target. Instead, I suggest following policy classifications as a tool of evaluation: (i) continuous and diverse learning settings; (ii) enhanced school organization; (iii) a seamless support system; (iv) competencies for a cohesive society; and (v) a rich study environment. Utilizing these classifications, I elaborate on the current challenges behind constructing an inclusive education system.

4.1. Continuous and diverse learning settings

Provision of continuous and diverse learning settings result in increased options that children with disabilities can take. The most exigent challenge in this domain is the proliferation of resource room programs. The recent legal reforms to enhance the availability of the programs still need effective implementation and application. It is also important to ensure that reasonable accommodation is effectively provided wherever children with disabilities study.

4.2. Enhanced school organization

Although most public schools appoint a special needs coordinator, how well coordinators can manage the issues related to special needs education is sometimes questioned because they are overloaded with other tasks. Effective use of special needs

coordinators in regular schools is key for children with special needs to integrate into the school environment.

4.3. Seamless support system

An effective use of an individualized instruction plan and an individualized support plan is key for the coordinated provision of support for children with disabilities. How well the plans are created and utilized and how effective an information sharing system is working both depend on municipalities. It is necessary to disseminate good examples nationwide.

4.4. Competencies for a cohesive society

In the Forum for Promoting Mental Barrier-Free Education coordinated by MEXT in 2017, it was pointed out that the level of commitment to ICL between children with and without disabilities differs depending on schools and teachers. Activating ICL on a wider and deeper scale is essential for fostering in children competencies for a cohesive society. A summary of the deliberation by the forum will be published by March 2018.

4.5. Rich study environment

Efforts to enrich the learning experiences of children with disabilities involves the provision of financial support to their parents and guardians and making school facilities barrier-free. In some special needs schools, the number of classrooms is insufficient to accommodate a growing number of students. MEXT has been urging local governments to improve such situations.

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Recent Data on Education for Children with Disabilities in Japan

Statistical data are collected as of May 1, 2017

(1) Number of schools for special needs education, number of classes, number of children enrolled, number of teachers and staffs - totals for national, public and private institutions -

	Number of schools	Number of classes	Number of children enrolled				
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total
Total	1,125	35,081	1,476	39,896	31,043	67,406	139,821
Total of Schools for Specific Disability only	876	24,478	1,321	27,998	22,019	49,432	100,770
(1) Visual impairment	63	1,157	181	567	450	1,533	2,731
(2) Hearing impairment	86	1,770	1,037	1,898	1,153	1,556	5,644
(3) Intellectual disabilities	540	16,499	65	19,866	16,755	42,269	78,955
(4) Physical/motor disabilities	129	4,120	38	4,886	2,916	3,352	11,192
(5) Health impairment	58	932	—	781	745	722	2,248
Total of Schools for two or more Disabilities	249	10,603	155	11,898	9,024	17,974	39,051
(1)+(3)	1	61	18	157	86	-	261
(1)+(5)	1	17	3	6	4	16	29
(2)+(3)	11	269	61	231	177	490	959
(3)+(4)	142	6,537	5	7,701	5,714	12,083	25,503
(3)+(5)	15	612	-	763	670	1,022	2,455
(4)+(5)	26	966	12	980	630	752	2,374
(1)+(4)+(5)	1	33	-	26	19	22	67
(2)+(3)+(4)	3	200	14	181	143	370	708
(2)+(3)+(5)	1	46	13	46	33	62	154
(3)+(4)+(5)	29	1,127	1	1,116	949	2,001	4,067
(2)+(3)+(4)+(5)	1	56	5	47	50	95	197
(1)+(2)+(3)+(4)	1	84	6	94	55	130	285
(1)+(2)+(3)+(4)+(5)	17	595	17	550	494	931	1,992
Total of teachers & staffs							96,560
Number of teachers							82,372
Number of staffs							14,188

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

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

	Number of schools	Number of classes	Number of children enrolled				
			Kindergarten dept.	Elementary dept.	Lower secondary dept.	Upper secondary dept.	Total
Visual impairment	84	2,242	204	1,719	1,304	2,360	5,587
Hearing impairment	120	2,842	1,158	3,080	1,872	2,315	8,425
Intellectual disabilities	761	30,181	248	35,914	27,985	62,394	126,541
Physical/motor disabilities	349	12,319	123	13,562	8,292	9,912	31,889
Health impairment	149	7,481	30	7,410	5,389	6,730	19,559

*In this table, the number of schools, classes and children enrolled were counted based on disability category respectively, so that these numbers were multi-counted if they are related to two or more disabilities.

(3) Number of classes for special needs education, number of children enrolled, number of teachers in charge, number of ordinary schools in which classes for special needs education are established

- totals for national, public and private institutions -

	Elementary schools		Lower secondary schools		Total	
	Number of classes	Number of children	Number of classes	Number of children	Number of classes	Number of children
Intellectual disabilities	17,565 (44.6%)	71,831 (47.1%)	8,571 (48.0%)	34,534 (52.9%)	26,136 (45.7%)	106,365 (48.8%)
Physical/motor disabilities	2,130 (5.4%)	3,302 (2.2%)	788 (4.4%)	1,116 (1.7%)	2,918 (5.1%)	4,418 (2.0%)
Health impairment	1,335 (3.4%)	2,265 (1.5%)	582 (3.3%)	943 (1.4%)	1,917 (3.3%)	3,208 (1.5%)
Low vision	369 (0.9%)	441 (0.3%)	101 (0.6%)	111 (0.2%)	470 (0.8%)	552 (0.3%)
Hard of hearing	741 (1.9%)	1,155 (0.8%)	316 (1.8%)	462 (0.7%)	1,057 (1.8%)	1,617 (0.7%)
Speech and language disorders	499 (1.3%)	1,554 (1.0%)	122 (0.7%)	154 (0.2%)	621 (1.1%)	1,708 (0.8%)
Autism/ Emotional disturbance	16,747 (42.5%)	72,032 (47.2%)	7,362 (41.3%)	27,939 (42.8%)	24,109 (42.1%)	99,971 (45.9%)
Total	39,386	152,580	17,842	65,259	57,228	217,839
Number of teachers in charge	42,270		19,519		61,789	
Number of schools established	16,184		7,882		24,066	

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

*Special needs education classes for Autism/Emotional disturbance was substituted for ones for Emotional disturbance since 2009.

(4) Number of children receiving special needs services in resource rooms, number of teachers in charge, number of ordinary schools in which resource rooms are established - public institution -

	Elementary schools	Lower secondary schools	Total
Speech and language disorders	36,413 (41.4%)	380 (3.7%)	36,793 (37.4%)
Autism	13,551 (15.4%)	2,325 (22.4%)	15,876 (16.1%)
Emotional disturbance	9,783 (11.1%)	2,041 (19.7%)	11,824 (12.0%)
Low vision	161 (0.2%)	18 (0.2%)	179 (0.2%)
Hard of hearing	1,677 (1.9%)	414 (4.0%)	2,091 (2.1%)
Learning disabilities	11,636 (13.2%)	2,907 (28.0%)	14,543 (14.8%)
Attention deficit hyperactivity disorder	14,625 (16.6%)	2,261 (21.8%)	16,886 (17.2%)
Physical/motor disabilities	69 (0.08%)	23 (0.22%)	92 (0.09%)
Health impairment	13 (0.01%)	14 (0.13%)	27 (0.03%)
Total	87,928	10,383	98,311
Number of teachers in charge	6,158	1,067	7,335 *1
Number of schools established	3,814	690	4,576 *2

*1 The data includes 110 teachers of schools for special needs education.

*2 The data includes 72 schools for special needs schools.

(5) National demographic data for schooling of children

		Compulsory education stage (elementary and lower secondary)		All stages (kindergarten to upper secondary)	
Number of children enrolled (all)		9,980,769	(100.0%)	15,108,483	(100.0%)
Number of children receiving special needs education		387,089	(3.9%)	455,971	(3.0%)
Breakdown of above	Enrollment in special schools	70,939	(0.7%)	139,821	(0.9%)
	Enrollment in classes for special needs education	217,839	(2.2%)	217,839	(1.4%)
	Number accessing resource rooms	98,311	(1.0%)	98,311	(0.7%)
Number of children postponed or exempted schooling because of Health impairment/Growth retardation		37	(0.0004%)		
Breakdown of above	Health impairment/Growth retardation	37			
	Enrolled in children's facilities/corrective institutions	19			
	Multiple nationality	3,286			
	Others	393			

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

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

① Elementary and lower secondary department

	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total (%)	38.3	43.8	45.1	44.6	43.4	43.5	43.3	43.1	42.8	42.5	41.2	41.2	41.1	40.1	39.1	38.2	37.7	37.2	36.5
Visual impairment	30.9	35.4	41.9	43.3	43.8	42.3	44.5	46.4	46.0	47.0	48.8	46.5	44.3	45.1	41.0	42.2	41.9	41.0	41.4
Hearing impairment	12.7	15.7	17.9	17.4	17.9	17.9	18.4	19.4	18.8	19.6	26.1	24.9	24.7	24.8	25.0	25.7	26.1	26.5	27.1
Intellectual disabilities	34.0	37.2	37.6	36.7	34.9	34.9	34.3	34.3	34.3	35.9	34.9	34.5	34.2	33.3	31.9	31.1	30.6	30.1	29.5
Physical/ motor disabilities	59.9	71.4	75.0	74.9	74.4	74.8	75.3	75.4	75.3	66.1	64.5	63.8	63.8	61.7	59.7	58.0	57.2	56.0	55.4
Health impairment	33.0	31.4	32.5	34.1	35.9	37.9	38.5	39.5	39.3	44.4	44.8	45.5	45.5	43.3	43.1	43.8	43.6	43.0	43.2

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

② Upper secondary department

	1990	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total (%)	15.6	18.8	23.9	23.2	23.0	23.1	22.4	22.4	22.0	22.1	21.3	21.0	19.9	19.5	19.0	19.0	18.5	18.3	17.9
Visual impairment	7.2	8.0	7.6	7.9	8.3	8.0	7.5	7.7	7.9	8.1	15.8	15.6	15.4	16.8	16.0	17.2	18.1	19.1	18.5
Hearing impairment	5.3	6.0	7.9	7.3	7.2	8.0	8.9	9.5	7.9	8.0	18.8	18.3	16.9	15.9	15.5	16.3	16.8	17.4	16.9
Intellectual disabilities	9.0	13.6	17.9	17.1	16.5	16.8	16.2	16.5	16.3	17.8	17.4	16.8	15.9	15.6	15.1	15.1	14.6	14.5	14.1
Physical/ motor disabilities	32.3	51.1	60.5	59.5	60.8	60.8	59.6	58.1	57.9	46.9	43.7	41.8	40.3	37.9	36.4	35.7	34.6	34.4	33.3
Health impairment	28.8	30.6	45.1	45.0	44.5	44.5	41.6	44.2	39.5	39.5	37.7	39.1	33.9	31.6	31.2	32.1	32.3	31.0	31.0

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

(6-2) The number of children belong to the classes for children with multiple disabilities counted by disability categories and their enroll rates among all children in the schools - total for national, public and private institutions -

	Elementary and lower secondary dept.		Upper secondary dept.		Total	
	Number of children	Enrolment rate	Number of children	Enrolment rate	Number of children	Enrolment rate
Total	25,920	36.5	12,057	17.9	37,977	27.5
(1) Visual impairment	468	46.0	204	13.3	672	26.4
(2) Hearing impairment	648	21.2	232	14.9	880	19.1
(3) Intellectual disabilities	9,048	24.7	4,563	10.8	13,611	17.3
(4) Physical/motor disabilities	6,406	82.1	2,409	71.9	8,815	79.0
(5) Health impairment	545	35.7	303	42.0	848	37.7
(1)+(3)	47	19.3	-	-	47	19.3
(1)+(5)	7	70.0	-	-	7	26.9
(2)+(3)	111	27.2	32	6.5	143	15.9
(3)+(4)	5,564	41.5	2,768	22.9	8,332	32.7
(3)+(5)	310	21.6	155	15.2	465	18.9
(4)+(5)	1,305	81.1	493	65.6	1,798	76.1
(1)+(4)+(5)	31	68.9	17	77.3	48	71.6
(2)+(3)+(4)	114	35.2	62	16.8	176	25.4
(2)+(3)+(5)	16	20.3	5	8.1	21	14.9
(3)+(4)+(5)	793	38.4	532	26.6	1,325	32.6
(2)+(3)+(4)+(5)	21	21.6	17	17.9	38	19.8
(1)+(2)+(3)+(4)	100	67.1	42	32.3	142	50.9
(1)+(2)+(3)+(4)+(5)	386	37.0	223	24.0	609	30.8

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

*The enrollment rates were calculated as 'the number of children belonged to the classes for children with multiple disabilities' divided by 'the total number of children in the school'.

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

- totals for national, public and private institutions -

		Number of graduate students	Number of students who entering higher education	Number of students who entering training institutions	Number of students who entering work life	Number of students who entering institutions or medical institutions	Others
Schools for special needs education	Total	10,221 (100.0%)	10,054 (98.4%)	17 (0.2%)	1 (0.01%)	80 (0.8%)	69 (0.7%)
	Visual impairment	151 (100.0%)	151 (100.0%)	-	-	-	—
	Hearing impairment	404 (100.0%)	404 (100.0%)	-	-	-	-
	Intellectual disabilities	7,664 (100.0%)	7,555 (98.6%)	13 (0.17%)	1 (0.01%)	51 (0.7%)	44 (0.6%)
	Physical/motor disabilities	1,623 (100.0%)	1,601 (98.6%)	-	-	5 (0.3%)	17 (1.0%)
	Health impairment	379 (100.0%)	343 (90.5%)	4 (1.1%)	-	24 (6.3%)	8 (2.1%)
Classes for special needs education		19,135 (100.0%)	18,028 (94.2%)	416 (2.2%)	180 (0.9%)	511 (2.7%)	

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

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

- totals for national, public and private institutions -

		Number of graduate students	Number of students who entering higher education	Number of students who entering training institutions	Number of students who entering work life	Number of students who entering institutions or medical institutions	Others
Schools for special needs education	Total	20,882 (100.0%)	440 (2.1%)	358 (1.7%)	6,139 (29.4%)	12,981 (62.2%)	964 (4.6%)
	Visual impairment	374 (100.0%)	101 (27.0%)	6 (1.6%)	58 (15.5%)	114 (30.5%)	95 (25.4%)
	Hearing impairment	528 (100.0%)	195 (36.9%)	32 (6.1%)	210 (39.8%)	80 (15.2%)	11 (2.1%)
	Intellectual disabilities	17,754 (100.0%)	73 (0.4%)	233 (1.3%)	5,707 (32.1%)	11,008 (62.0%)	733 (4.1%)
	Physical/motor disabilities	1,838 (100.0%)	47 (2.6%)	43 (2.3%)	102 (5.5%)	1,565 (85.1%)	81 (4.4%)
	Health impairment	388 (100.0%)	24 (6.2%)	44 (11.3%)	62 (16.0%)	214 (55.2%)	44 (11.3%)

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

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

[As of March in each year]

		1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		67.2	77.5	90.1	90.7	92.0	91.3	92.1	92.7	94.2	93.7	94.7	95.0	95.6	95.8	95.8	95.8	96.3	96.5
	Visual impairment	90.8	91.4	94.4	92.5	95.4	94.2	95.3	93.6	96.3	99.4	97.6	98.4	97.6	97.6	98.0	95.5	94.6	96.0
	Hearing impairment	95.6	95.2	95.4	94.5	93.8	96.6	94.6	96.9	96.0	92.0	96.9	94.2	95.7	91.1	93.1	91.1	93.8	95.5
	Intellectual disabilities	66.8	81.2	94.5	94.4	95.8	95.1	95.8	96.9	97.4	97.0	97.8	97.5	98.2	98.5	97.9	98.3	98.5	98.4
	Physical/motor disabilities	78.1	84.6	94.1	95.5	95.0	94.3	95.5	94.6	96.7	96.7	96.9	95.9	96.3	97.4	97.1	96.9	97.0	97.7
	Health impairment	28.5	31.0	42.9	46.4	42.9	45.3	45.0	47.7	49.9	50.0	50.4	52.4	53.1	51.5	53.9	51.7	55.9	55.4
Classes for special needs education		39.7	52.1	62.2	64.9	73.1	62.6	64.6	64.8	65.5	70.2	69.7	70.0	67.3	66.5	65.2	63.4	61.4	58.5

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

[As of March in each year]

	Type	1990	1995	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Schools for special needs education	Total	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		35.7	29.2	22.0	20.5	19.4	20.4	20.5	22.7	23.1	24.3	23.7	23.6	24.3	25.0	27.7	28.4	28.8	29.4
	Visual impairment	27.6	18.3	12.6	13.3	11.9	11.9	17.0	14.4	12.4	15.3	19.1	21.4	16.3	10.9	13.4	17.6	16.2	15.5
	Hearing impairment	47.6	37.0	31.4	29.3	25.5	31.5	34.4	32.4	35.4	42.4	35.1	33.5	34.5	32.7	37.3	36.1	38.5	39.8
	Intellectual disabilities	40.7	33.4	25.5	23.7	22.4	23.2	23.2	25.3	25.8	27.1	26.4	26.7	27.4	28.4	30.2	31.1	31.5	32.1
	Physical/motor disabilities	20.2	13.0	6.5	6.6	6.0	6.4	6.1	7.7	7.7	11.8	11.0	9.7	12.0	10.5	7.1	6.5	5.8	5.5
	Health impairment	18.6	18.0	8.0	6.1	10.1	13.0	10.3	15.4	18.5	16.4	12.1	11.0	12.2	14.6	18.0	17.5	14.4	16.0

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

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

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

[FY 2014]

Public	Expenditure of school education	
Schools for special needs education	7,252,341 Yen	Expenditure per child enrolled in schools for special needs education is 7.7 times as high as those of children in ordinary elementary schools 6.8 times as high as those of students in ordinary lower secondary schools
Elementary schools	939,593	
Lower secondary schools	1,072,523	

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1. NISHIMURA Takahiro, DOI Kouki, FUJIMOTO Hiroshi and WADA Tsutomu (2017). The Relationship between Vertical and Horizontal Dot Spacing and Readability of Paper-Based Braille in Braille Beginners, *Bulletin of The National Institute of Special Needs Education*, Vol. 44, pp.1-12, 2017

The Relationship between Vertical and Horizontal Dot Spacing and Readability of Paper-Based Braille in Braille Beginners

NISHIMURA Takahiro, DOI Kouki, FUJIMOTO Hiroshi and WADA Tsutomu

Abstract: Among people with visual impairments due to accidents, disorders, and aging, many cannot adequately read Braille. Learning Braille requires a great deal of time and the acquisition of various skills. Previous studies have indicated that one of the problems in learning Braille is that the standard Braille size is too small for Braille beginners. Therefore, it is necessary to determine the Braille patterns that would make learning easier for beginners. In this study, we evaluated the conditions of vertical and horizontal dot spacing for beginners that made the Braille easy to read. We specifically considered Braille beginners with acquired visual impairments who were unfamiliar with Braille. The effect of vertical and horizontal dot spacing on Braille readability was examined through an evaluation experiment using sighted subjects with no experience of reading Braille. The results of this experiment reveal that Braille beginners can read Braille accurately and quickly when both the vertical and horizontal dot spacing are 3.1mm or more.

Key words: Paper-based braille, Vertical and horizontal dot spacing, Readability, Visual impairment, Braille beginner

2. SADAOKA Koji (2017). A Study on the Support of Retention in the Workplace for the Graduates of Upper Secondary Department of Special Needs Education School for the Students with Intellectual Disabilities: Appropriate Vocational Education from the View Point of the Support of Retention in the Workplace, *Bulletin of The National Institute of Special Needs Education*, Vol. 44, pp. 13-26, 2017.

A Study on the Support of Retention in the Workplace for the Graduates of Upper Secondary Department of Special Needs Education School for the Students with Intellectual Disabilities: Appropriate Vocational Education from the View Point of the Support of Retention in the Workplace

SADAOKA Koji

Abstract: This study seeks to clarify the problems and issues faced at workplaces by the graduates of upper secondary department of special needs education school for the students with intellectual disabilities, focusing on the support provided by the school that helps the students settle in at a workplace. Moreover, it outlines case studies of six graduates of an upper secondary department of special needs education school for the students with intellectual disabilities in the last eight years who left their jobs within three years, as well as the reason for their doing so. The results of the study indicated that in order for the students to continue working it is necessary to respond to the decrease in their awareness regarding their employment and their morality and ethics to be nurtured, as to promote understanding of persons with disabilities among the others at the workplace.

Key words: Intellectual disabilities, Support of retention in the workplace for the Graduates, Quits rate of employment, Case study of support

3. WAKABAYASHI Kazusa (2017). Overview of Practical Research Contributing to Vocational Education for High School Students with Developmental Disabilities in Japan: Focusing on Empirical Research, *Bulletin of The National Institute of Special Needs Education*, Vol. 44, pp. 27-42, 2017

Overview of Practical Research Contributing to Vocational Education for High School Students with Developmental Disabilities in Japan: Focusing on Empirical Research

WAKABAYASHI Kazusa

Abstract: It is important that persons with developmental disabilities are given practical and concrete guidance regarding vocational education during the transition period such as in the high school, as such individuals face difficulties in finding a vocation or stable employment. This article reviewed empirical research that identifies outcomes and problems regarding vocational education for Japanese high school students with developmental disabilities. The findings of this review were as follows. First, studies in this area are expected to utilize more reliable research methods. Especially, more studies are needed for the students with developmental disabilities that put more focus on the aspects of highfunctioning autism spectrum and intellectual disabilities. Also found was that before students with developmental disabilities receive instruction in classes, it is necessary to promote an active attitude among them.

Key words: Developmental disabilities, High school vocational education, Social adaptation, Practical research.

4. ITO Yumi (2017). Issues Surrounding the Psychological Support in School to Children with Developmental Disabilities: Using the Cases in Inclusive DB, *Bulletin of The National Institute of Special Needs Education*, Vol. 44, pp. 43-56, 2017

Issues Surrounding the Psychological Support in School to Children with Developmental Disabilities: Using the Cases in Inclusive DB

ITO Yumi

Abstract: Using the National Institute of Special Education's (NISE) database (Inclusive Database) of practice cases of "reasonable accommodations," we summarized the current state of psychological support for children with developmental disabilities who enroll in a resource room program. The results showed that teachers were providing the following kinds of support in the twenty-eight cases of children with developmental disabilities studied: (1) adjusting the amount and method of tasks depending of the child's educational needs, (2) creating opportunities of children's active participation, (3) acknowledging children's effort, (4) improving the children's motivation, (5) trying not to respond negatively to the children, (6) maintaining continuity with regular classes and the resource room, (7) raising awareness to the classmates.

These seven kinds of psychological support can be further categorized into: (A) teachers' efforts to help children carry out tasks, (1) (2), (B) a positive and direct approach to the children by the teacher (3) (4) (5), (C) trying to connect the effects of teaching in regular classes and in the resource room.

Thanks to these three types of psychological support, the children were able to make an effort to complete their tasks, gain confidence upon completing tasks, and experience being evaluated positively by their teachers. By meeting the expectations of their teachers and classmates, the children felt own usefulness, and gained higher self-esteem.

Key words: Developmental disability, Resource room teaching, Inclusive DB, Self-esteem

5. YANAGISAWA Akiko, UCHIDA Teruo (2017). Families' Needs of Persons with Autism regarding Community and Family Life: Through a Survey by Kanagawa Autism Society, *Bulletin of The National Institute of Special Needs Education*, Vol. 44, pp. 57-71, 2017.

Families' Needs of Persons with Autism regarding Community and Family Life: Through a Survey by Kanagawa Autism Society

YANAGISAWA Akiko and UCHIDA Teruo

Abstract: Kanagawa autism society conducted a study to clarify what would be sufficient reasonable accommodation for families of those with autism in order that they could live in the community. They utilized a questionnaire on positive and negative aspects regarding education, welfare, medical care and vocation. This study focused on welfare (in particular support for children with autism, life supports and residence) and medical care. Positive comments on welfare showed that the community of residents and relevant people accommodated the individual needs of persons with autism and had a receptive and cooperative attitude. Negative comments showed misunderstanding and prejudice towards persons with autism. Positive comments showed that medical doctors and nurses had a receptive attitude and gave consideration to the characteristics of autism. Negative comments showed that they provided poor support and irrelevant comments towards persons with autism and their families based on a lack of understanding. This study suggested that it is necessary for citizen and staff working in welfare and medical care to enhance awareness of autism. Also, support for families is important so that they can tell people around them about their children.

Key words: Autism, Family, Community Life, Family life, Needs

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